

**§ 15497. Local Control and Accountability Plan and Annual Update Template.****Introduction:**

LEA: Menifee Union School District    Contact: Karen Valdes, Assistant Superintendent of Curriculum and Instruction, [kvaldes@menifeeusd.org](mailto:kvaldes@menifeeusd.org), (951) 294-8898  
LCAP Year:2014-2017

***Local Control and Accountability Plan and Annual Update Template***

*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.*

*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. 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 should comply with instructions and 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. 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 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:

**Parent involvement:** efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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.*

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

### **Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Menifee Union School District continues to inform, educate, and communicate with all shareholders including parents, community members, pupils, local bargaining units from both certificated and classified employees, English learner parents, foster youth advocates, and other stakeholders.</p> <p>The process began by informing our Board of Education about the LCAP process as an informational agenda item at a regularly scheduled board meeting. In addition, the District worked with administrative staff to ensure leadership understood the intent and requirements of the Local Control and Accountability Plan (LCAP) process. The District scheduled three initial regional parent/community/stakeholder information nights at the three existing middle schools. Feeder elementary school parents/community/stakeholder members were also invited and encouraged to attend. Notification went out via emails, district phone voice messenger, posted invitation on the District website, and hard copy flyers sent home with every student. In addition, the District created an online and paper version survey comprised of ten questions seeking meaningful input regarding the eight priorities identified in the legislation. The District chose to allow parents to provide open comments, as opposed to a multiple selected response survey format. The survey was available for six weeks and during that period, school phone messages were sent to all parents, a student flyer was sent home, and emails were sent to all student families to remind them of the survey opportunity. The initial window for engaging in a timely manner with the stakeholders occurred from January 2014 through the end of May, 2014.</p> <p>Individual site level meetings were also 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.</p> <p>As communication was facilitated, the District formed a Local Control and Accountability Plan (LCAP) Committee comprised of certificated and classified union staff representatives, business partner, Governing Board member, Parent Teacher Association member, Curriculum Coordinators, District Collaborative Coach, elementary and middle school principals, and parents/guardians/advocates representing special education, English learner, and Foster Youth. The Local Control and Accountability Plan (LCAP) Committee served as a vehicle to provide meaningful input in order for the smaller sub-</p>	<p>The Parent Advisory Committee (PAC) and District English Language Advisory Committee (DELAC) committees have had continued involvement in the development of the Local Control Accountability Plan (LCAP)</p> <p>A final meeting was held with the District Local Control Accountability Plan committee on May 28, 2014. The agenda included a detailed review of the LCAP draft, time for discussion and input, and comments and/or questions.</p> <p>Next, the plan was presented at separate meeting on May 29, 2014 to the Parent Advisory Committee (PAC). The agenda included a detailed review of the LCAP draft, time for discussion and input, and comments and/or questions.</p> <p>At a separate meeting on May 29, 2014, the draft plan was presented to District English Language Advisory Committee (DELAC) members. The agenda included a detailed review of the LCAP draft, time for discussion and input, and comments and/or questions.</p> <p>In accordance with Education Code Section 50262 (a) (1) (2), the Superintendent of the district responded in writing to comments received from both the PAC and DELAC groups.</p> <p>The draft LCAP was 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 were received during the public hearing at the regularly schedule governing board meeting on June 10, 2014.</p> <p>All of the input was considered in completing the final document submitted for governing board approval on June 24, 2014. Specific recommendations from the above mentioned meetings included adding the ratio of counselors to students in the plan, citing STEM program in the expenditures, increasing the allocation of funds to the district band/music program, adding the word, "stakeholders" to goal number three, and ensuring that special education paraprofessionals were specifically included in the plan for training.</p>

Involvement Process	Impact on LCAP										
<p>writing committee to accurately summarize and create the initial draft plan with the goals, services, actions, and expenditures. Besides processing the qualitative feedback from the surveys, the Local Control and Accountability Plan (LCAP) Committee reviewed the survey results and correlated the survey questions with the appropriate state-identified priority. In addition, each priority had multiple sources of current and longitudinal data to help the committee understand the current reality and how the District compared to other districts, as well as State-level comparisons. Data sources were both quantitative and qualitative. The data was given to the participants and was also available electronically for their review. After analyzing the survey results and the data, Local Control and Accountability Plan (LCAP) Committee participants used the data/information to recommend broad goals for the Local Control and Accountability Plan (LCAP) that encompassed the eight priorities.</p> <p>While this LCAP Committee was meeting, the District continued to meet with both the District English Language Advisory Committee (DELAC) and constituted 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.</p> <p>In addition, 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 Associated Student Body (ASB) Representatives and English Learners in the AVID Excel Program. 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, Sun City Association, Menifee Rotary, Local Interfaith Council, Special Education parent group, business partners, and preschool staff.</p> <table border="1" data-bbox="262 1157 1037 1385"> <thead> <tr> <th data-bbox="262 1157 403 1198">DATE</th> <th data-bbox="403 1157 1037 1198">EVENT</th> </tr> </thead> <tbody> <tr> <td data-bbox="262 1198 403 1239">1/29/2014</td> <td data-bbox="403 1198 1037 1239">Regional Meeting (Parent/Community) – BMMS</td> </tr> <tr> <td data-bbox="262 1239 403 1279">2/5/2014</td> <td data-bbox="403 1239 1037 1279">Regional Meeting (Parent/Community) HCMS</td> </tr> <tr> <td data-bbox="262 1279 403 1336">2/11/2014</td> <td data-bbox="403 1279 1037 1336">Local Control and Accountability Plan (LCAP) Board Presentation</td> </tr> <tr> <td data-bbox="262 1336 403 1385">2/12/2014</td> <td data-bbox="403 1336 1037 1385">Regional Meeting (Parent/Community) – MVMS</td> </tr> </tbody> </table>	DATE	EVENT	1/29/2014	Regional Meeting (Parent/Community) – BMMS	2/5/2014	Regional Meeting (Parent/Community) HCMS	2/11/2014	Local Control and Accountability Plan (LCAP) Board Presentation	2/12/2014	Regional Meeting (Parent/Community) – MVMS	
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Involvement Process		Impact on LCAP
2/19/2014	Coffee w/the Superintendent (LCAP Presentation)	
2/21/2014	Local Control and Accountability Plan (LCAP) Committee Meeting	
2/26/2014	Common Core 2 (C2) Team – Elementary	
2/27/2014	Common Core 2 (C2) Team – Middle School	
3/3/2014	District English Learner Advisory Committee (DELAC)	
3/3/2014	Parent Advisory Committee (PAC) Meeting	
3/7/2014	Sun City Civic Association (Rotary)	
3/12/2014	PTA/PTSA Meeting	
3/17/2014	Local Control and Accountability Plan (LCAP) Committee Meeting	
3/20/2014	Rotary Meeting	
5/28/2014	Local Control and Accountability Plan (LCAP) Committee Meeting	
5/29/2014	Parent Advisory Committee (PAC) Meeting	
5/29/2014	District English Learner Advisory Committee (DELAC)	
6/10/2014	Public Hearing	

## **Section 2: Goals and Progress Indicators**

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric.

Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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. The goals must reflect outcomes for all pupils and include 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. 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 (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.

**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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><b>Need:</b> 100% of Certificated staff is highly qualified. School Accountability Report Card (SARC)  Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints</p> <p><b>Identified</b></p>	<p>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.</p>	<p>All</p>	<p>All</p>	<p>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.</p> <p>"No Findings" in the Valenzuela / CAHSEE Lawsuit</p>	<p>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.</p> <p>"No Findings" in the Valenzuela / CAHSEE Lawsuit</p>	<p>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.</p> <p>"No Findings" in the Valenzuela / CAHSEE Lawsuit</p>	<p>Basic Services</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<b>Metric:</b> School Accountability Report Card (SARC) Report  Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints					Settlement Quarterly Report on Williams Uniform Complaints.	Settlement Quarterly Report on Williams Uniform Complaints.	Settlement Quarterly Report on Williams Uniform Complaints.	
<b>Need:</b> 100% of staff have Cross Cultural Language Acquisition Development (CLAD) or Bilingual Cross Cultural Language Acquisition		All	All		Maintain 100% of staff has Cross Cultural Language Acquisition Development (CLAD) or Bilingual Cross Cultural Language Acquisition Development	Maintain 100% of staff will have Cross Cultural Language Acquisition Development (CLAD) or Bilingual Cross Cultural Language Acquisition	Maintain 100% of staff has Cross Cultural Language Acquisition Development (CLAD) or Bilingual Cross Cultural Language Acquisition Development	

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Development (BCLAD) Staff Certification.					(BCLAD) Staff Certification, as evidenced by District Staffing Report.	Development (BCLAD) Staff Certification as evidenced by District Staffing Report.	(BCLAD) Staff Certification as evidenced by District Staffing Report.	
					Investigate and design an electronic annual staff survey to provide opportunities for input regarding professional development.  Under the direction of the	Distribute first annual staff survey to provide opportunities for input regarding professional development, as evidenced by survey copies and distribution of survey.	Analyze previous year's results and continue to conduct annual staff survey to provide opportunities for input regarding professional development, as evidenced by analysis and list of professional development offered in the District.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					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, mandated reporting, blood-borne pathogen training, workplace safety training, etc.), as evidenced by			

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					selection and design of survey.			
					Investigate an electronic method for monitoring all professional development opportunities for certificated and para professional staff, as evidenced by selection and design of survey.	Select, purchase, and begin to utilize an electronic method for monitoring all professional development opportunities as evidenced by use of a system.  Explore and identify online and face to face professional development opportunities, as evidenced by	Continue to utilize electronic method of offering and monitoring all professional development attendance and feedback, as evidenced by analysis and list of professional development offered in the District.  Provide online and face to face professional development opportunities, as evidenced by online	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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						online professional development list of opportunities.	professional development offerings/enrollment.	
<b>Identified Metric:</b> "No Findings" results on Annual Governing Board Approved Textbook Sufficiency Report		All	All		Maintain "No Findings" results on Annual Textbook Sufficiency Report for all students having standards-aligned textbooks or resources.	Maintain "No Findings" results on Annual Textbook Sufficiency Report for all students having standards-aligned textbooks or resources.	Maintain "No Findings" results on Annual Textbook Sufficiency Report for all students having standards-aligned textbooks or resources.	
<b>Need:</b> School Accountability Report Card (SARC) Report  "0 Complaints" on Valenzuela / CAHSEE Lawsuit					Continue to maintain facilities in good repair, as evidenced by School Accountability Report Card (SARC) Report and "0	Continue to maintain facilities in good repair, as evidenced by School Accountability Report Card (SARC) Report and "0	Continue to maintain facilities in good repair, as evidenced by School Accountability Report Card (SARC) Report and "0	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Settlement Quarterly Report on Williams Uniform Complaints  <b>Identified Metric:</b> Deferred Maintenance Plan School Accountability Report Card (SARC) Report  "No Findings" on Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints					Complaints" on Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints.  Implement Five Year Deferred Maintenance Plan, as evidenced by plan monitoring goals.	Complaints" on Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints.  Continue to monitor and implement Five Year Deferred Maintenance Plan, as evidenced by plan monitoring goals.	Complaints" on Valenzuela / CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints.  Continue to monitor and implement Five Year Deferred Maintenance Plan, as evidenced by plan monitoring goals.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p><b>Need:</b> Certificated teachers with appropriate credentials/certificates for course offerings</p> <p><b>Identified Metric:</b> Course offerings aligned to teacher certification</p>		All	All		All certificated staff will have appropriate credentials / certificates for course offerings, as evidenced by School Accountability Report Card (SARC) Report.	All certificated staff will have appropriate credentials / certificates for course offerings, as evidenced by School Accountability Report Card (SARC) Report.	All certificated staff will have appropriate credentials / certificates for course offerings, as evidenced by School Accountability Report Card (SARC) Report.	Course Access
<p><b>Need:</b> Results from LCAP survey questions 1</p> <p><b>Identified Metric:</b> K-8 Units of Study in English Language Arts</p>	The Menifee Union School District will effectively maximize learning for all students, staff, and parents in order to prepare students for college and	All	All		District will provide a pacing guide of the priority and supporting standards with assessments included, as evidenced by published District Pacing	Continue to monitor and train staff using pacing guide of the priority and supporting standards with assessments included, as evidenced by published	Continue to monitor and train staff using pacing guide of the priority and supporting standards with assessments included, as evidenced by published	Implementation of State Standards



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR  Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
and Mathematics	career in the 21 <sup>st</sup> century.				<p>Guide.</p> <p>Pilot Units of Study in English Language Arts with support by collaborative coaches.</p> <p>Using realigned pacing guide and standards aligned curriculum and resources,</p>	<p>District Pacing Guide and agenda of staff training.</p> <p>Fully implement Common Core State Standard Units of Study in English Language Arts with support of collaborative coaches, as evidenced by Pacing Guide and lesson planning.</p> <p>Pilot Units of Study in Mathematics with support of collaborative coaches.</p>	<p>District Pacing Guide and agenda of staff training.</p> <p>Continue to implement Units of Study and with assessments aligned to Common Core, as evidenced by Pacing Guide and Classroom Observations.</p> <p>Fully implement Common Core State Standard Units of Study in Mathematics</p>	

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					implement mathematics Common Core Standards.  Mathematics for grades Kindergarten through Grade 8 will continue to be developed / completed, as evidenced by Units of Study.	Begin 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	with support of collaborative coaches, as evidenced by Pacing Guide and lesson planning.  Continue to develop additional 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	

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					<p>resources.</p> <p>Utilize Curriculum Coordinators to lead and facilitate the development and pilot of the Units of Study, as evidenced by Curriculum Coordinator calendars/schedules.</p> <p>Utilize district collaborative coaches to support and coach in the development and pilot of the Units of Study, as evidenced by</p>	<p>developed resources.</p> <p>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.</p> <p>Continue to utilize district collaborative coaches to support and coach in the development and implementatio</p>	<p>developed resources.</p> <p>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.</p> <p>Continue to utilize district collaborative coaches to support and coach in the development and implementatio</p>	

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					Curriculum Coordinator calendars/schedules.  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.	n 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	n 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	

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						sign-ins.	sign-ins.	
<p><b>Need:</b> Regional LCAP Meetings</p> <p>DELAC Agendas</p> <p>School-site Parent Nights Identified</p> <p><b>Metrics:</b> Parent CCSS/Units of Study Informational Meeting offerings</p> <p>Parent feedback forms</p>		All	All		Increase information / resources for parents/guardians regarding standards, instruction, and assessment opportunities will be provided in a various formats, including, online District website, electronic resources, parent education nights, as evidenced by website, flyers, agendas and sign ins.	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 by website, by flyers, agendas and sign ins.	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 by website, flyers, agendas and sign ins.	Parent Involvement

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					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.	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	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.  Continue to encourage parents to access Student Information System mobile app for accessing information on student	

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						app for accessing information for student performance and progress, as evidenced by availability and access frequency logging onto Parent Portal.	performance and progress, as evidenced by availability and access frequency logging onto Parent Portal.	
<p><b>Need:</b></p> <p>Results from Survey Questions 6</p> <p>Results from Survey Question 7</p> <p>2013 and prior year STAR data results</p> <p>Academic Performance</p>		All	All		Identify baseline goals for increasing student achievement in English Language Arts and Mathematics as measured using Smarter Balanced Assessment Consortium (SBAC) results,	Increase percentage of students scoring proficient in English Language Arts and Mathematics as measured using SBAC results, as evidenced by 2015-16 Smarter Balanced	Increase percentage of students scoring proficient in English Language Arts and Mathematics as measured using SBAC results, as evidenced by comparing 2015/16 and 2016/17	Pupil Achievement

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<p>Index (API) with all schools over 822 for 2013 Growth API.</p> <p><b>Identified Metrics:</b> Academic Performance Index (API) Results.</p> <p>Smarter Balanced Assessment Consortium (SBAC) results</p> <p>California Assessment of Student Performance and Progress (CAASP) Accountability Results</p>					<p>as evidenced by SBAC baseline data results and Base Academic Performance Index (API).</p> <p>English Learner students will continue meet State target for Annual Measureable Achievement Objectives (AMAO) 1 and II A as evidenced by District 2014 Annual Measureable Achievement Objective and II A results.</p> <p>Maintain or</p>	<p>Assessment Consortium (SBAC) results and growth Academic Performance Index (API).</p> <p>English Learner students will meet State Target for Annual Measureable Achievement Objective (AMAO) 1 and II A.</p> <p>Maintain or</p>	<p>Smarter Balanced Assessment Consortium (SBAC) results and Academic Performance Index (API).</p> <p>English Learner students will meet State Target for Annual Measureable Achievement Objective (AMAO) 1 and II A.</p> <p>Maintain or</p>	



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District Annual Measureable Achievement Objective (AMAO) English Learner results <b>AMAO I=63.9%</b> for estimated 2014 results. <b>AMAO 2a=30.7%</b> <b>AMAO 2b=51.7%</b>  <b>Identified Metrics:</b> Title III Plan Goals  Annual Measureable Achievement Objective (AMAO) 1 and II English Learner results					increase the percent of English learner students reclassified over the previous year, as measured by English Learner Reclassification rate of 10.24% in 2012-13.  Identify baseline for English learner student performance on Common Core State Standards district and state assessments, as measured by 2014/15 California	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 10.24%.	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 10.24%.	

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English Learner Reclassification Rate of 10.24%.					Assessment of Student Performance and Progress (CAASPP) results.  Create a baseline report of Foster Youth progress and monitoring, as measured by California 2014/15 Assessment of Student Performance and Progress (CAASPP) results.  Create a baseline report for special education student	Gap between Foster Youth and general student population will decrease by 1% on state and district assessments, as measured by 2015/16 results.  Gap between special education students and general student	Gap between Foster Youth and general student population will decrease by 1% on state and district assessments, as measured by 2016/17 results.  Gap between special education students and general student population will	

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					<p>performance, as measured by 2014/15 California Assessment of Student Performance and Progress (CAASPP)</p> <p>Create a baseline report for Low Income (LI) student performance, as measured by 2014/15 California Assessment of Student Performance and Progress (CAASPP) results.</p> <p>Administer in grades K-8 pilot</p>	<p>population will decrease by 1% on state and district assessments, as measured by 2015/16 results.</p> <p>Gap between Low Income (LI) and general student population will decrease by 1% on state and district assessments, as measured by 2014/15 results.</p> <p>Administer in grades K-8 pilot</p>	<p>decrease by 1% on state and district assessments, as measured by 2016/17 results.</p> <p>Gap between Low Income (LI) and general student population will decrease by 1% on state and district assessments, as measured by 2014/15 results.</p> <p>Administer in grades K-8 pilot Units of Study</p>	

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					assessments from Units of Study to include Assessment Tasks and one performance /writing task per unit, as evidenced by administration and scoring of assessments.  Analyze results of Units of Study pilot assessments to determine best instruction, as evidenced by grade level or department Professional Learning Community	Units of Study Assessments in English Language Arts and Mathematics, as evidenced by administration and scoring of assessments, 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	Assessments in English Language Arts and Mathematics, as evidenced by administration and scoring of assessments, as evidenced by administration and scoring of assessments.  Analyze 2015-16 Smarter Balance Assessment Consortium (SBAC) results and use results to monitor and differentiate instruction, as evidenced by grade level or	

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					(PLC) summary notes.  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	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 California Assessment of Student Performance and Progress (CAASPP) results, as	department Professional Learning Community (PLC) summary notes.  Continue to provide parent friendly information regarding baseline Smarter Balanced Assessment Consortium (SBAC) results and California Assessment of Student Performance and Progress (CAASPP) results, as evidenced by	

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					communication documents and parent feedback.	evidenced by communication documents and parent feedback.	communication documents and parent feedback.	
<p><b>Need:</b> Results from LCAP Survey Question 2</p> <p>2013/14 District Attendance Rate of 96.2%</p> <p>Chronic Absenteeism Data= 7.3%</p> <p><b>Identified Metric:</b> Annual School Attendance Rates</p> <p>Annual District Chronic</p>		All	All		<p>Maintain 96% attendance rate or increase rate of attendance, as evidenced by 96.2% 2012/13 attendance rate.</p> <p>Decrease by 1 % the Chronic Absenteeism Rate in the District, based on the 2013-2013 Chronic Absenteeism rate of 7.3%.</p> <p>Maintain</p>	<p>Maintain 96% attendance rate or increase rate of attendance, as evidenced by 96.2% 2012/13 attendance rate.</p> <p>Decrease by 1 % the Chronic Absenteeism Rate in the District, based on the prior year rate.</p> <p>Maintain Health Tech Staffing to help</p>	<p>Maintain 96% attendance rate or increase rate of attendance, as evidenced by 96.2% 2012/13 attendance rate.</p> <p>Decrease by 1 % the Chronic Absenteeism Rate in the District, based on the prior year rate.</p> <p>Maintain Health Tech Staffing to help</p>	Pupil Engagement

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Attendance Rate  Health Office staffing, including Health Tech, LVN, and Registered Nurse.					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 of 7.3% for 2012/13.	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 of 7.3% for 2012/13.	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 of 7.3% for 2012/13.	

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					Continue to collaborate with law enforcement for excessive truanancies 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	Continue to collaborate with law enforcement for excessive truanancies 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	Continue to collaborate with law enforcement for excessive truanancies 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	



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					Rate.	Rate.  Maintain or increase additional Community Liaison Position for parent outreach and home visits for attendance verification as measured by increased District Attendance Rate.	Rate.  Maintain or increase additional Community Liaison Position for parent outreach and home visits for attendance verification as measured by increased District Attendance Rate.	
<b>Need:</b> Results from LCAP Survey Question 2  Results from LCAP Survey Question 3  Results from		All	All		Maintain the 2012/13 District grade eight middle school dropout rate of 0.0%.  Begin to use Student Tracker	Maintain or decrease the prior year District grade eight middle school dropout rate.  Continue to use Student Tracker	Maintain or decrease the prior year District grade eight middle school dropout rate.  Continue to use Student Tracker	Pupil Engagement

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LCAP Survey Question 4  Results from LCAP Survey Question 5  District Middle School 2012-2013 Eighth Grade Dropout Rate 0.0% As a Transitional Kindergarten – Grade Eight District, no High School dropout rate or graduation rate can be calculated.					System to monitor student success as they matriculate to the high school/college setting.  As a Transitional Kindergarten – Grade Eight District, no High School dropout rate or high school graduation rate can be calculated.	System to monitor student success as they matriculate to the high school/college setting.  As a Transitional Kindergarten – Grade Eight District, no High School dropout rate or graduation rate can be calculated.	System to monitor student success as they matriculate to the high school/college setting.  As a Transitional Kindergarten – Grade Eight District, no High School dropout rate or high school graduation rate can be calculated.	
<b>Need:</b> District Suspension Rate		All	All		Maintain or decrease the District suspension	Maintain or decrease the District suspension	Maintain or decrease the District suspension	School Climate

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<p>3.8%</p> <p><b>Identified Metrics:</b> Annual District Suspension Rates</p> <p>As a Transitional Kindergarten – Grade Eight District, no High School Suspension rate can be calculated.</p>					<p>rate.</p> <p>As a Transitional Kindergarten – Grade Eight District, no High School Suspension rate can be calculated.</p>	<p>rate.</p> <p>As a Transitional Kindergarten – Grade Eight District, no High School Suspension rate can be calculated.</p>	<p>rate.</p> <p>As a Transitional Kindergarten – Grade Eight District, no High School Suspension rate can be calculated.</p>	
<p><b>Need:</b> District Expulsion Rates: 0.4%.</p> <p><b>Identified Metrics:</b> Annual District Expulsion Rates</p>					<p>Maintain or decrease the District Annual Expulsion rate by 0.1%.</p> <p>As a Transitional Kindergarten – Grade Eight</p>	<p>Maintain or decrease the District Annual Expulsion Rate by 0.1%.</p> <p>As a Transitional Kindergarten – Grade Eight</p>	<p>Maintain or decrease the District Annual Expulsion rate by 0.1%.</p> <p>As a Transitional Kindergarten – Grade Eight</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR  Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
As a Transitional Kindergarten – Grade Eight District, no High School Expulsion rate can be calculated.					District, no High School Suspension rate can be calculated.	District, no High School Suspension rate can be calculated.	District, no High School Suspension rate can be calculated.	
<b>Need:</b> Enrollment in Advancement Via Individual Determination (AVID) Courses and number of sections offered: 2013-14=268 Grade 7 and 230 Grade 8 students enrolled district-wide.  Enrollment in		All	All		Establish a baseline of data for students enrolled in AVID that matriculate to 9 <sup>th</sup> grade AVID as evidenced by feeder high school enrollment of Menifee Union incoming AVID Excel 9 <sup>th</sup> grade students.  As a	Create plan to expand the AVID program to Grade 6 as evidenced by an implementation plan and meeting agendas.  As a	Increase AVID course offerings to Grades 6, 7, and 8, as evidenced by course directory.  As a	Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR  Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>AVID Excel Courses: 13-14: 45 Grade 7 and 50 Grade 8 students enrolled</p> <p><b>Identified Metrics:</b> Enrollment Updates for AVID and AVID Excel</p> <p>Grade level offerings for AVID</p> <p>Number of students who enroll in 9<sup>th</sup> grade AVID Program</p> <p>As a Transitional Kindergarten –</p>					<p>Transitional Kindergarten – Grade Eight District, no High School A-G course enrollment rate can be calculated.</p>	<p>Transitional Kindergarten – Grade Eight District, no High School A-G course enrollment rate can be calculated.</p>	<p>Transitional Kindergarten – Grade Eight District, no High School A-G course enrollment rate can be calculated.</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR  Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Grade Eight District, no High School A-G Course Enrollment rate can be calculated.								
<p><b>Need:</b> Enrollment in elementary and middle school band/music programs.</p> <p><b>Identified Metrics:</b> Number of students enrolled in elementary and middle school band/music programs.</p>		All	All		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	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.	Monitor data for students enrolled District Music Program how music students perform academically in core subjects.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR	Year 1: 2014-2015	Year 2: 2015-2016	
					Programs.			
<p><b>Need:</b> Physical Fitness Test (PFT) 2013 Results: 71.9% of students meet five or more fitness standards.</p> <p><b>Identified Metrics:</b> Physical Fitness Test (PFT) Results</p>		All	All		Maintain or increase the percentage of students meeting six areas of the Physical Fitness Test by 1%.	Maintain or increase the percentage of students meeting six areas of the Physical Fitness Test by 1%.	Maintain or increase the percentage of students meeting six areas of the Physical Fitness Test by 1%.	
<p><b>Need:</b> Develop and maintain a systematic behavior and social skills support system at school sites.</p> <p><b>Identified</b></p>		All	All		<p>Develop tiers of behavior intervention to be implemented at school sites.</p> <p>Maintain or increase the number of</p>	<p>Refine tiers of behavior intervention to be implemented at school sites.</p> <p>Maintain or increase the number of</p>	<p>Maintain tiers of behavior intervention implemented at school sites.</p> <p>Maintain or increase the number of</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR	Year 1: 2014-2015	Year 2: 2015-2016	
<p><b>Metrics:</b> List of counselors and/or support personnel assigned to schools/programs.</p> <p>Counselor Staffing: Elementary Ratio: 1: 3250 Middle School Ratio: 1: 775</p>					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.	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.	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.	
<p><b>Need:</b> Student Interviews</p> <p><b>Identified Metrics:</b> Healthy Kids Survey Results</p> <p>Positive Behavior Intervention</p>		All	All		Conduct Healthy Kids Survey (School Climate and Resilience and Youth Development Modules) and analyze data results to create a plan.	Implement Plan for Healthy Kids Survey (School Climate and Resilience and Youth Development Modules) based on survey results.	Monitor Plan for Healthy Kids Survey (School Climate and Resilience and Youth Development Modules).	Student Outcomes



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR  Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Support (PBIS) District Implementation Survey  As a Transitional Kindergarten through Grade 8 District, no high school Advanced Placement exam or Early Assessment Program data is available.					Investigate use of Positive Behavior Intervention Support (PBIS) District Implementation Survey results.  Pilot Boys Town Social Skills Program at one elementary school on strategies to reduce discipline violations	Conduct Positive Behavior Intervention Support (PBIS) District Implementation Survey and analyze data results to create a Modules) and analyze data results to create a plan for supporting PBIS.  Continue to train a feeder middle school in the Boys Town Social Skills Program.	Provide staff development and monitor Positive Behavior Intervention Support (PBIS) District Plan.  Continue to train all feeder elementary schools with the prior year middle school in the Boys Town Social Skills Program.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR  Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					through universal expectations and development of social skills.  As a Transitional Kindergarten through Grade 8 District, no high school Advanced Placement exam or Early Assessment Program data is available.	As a Transitional Kindergarten through – Grade 8 District, no high school Advanced Placement exam or Early Assessment Program data is available.	As a Transitional Kindergarten through – Grade 8 District, no high school Advanced Placement exam or Early Assessment Program data is available.	
<b>Need:</b> Develop communication system to help parents understand learning	The Menifee Union School District will engage and involve parents and stakeholders in the	All	All		Establish calendar and agenda for two regional and/or site meetings on Common Core Standards,	Continue to offer at least two regional and/or site meetings on Common Core Standards,	Continue to offer at least two regional and/or site meetings on Common Core Standards,	Implementation of State Standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR	Year 1: 2014-2015	Year 2: 2015-2016	
opportunities for their children.	educational process of our students and by doing so, will increase levels of trust within the community.				assessments, and instruction.  Increase number of parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.	assessments, and instruction.  Continue to support parents with training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.	assessments, and instruction.  Continue to support parent with training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.	
<b>Need:</b> Collect, analyze, and develop parent staff development. <b>Identified Metrics:</b> Annual Parent Survey		All	All		Survey parents to identify areas of interest for continued parent staff development.  Establish a	Increase the locations and opportunities for parents to attend district-level parent education classes.  Increase by 1%	Increase the locations and opportunities for parents to attend district-level parent education classes.  Increase by 1%	Parent Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR  Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
English As A Second Language (ESL) Parent Classes Offered					baseline for percentage of parents responding favorably in reference to parent-school relationships.  Explore current partnership with Mount San Jacinto Junior College (MSJC) to expand the current partnership for District English as a Second Language (ESL) courses.  Investigate increasing the number of Community Liaison	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	point the percentage of parents responding favorably in reference to parent-school relationships.  Monitor and support the District English as a Second Language (ESL) courses and locations of ESL classes.  Continue to utilize Community Liaison position(s) to	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR  Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
					positions and develop a plan to provide outreach services for bilingual and other underserved populations.	positions to provide outreach services for bilingual and other underserved populations.	support bilingual parents.	

### **Section 3: Actions, Services, and Expenditures**

*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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, school-wide, countywide, or charter-wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including Funding Source)?		
					LCAP YEAR		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
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	Basic Services	Retain current employees  Recruit and hire highly qualified Employees	LEA  LEA		Assess and develop plans to refine employee training programs for non-certificated and certificated staff.	Implement a current and new employee training program for non-certificated and certificated staff. Cost of Program and Support: Teacher and Induction Program: \$2,000-\$3,000 per participating teacher.  Cost of Support Providers: \$2,000 for one participating Teacher and an additional \$1,600 for the second Participating Teacher, not to exceed the ratio of two (2) teachers per Consulting Teacher/Support Provider	Continue to implement, monitor, and refine Teacher Induction Program which incorporates research-based methods to support new teacher success and retention and work with at-risk learners. Cost of Program and Support: Teacher and Induction Program: \$2,000-\$3,000 per participating teacher.  Cost of Support Providers: \$2,000 for one participating Teacher and an additional \$1,600 for the second Participating Teacher, not to exceed the ratio of two (2) teachers per Consulting Teacher/Support Provider

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including Funding Source)?		
					LCAP YEAR		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
success in safe and orderly schools.		Provide ongoing staff development.			<p>Assess, develop, and implement plans to refine employee recruitment and hiring practices and procedures to attract and select highly-qualified employees.</p> <p>Begin to update job descriptions to include 21<sup>st</sup> century work skills.</p> <p>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.).</p>	<p>Mileage allowance Funding Source: LCFF</p> <p>Continue to develop, implement and monitor plans to refine employee recruitment and hiring practices and procedures to attract and select highly-qualified employees.</p> <p>Continue to update job descriptions to include 21<sup>st</sup> 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.</p> <p>Select, hire, and train highly-skilled teachers as support providers for new teachers participating in the Teacher Induction Program. Cost of Program and Support: Cost of Support Providers: \$2,000 for one Participating Teacher and an additional \$1,600 for the second Participating Teacher, not to</p>	<p>Mileage allowance Funding Source: LCFF</p> <p>Continue to select, hire, and train highly-skilled teachers as support providers for new teachers participating in the Teacher Induction Program.</p>



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including Funding Source)?		
					LCAP YEAR		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
			LEA	<p>Plan for ongoing professional development for all staff using data from survey results and metrics for LCAP.</p> <p>Continue to provide PD 360 Online Professional Development Program and evaluate program use for 15/16.</p> <p>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</p> <p>Implement Five Year Deferred Maintenance Plan. Cost \$353,000 Funding Source: LCFF</p>	<p>exceed the ratio of two (2) Teachers per Consulting Teacher/ Funding Source: LCFF</p> <p>Based on data from survey results and metrics for LCAP priorities, continue to plan and provide ongoing professional development for all staff.</p> <p>In addition to district created staff development survey, train and utilize Implementation Driver Tool to measure the effectiveness of current and ongoing Professional Development for all staff.</p> <p>Continue to implement Five Year Deferred Maintenance Plan. Cost \$353,000 Funding Source: LCFF</p>	<p>Plan for ongoing professional development for all staff.</p> <p>In addition to district created staff development survey, continue to refine and utilize Implementation Driver Tool to measure the effectiveness of current and ongoing Professional Development for all staff.</p> <p>Continue to implement Five Year Deferred Maintenance Plan. Cost \$353,000 Funding Source: LCFF</p>	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including Funding Source)?		
					LCAP YEAR		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	Course Access	Expand AVID Program	LEA		<p>Continue to maintain contract with Riverside County Office of Education for Advancement Via Individual Determination (AVID) Program. Cost \$6,000 Funding Source: LCFF</p> <p>Research expansion of AVID Program into Grade 6.</p> <p>Increase support for music program servicing all schools. Cost \$9,000 Funding Source: LCFF</p> <p>Provide release time for physical fitness teachers to collaborate with feeder middle school grade 5 teachers. Cost: \$6,000 Funding Source: LCFF</p>	<p>Continue to maintain contract with Riverside County Office of Education for Advancement Via Individual Determination (AVID) Program. Cost \$6,000 Funding Source: LCFF</p> <p>Train 6<sup>th</sup> grade staff and implement grade 6 AVID at all middle schools.</p> <p>Begin to collect achievement, attendance, and behavior data from AVID program enrollees.</p> <p>Increase support for music program servicing all schools. Cost \$9,000 Funding Source: LCFF</p> <p>Continue provide release time for physical fitness teachers to collaborate with feeder middle school grade 5 teachers. Cost: \$6,000 Funding Source: LCFF</p>	<p>Continue to maintain contract with Riverside County Office of Education for Advancement Via Individual Determination (AVID) Program. Cost \$6,000 Funding Source: LCFF</p> <p>Fully implement AVID programs in grades 6, 7, and 8.</p> <p>Continue to collect and compare achievement, attendance, and behavior data from AVID program enrollees and non-AVID enrollees. .</p> <p>Increase support for music program servicing all schools. Cost \$9,000 Funding Source: LCFF</p> <p>Provide release time for physical fitness teachers to collaborate with feeder middle school grade 5 teachers. Cost: \$6,000 Funding Source: LCFF</p>
The Menifee Union	Implementation of State Standards	Expand number of collaborative	LEA		Full Time collaborative coach at each elementary site as funding permits. Currently	Continue Elementary Coaching Staffing and provide a full time collaborative coach at each	All elementary sites have full time collaborative Coach and each middle school has a

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including Funding Source)?		
					LCAP YEAR		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
School District will effectively maximize learning for all students, staff, and parents in order to prepare students for college and career in the 21 <sup>st</sup> century.		<p>coaches to support implementation of Common Core standards.</p> <p>Support implementation of Common Core Standards.</p> <p>Provide resources to support implementation of Common Core State Standards.</p> <p>Provide release time and/or additional extra duty to curriculum writing teams Rigorous Curriculum Design (RCD)</p>			<p>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 coaches cost of \$486,000 Middle school coaches Cost of \$195,000 Funding Source: LCFF and Title I</p> <p>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 of \$100,000 Funding Source: LCFF and Title II.</p> <p>Research, identify, and purchase Common Core aligned textbooks, resources manipulatives, and materials,</p>	<p>middle school site based on content need, as funding permits. Continue Cost of elementary coaching: \$874,000 Continue cost of Middle School Coaches \$195,000. Increase one additional Middle school coach = \$97,000 Funding Source: LCFF and Title I</p> <p>Under the direction of Curriculum Coordinators and with the support of coaching staff, continue refining Units of Study for English Language Arts and Mathematics in grades K – 8, including a focus on subgroups of English Learners, Low Income, and Foster Youth. Cost of \$100,000 Funding Source: LCFF and Title I</p> <p>Continue to research, identify, and purchase Common Core aligned textbooks, resources manipulatives, and materials,</p>	<p>literacy and/or math coach based on the need of site. Cost of Coaching Program Cost of \$1,166,000 Funding Source: LCFF and Title I</p> <p>Under the direction of Curriculum Coordinators and with the support of coaching staff, continue refining Units of Study for English Language Arts and Mathematics in grades K – 8, including a focus on subgroups of English Learners, Low Income, and Foster Youth. Cost of \$100,000 Funding Source: LCFF and Title I</p> <p>Continue to research, identify, and purchase Common Core aligned textbooks, resources manipulatives, and materials, including California State Board</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including Funding Source)?		
					LCAP YEAR		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		team members.			<p>including California State Board of Education approved materials, as needed. Cost of \$500,000 Funding Source: LCFF</p> <p>Purchase and develop Learning Management System, Haiku, to use for organizing and posting online Units of Study resources/materials/assessments. Cost of \$4,500 Funding Source: Lottery</p> <p>Increase C &amp; I Office support from one 3.5 hours to 7.0 hours. Cost of \$40,000 Funding Source: LCFF</p> <p>For elementary schools with an enrollment of 750 students, hire one assistant principal. Cost of \$260,000 Funding Source: LCFF Currently two schools eligible</p>	<p>including California State Board of Education approved materials, as needed. Cost of \$500,000 Funding Source: LCFF</p> <p>Purchase and develop Learning Management System, Haiku, to use for organizing and posting online Units of Study resources/materials/assessments. Cost of \$4,500 Funding Source: LCFF</p> <p>For elementary schools with an enrollment of 750 students, hire one assistant principal. Cost of \$260,000 Funding Source: LCFF</p> <p>For middle schools with an enrollment of 1250 hire an additional assistant principal. Cost of \$130,000</p>	<p>of Education approved materials, as needed. Cost of \$500,000 Funding Source: LCFF</p> <p>Purchase and develop Learning Management System, Haiku, to use for organizing and posting online Units of Study resources/materials/assessments. Cost of \$4,500 Funding Source: LCFF</p> <p>For elementary schools with an enrollment of 750 students, hire one assistant principal. Cost of \$260,000 Funding Source: LCFF</p> <p>For middle schools with an enrollment of 1250 hire an additional assistant principal. Cost of \$130,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including Funding Source)?		
					LCAP YEAR		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					<p>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</p> <p>Specifically for 2014-15, purchase "Context for Learning" books for Grade 1-5 teachers. Cost: One Time Cost of \$35,000 Funding Source: Lottery</p> <p>Teachers utilize Text Dependent questioning/Evidence based reading and writing throughout the day.</p>	<p>Funding Source: LCFF</p> <p>For Grade Span Adjustment, maintain Transitional Kindergarten- Grade 3 elementary class sizes at 27:1. Cost of \$695,961 Funding Source: LCFF</p> <p>Continue to support implementation of materials through coaching and staff development days.</p> <p>Teachers continue to utilize Text Dependent questioning/Evidence based reading and writing throughout the day.</p>	<p>Funding Source: LCFF</p> <p>For Grade Span Adjustment reduce Transitional Kindergarten- Grade 3 elementary class sizes from 27:1 to 26:1 = Nine additional teachers Additional cost of \$695,961 Funding Source: LCFF</p> <p>Continue to support implementation of materials through coaching and staff development days.</p> <p>Teachers continue to utilize Text Dependent questioning/Evidence based reading and writing throughout the day.</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including Funding Source)?		
					LCAP YEAR		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					<p>All ELA/Math/Special Education teachers and staff receive four full days of staff development on implementation of Units of Study and Common Core State Standards. Training to include English Language Arts and Mathematics core subjects.</p> <p>Five Release our Curriculum Committee (C2) for five full days in the role of Evaluation/ Reflection/ Feedback for the Units of study. Cost of \$50,000 Funding Source: LCFF</p> <p>Provide coaching release time for all teachers =2 days per teacher, including special education teachers. Total = \$90,000 Funding Source: Common Core and LCFF Funds</p> <p>Implement Technology Project Plan to include updating of projectors, installation of</p>	<p>All ELA/Math/Special Education teachers and staff receive three full days of staff development on continued implementation of Units of Study and Common Core State Standards. Training to include English Language Arts and Mathematics core subjects.</p> <p>Release Curriculum Committee (C2) for five full days for members to assist in the Evaluation/ Reflection/ Feedback for the Units of study. Cost of \$50,000 Funding Source: LCFF</p> <p>Provide coaching release time for all teachers =2 days per teacher, including special education teachers. Total = \$90,000 Funding Source: LCFF</p>	<p>All ELA/Math/Special Education teachers and staff receive three full days of staff development on continued implementation of Units of Study and Common Core State Standards. Training to include English Language Arts and Mathematics core subjects.</p> <p>Release Curriculum Committee (C2) for five full days for members to assist in the Evaluation/ Reflection/ Feedback for the Units of study. Cost of \$50,000 Funding Source: LCFF</p> <p>Provide coaching release time for all teachers =2 days per teacher, including special education teachers. Total = \$90,000 Funding Source: LCFF</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including Funding Source)?		
					LCAP YEAR		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					<p>wireless retrofit. Cost \$1,300,000 Funding Source: LCFF</p> <p>Cost \$1,088,000 Funding Source: Common Core Funding</p> <p>Expand staffing of Technology Office to include an additional Network Engineer to support needs of district, as funding permits.</p> <p>Maintain and/or provide one Chrome Cart with 36 computers for each site. Cost \$50,000 Funding Source: LCFF</p> <p>Release all teachers Grade 1-5, including Special Education, for Number Talks and Standards for Mathematical Practice training. Cost: Sub Release Time Total = \$40,000 Funding Source: LCFF</p>	<p>Provide additional devices for students and staff to access technology resources in order to meet the expectation of the Common Core technology standards. Cost \$525,000 Funding Source: LCFF</p> <p>Release all teachers Grade 1-5, including Special Education, for Number Talks and Standards for Mathematical Practice training. Cost: = \$40,000 Funding Source: LCFF</p>	<p>Continue to provide additional devices for students and staff to access technology resources in order to meet the expectation of the Common Core technology standards. Cost \$525,000 Funding Source: LCFF</p> <p>Release all teachers Grade 1-5, including Special Education, for Number Talks and Standards for Mathematical Practice training. Cost: = \$40,000 Funding Source: LCFF</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including Funding Source)?		
					LCAP YEAR		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					<p>Provide ELA/Math/Special Education teachers with posters of Essential Questions from their respective Units of Study Cost of: \$10,000 Funding Source: Lottery</p> <p>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: LCFF</p> <p>Develop implementation Plan and Timeline for Next Generation Science Standards (NGSS). Teacher Release: 12 teachers x \$113 x 5 days = \$7000 Funding Source: : LCFF</p>	<p>Provide ELA/Math/Special Education teachers with posters of Essential Questions from their respective Units of Study Cost: \$10,000 Funding Source: Lottery</p> <p>All middle school science teachers receive initial training in Next Generation Science Standards (NGSS).</p> <p>Begin to implement Plan and Timeline for Next Generation Science Standards.</p>	<p>Provide ELA/Math/Special Education teachers with posters of Essential Questions from their respective Units of Study Cost: \$10,000 Funding Source: Lottery</p> <p>All elementary and middle school district science teachers implement Next Generation Science Standards (NGSS).</p> <p>Continue to implement Plan and Timeline for Next Generation Science Standards.</p>



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including Funding Source)?		
					LCAP YEAR		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					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: Instructional Materials LCFF and Title II	Continue to develop, support and implement Science Technology Engineering and Mathematics (STEM) Program Cost to include materials, sub release days, extra duty, and conference attendance.. Cost \$25,000 Funding Source: Instructional Materials LCFF and Title II	Continue to develop, support and implement Science Technology Engineering and Mathematics (STEM) Program Cost to include materials, sub release days, extra duty, and conference attendance.. Cost \$25,000 Funding Source: Instructional Materials LCFF and Title II
	Parent Involvement	Increase parent access to information and participation	LEA		Identify and implement enhancements to our district website with a focus on tools and resources for parents to help their students.  Use electronic surveys such as Survey Monkey and Google Docs to gather parent input.  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.	Continue to identify and implement enhancements to our district website with a focus on tools and resources for parents to help their students.  Continue to use electronic surveys such as Survey Monkey and Google Docs to gather parent input.  Continue to boost community liaison's face to face contact with the parents of English Learner, immigrant, foster youth, and homeless students.  Investigate most efficient ways to train staff and parents on mobile app for Parent/Student	Continue to identify and implement enhancements to our district website with a focus on tools and resources for parents to help their students.  Continue to use electronic surveys such as Survey Monkey and Google Docs to gather parent input.  Continue to boost community liaison's face to face contact with the parents of English Learner, immigrant, foster youth, and homeless students.  Continue to train and encourage parents to use mobile app for Parent/Student

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including Funding Source)?		
					LCAP YEAR		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
						Information System.	Information System.
	Pupil Achievement	Increase College and Career monitoring methods.	LEA		<p>Evaluate current monitoring tools and services and research and develop method to monitor students for achievement in attainment of College and Career Readiness. Utilize Data Management System to monitor and analyze student academic data. Cost \$ 30,500 EADMS Contract Funding Source: Title II</p> <p>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.</p>	<p>Pilot universal monitoring tools for all middle school students for Response to Intervention Support.</p> <p>Utilize Data Management System to monitor and analyze student academic data. Cost \$30,500 Contract Funding Source: Title II</p> <p>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.</p>	<p>Implement universal monitoring tools for middle school students and pilot universal monitoring tools for elementary students for Response to Intervention Support.</p> <p>Utilize Data Management System to monitor and analyze student academic data. Cost \$30,500 Contract Funding Source: Title II</p> <p>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.</p>
	Pupil	Increase	LEA		Investigate and implement	Evaluate and continue	Evaluate and continue

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including Funding Source)?		
					LCAP YEAR		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	Engagement	system for monitoring student attendance.			<p>researched-based methods of increasing student attendance.</p> <p>Investigate and implement researched-based methods of decreasing student drop outs.</p> <p>Maintain health tech staffing to help monitor and promote good attendance. Cost \$375,000 Funding Source: LCFF</p>	<p>implementing most effective researched-based methods of increasing student attendance.</p> <p>Evaluate and continue implementing most effective researched-based methods of decreasing student drop outs.</p> <p>Maintain health tech staffing to help monitor and promote good attendance. Cost \$375,000 Funding Source: LCFF</p>	<p>implementing most effective researched-based methods of increasing student attendance.</p> <p>Monitor and continue implementing most effective researched-based methods of decreasing student drop outs.</p> <p>Maintain health tech staffing to help monitor and promote good attendance. Cost \$375,000 Cost: : LCFF</p>
	School Climate	Develop positive behavior and support system (PBIS).	LEA		<p>Utilize researched-based methods of decreasing student suspension rates including, Positive Behavior and Support (PBIS), Democratic Discipline, and Boys Town.</p>	<p>Evaluate and continue to implement most effective researched-based methods of decreasing student suspension rates.</p>	<p>Monitor and continue to implement most effective researched-based methods of decreasing student suspension rates.</p>
	Course Access	Increase support programs, including AVID and band/music.	LEA		<p>Establish baseline data for students enrolled in Advancement via Individualized Determination (AVID) Program who matriculate to 9th grade AVID.</p> <p>Music Instrument allocation for middle school and elementary programs. Funding amount: \$9,000 Funding Source: LCFF</p>	<p>Create plan to expand the AVID program to Grade 6.</p> <p>Music Instrument allocation middle school and elementary programs. Funding amount: \$9,000 Funding Source: LCFF</p>	<p>Increase AVID course offering to Grades 6, 7, and 8.</p> <p>Music Instrument allocation middle school and elementary programs. Funding amount: \$9,000 Funding Source: LCFF</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including Funding Source)?		
					LCAP YEAR		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					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.	Compare local and state data for students enrolled in District Music Program to determine how music students perform academically in core subjects.	Maintain or increase course offerings in Band/Music based on local and state data shows students enrolled in these courses academically outperform students who are not. Continue to monitor local and state data.
	Other Student Outcomes	Collect and analyze survey results to determine best ways to increase student engagement.	LEA		<p>Conduct Healthy Kids Survey (School Climate and Resilience and Youth Development Modules) and analyze data to create a plan.</p> <p>Investigate use of Positive Behavior Intervention Support (PBIS) District Implementation Survey Cost: \$4,000 Funding Source: LCFF</p> <p>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: \$2400 Funding Source: LCFF</p>	<p>Implement plan for Healthy Kids Survey (School Climate and Resilience and Youth Development Modules) based on survey results.</p> <p>Conduct Positive Behavior Intervention Support (PBIS) District Implementation Survey and analyze data results to create a plan.</p> <p>Investigate and pilot the use of Boys Town Social Skills Program at one feeder middle school using counselors and psychologist to provide the training. Cost of Extra Duty: \$2400 Funding Source: LCFF</p>	<p>Monitor and adjust plan for Healthy Kids Survey (School Climate and Resilience and Youth Development Modules).</p> <p>Monitor and adjust Positive Behavior Intervention and Support (PBIS) District Plan.</p> <p>Train all elementary feeder schools for the one middle school trained in 2015-16. Cost of Extra Duty: \$4800 Funding Source: LCFF</p>
The	Implementatio	Develop	LEA		Establish calendar and agenda	Continue to offer at least two	Continue to offer at least two

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including Funding Source)?		
					LCAP YEAR		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
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.	n of State Standards	communication system to help parents understand learning opportunities for their children.			for two regional and/or site meetings on Common Core Standards, assessments, and instruction. Cost of Extra Duty and Materials \$2,000 Funding Source: LCFF  Increase parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education. Cost of Contract Services: \$50,000 For Title I Schools Funding Source: Title I	regional and/or site meetings on Common Core Standards, assessments, and instruction. Cost of Extra Duty and Materials \$2,000 Funding Source: LCFF  Continue to support parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education. Cost of Contract Services: \$7,000 For Title I Schools Funding Source: Title I	regional and/or site meetings on Common Core Standards, assessments, and instruction. Cost of Extra Duty and Materials \$2,000 Funding Source: LCFF  Continue to support parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education. Cost of Contract Services: \$7,000 For Title I Schools Funding Source: Title I
	Parent Involvement	Collect, analyze, and develop parent staff development.	LEA		Establish a baseline for percentage of parents responding favorably in reference to parent-school relationships.  Survey parents to identify areas of interest for continued parent staff development.  Explore a partnership with	Increase by 1% the percentage of parents responding favorably in reference to parent-school relationships.  Increase the locations and opportunities for parents to attend district-level parent education classes.  Expand the current partnership	Increase by 1% the percentage of parents responding favorably in reference to parent-school relationships.  Increase the locations and opportunities for parents to attend district-level parent education classes.  Monitor and support the

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update : Review of actions / services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including Funding Source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Mount San Jacinto Junior College (MSJC) to expand the current partnership for District English as a Second Language (ESL) courses.	for District English as a Second Language (ESL) courses and locations o ESL classes.	District English as a Second Language (ESL) courses and locations of ESL classes.

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
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 21 <sup>st</sup> century.	Implementation of State Standards  Pupil Achievement  Parent Involvement  Pupil Engagement  School Climate  Course Access	For all subgroups  Contract and utilize electronic systems to collect, analyze, monitor and plan for services to subgroups.	LEA		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  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	Ongoing contract with Key Data Systems for researching, collecting, monitoring, and creating reports and data to support growth of all subgroups Cost: \$28,500 Funding Source: Title III and LCFF  Utilize District Student Information System to collect, monitor, and analyze student data and subgroups. Cost of Illuminate Contract Services: Cost: \$49,500 Funding Source: LCFF	Ongoing contract with Key Data Systems for researching, collecting, monitoring, and creating reports and data to support growth of all subgroups Cost: \$28,500 Funding Source: Title III and LCFF  Utilize District Student Information System to collect, monitor, and analyze student data and subgroups. Cost of Illuminate Contract Services: Cost: \$49,500 Funding Source: LCFF

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Research and identify District-wide Universal Screening Assessment tool.	Purchase or use existing resources as a Universal Screening Assessment and train all teachers on Staff Development Day how to use the tool.	Continue to support and monitor use of identified Universal Screening Assessment tool.
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 21 <sup>st</sup> century.	Basic Services Course Access	For Low Income: Develop resources and programs to address needs of Low Income Students.	LEA		Identify additional professional development to teachers to provide Common Core State Standards aligned instruction to high needs and/or struggling students.  Provide (Edmentum) Study Island Online Resources for extra practice and support. Cost: \$38,000 Funding Source: Lottery	Provide initial additional professional development during contracted staff development days for teachers to provide Common Core State Standards aligned instruction to high needs and/or struggling students.  Provide (Edmentum) Study Island Online Resources for extra practice and support. Cost: \$8,000 Funding Source: Lottery	Provide initial additional professional development during contracted staff development days for teachers to provide Common Core State Standards aligned instruction to high needs and/or struggling students.  Provide (Edmentum) Study Island Online Resources for extra practice and support. Cost: \$38,000 Funding Source: Lottery
The Menifee Union School District will Recruit, hire and retain highly	Course Access	For low income pupils: Increase support time to AVID Program.	LEA		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	Implement expansion of AVID Program for include grade 6. Cost: \$10,000 Funding Source: LCFF	Monitor implementation of AVID Program Grades 6-8. Cost: \$10,000 Funding Source: LCFF



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
qualified staff, and provide ongoing professional development in order to support optimum learning opportunities for student success in safe and orderly schools.					<p>Continue to contract with AVID Center for program services. Cost: \$6,000 Funding Source: LCFF</p> <p>Continue to train all teachers in AVID Strategies/Program.</p> <p>Provide Renaissance Learning Accelerated Reading Program, Enterprise, to enhance opportunities for reading. Cost: \$80,000 Funding Source: LCFF</p>	<p>Continue to contract with AVID Center for program services. Cost: \$6,000 Funding Source: LCFF</p> <p>Continue to train all teachers in AVID Strategies/ Program.</p> <p>Provide Renaissance Learning Accelerated Reading Program, Enterprise, to enhance opportunities for reading. Cost: \$80,000 Funding Source: LCFF</p>	<p>Continue to contract with AVID Center for program services. Cost: \$6,000 Funding Source: LCFF</p> <p>Continue to provide training for AVID Strategies/Program.</p> <p>Provide Renaissance Learning Accelerated Reading Program, Enterprise, to enhance opportunities for reading. Cost: \$80,000 Funding Source: LCFF</p>
The Menifee Union School District will engage and involve parents and stakeholders in the educational process of our students	Parent Involvement	For Low Income: Increase communication and support for parents of low income and homeless students.	LEA		<p>Provide targeted assistance and staff support to low income students/parents in career/college readiness activities and guidance.</p> <p>Maintain or increase counseling services at elementary and</p>	<p>Continue to provide targeted assistance and staff support to low income students/parents in career/college readiness activities and guidance.</p> <p>Maintain or increase counselor services at</p>	<p>Continue to provide targeted assistance and staff support to low income students/parents in career/college readiness activities and guidance.</p> <p>Maintain or increase counselor services at</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
and by doing so, will increase levels of trust within the community.					<p>middle schools. Current Staffing: Elementary Ratio: 1: 3250 Middle School Ratio: 1: 775 Cost: \$400,000 Funding Source: LCFF</p> <p>Investigate and select Parent Education Training Program. Cost: \$30,000 Funding Source: Title I</p>	<p>elementary and middle schools. Elementary Ratio: 1: 3250 Middle School Ratio: 1: 775</p> <p>Implement Parent Education Training Program and begin offering courses for Parent Training. Cost: \$20,000 Funding Source: LCFF</p>	<p>elementary and middle schools. Elementary Ratio: 1: 3250 Middle School Ratio: 1: 775</p> <p>Continue to provide Parent Education Training Program. Cost: \$20,000 Funding Source: LCFF</p>
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.	Basic Services  Implementation of State Standards	For English Learners: Develop resources and programs to address needs of English learner Students.	LEA		<p>Train all teachers in the design and administration of the California English Language Development Test during contracted staff development day(s).</p> <p>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</p>	<p>Continue to train all teachers in the design and administration of the California English Language Development Test.</p> <p>Based on pilot results, implement middle school ELD web-based instructional program aligned to 2012 English Language Development (ELD) standards. Cost: \$80,000 Funding Source:</p>	<p>Train all teachers in the design and administration of California's new English Development Test.</p> <p>Pilot web-based technology resources to support implementation of English Language Development (ELD) at elementary schools.</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					<p>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</p> <p>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</p> <p>Provide Summer Bridge AVID Excel Extended Year opportunities for Long Term English Learners. Cost: \$15,000 Funding Source: LCFF</p>	<p>Support levels 1 and 2 English Learners to increase English Language Proficiency using English in a Flash Program. Cost: \$6,700 Funding Source: Lottery</p> <p>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</p> <p>Provide Summer Bridge AVID Excel Extended Year opportunities for Long Term English Learners. Cost: \$15,000 Funding Source: LCFF</p>	<p>Support levels 1 and 2 English Learners to increase English Language Proficiency using English in a Flash Program. Cost: \$6,700 Funding Source: Lottery</p> <p>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</p> <p>Provide Summer Bridge AVID Excel Extended Year opportunities for Long Term English Learners. Cost: \$15,000 Funding Source: LCFF</p>
The Menifee Union School District will	Parent Involvement	For English Learners: Increase	LEA		Provide training and support for English Language Advisory Committee (ELAC) and District	Continue to provide training and support for English Language	Continue to provide training and support for English Language

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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.		communication and support for parents of English Learner students.			<p>English Language Advisory Committee (DELAC) members.</p> <p>Continue to utilize Community Liaison to support bilingual parents. Cost: \$43,430 Funding Source: LCFF</p> <p>District and site staff/parent representatives attend Family Involvement Network (FIN) meetings at Riverside County Office of Education Cost: \$300 Funding Source: LCFF</p>	<p>Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) members.</p> <p>Investigate increasing the number of Community Aide positions and develop a plan to provide outreach services for bilingual and other underserved populations. Cost: \$43,430 Funding Source: LCFF</p> <p>District and site staff/parent representatives continue to attend Family Involvement Network (FIN) meetings at Riverside County Office of Education Cost: \$300 Funding Source: LCFF</p>	<p>Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) members.</p> <p>Increase the number of Community Aide positions to two. Cost: \$86,860 Funding Source: LCFF</p> <p>District and site staff/parent representatives continue to attend Family Involvement Network (FIN) meetings at Riverside County Office of Education Cost: \$300 Funding Source: LCFF</p>
The Menifee Union School	Basic Services	For English Learners:	LEA		Continue to contract with AVID Center for Advancement Via	Continue to contract with AVID Center for	Continue to contract with AVID Center for

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District will effectively maximize learning for all students, staff, and parents in order to prepare students for college and career in the 21 <sup>st</sup> century.	Course Access  Implementation of State Standards  Student Achievement  Other Outcomes	Increase support time to AVID EXCEL Program.			<p>Individual Determination (AVID) Excel Program for English Learners.  Cost: \$14,500 Funding Source: LCFF</p> <p>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</p>	<p>Advancement Via Individual Determination (AVID) Excel Program for English Learners. Cost: \$14,500 Funding Source: LCFF</p> <p>Train and support AVID Excel teachers in how to work with Long Term English Learners. Cost: \$10,000 Funding Source: LCFF</p>	<p>Advancement Via Individual Determination (AVID) Excel Program for English Learners. Cost: \$14,500 Funding Source: LCFF</p> <p>Train and support AVID Excel teachers in how to work with Long Term English Learners. Cost: \$10,000 Funding Source: LCFF</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
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		For re-designated fluent English proficient: Develop resources and programs to address needs of re-designated fluent English proficient.	LEA		<p>Identify academic assessment and support for reclassified students who have not made adequate progress.</p> <p>Determine a system for monitoring academic achievement/progress of re-designated fluent English proficient subgroup in Student Information System of Illuminate.</p> <p>Utilize Key Data for ongoing information/reports for Long Term English Learners and English learner Reclassified Student progress. Cost: \$3,500f Funding Source: Title III</p>	<p>Provide additional academic assessment and support for reclassified students who have not made adequate progress.</p> <p>Utilize system for monitoring academic achievement/progress or re-designated fluent English proficient subgroup in Student Information System of Illuminate.</p> <p>Utilize Key Data for ongoing information/reports for Long Term English Learners and English learner Reclassified Student progress.</p>	<p>Continue to provide additional academic assessment and support for reclassified students who have not made adequate progress.</p> <p>Utilize system for monitoring academic achievement/progress or re-designated fluent English proficient subgroup in Student Information System of Illuminate.</p> <p>Utilize Key Data for ongoing information/reports for Long Term English Learners and English learner Reclassified Student progress.</p>
The Menifee Union School District will engage and involve parents and stakeholders in the	<p>Parent Involvement</p> <p>Pupil Engagement</p>	For re-designated fluent English proficient. Increase communication and support for parents of re-	LEA		Develop and plan to provide improved parent/guardian communication and support concerning the progress of re-designated students.	Continue to increase and improve parent/guardian communication and support concerning the progress of re-designated students.	Continue to increase and improve parent/guardian communication and support concerning the progress of re-designated students.

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
educational process of our students and by doing so, will increase levels of trust within the community.		designated students.					
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.	Pupil Achievement  School Climate  Parent Involvement	For Foster Youth: Develop resources and programs to address needs of Foster Youth Students.	LEA		Provide training for staff to develop skills, time and training necessary to support foster youth students. Cost: \$3,000 Funding Source: LCFF  Establish a partnership with Department of Mental Health and county for the provision of services to foster parents and students.  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	Provide academic support and remediation in order to decrease the adverse effects of school mobility on foster youth.  Continue to develop a partnership with Department of Mental Health and county for the provision of services to foster parents and students.  Continue to meet with network of foster parents at least 3 times per year to meet with district staff, including	Continue to provide academic support and remediation in order to decrease the adverse effects of school mobility on foster youth.  Continue to develop a partnership with Department of Mental Health for the provision of services and county to foster parents and students.  Continue to meet with network of foster parents at least 3 times per year to meet with district staff, including

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					counseling staff members to discuss best ways to support foster youth at school.	principals and counseling staff members to discuss best ways to support foster youth at school.	principals and counseling staff members to discuss best ways to support foster youth at school.
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.	Implementation of State Standards  Pupil Achievement	For special education students: Develop resources and programs to address needs of special education students.	LEA		Identify academic assessment and support for special education students.  Develop and plan to provide improved parent/guardian communication and support concerning the progress of special education students.	Provide additional academic assessment and support for special education students who have not made adequate progress.  Continue to increase and improve parent/guardian communication and support concerning the progress of special education students.	Continue to provide additional academic assessment and support for special education students who have not made adequate progress.  Continue to increase and improve parent/guardian communication and support concerning the progress of special education students.
The Menifee Union School District will effectively maximize learning for all students, staff, and parents in order to	Pupil Achievement  School Climate  Pupil Engagement	Monitor academic achievement of Special Education students.	LEA		Coordinate the systems of SEIS, Student Information system, and the Student data management system for monitoring academic achievement/progress of Special Education students.	Continue to coordinate the systems of SEIS, Student Information system, and the Student data management system for monitoring academic achievement/progress	Continue to coordinate the systems of SEIS, Student Information system, and the Student data management system for monitoring academic achievement/progress



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prepare students for college and career in the 21 <sup>st</sup> century.						of Special Education students.	of Special Education students.
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 21 <sup>st</sup> century.	Implementation of State Standards	Improve services for Special education students			<p>Explore and purchase appropriate resources, textbooks, program(s) for Moderate/Severe populations. Cost: \$20,000 Funding Source: Lottery</p> <p>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</p>	<p>Purchase and train on purchased appropriate resources, textbooks, program(s) for Moderate/Severe populations. Cost: \$20,000 LCFF and Lottery</p> <p>Provide training and support regarding the implementation of an inclusive model of special education services.</p>	<p>Train and support implementation of appropriate resources, textbooks, program(s) for Moderate/Severe populations. Cost: \$20,000 LCFF and Lottery</p> <p>Continue to provide training and support regarding the implementation of an inclusive model of special education services.</p>
The Menifee Union School District will effectively maximize learning for all students, staff, and	Implementation of State Standards  Pupil Achievement	Improved services for Gifted and Talented Education (GATE) students	LEA		<p>Explore and purchase appropriate resources and materials for Gifted and Talented Education (GATE) students. Cost: \$7,000 Funding Source: LCFF</p>	<p>Continue to support Gifted and Talented Education (GATE) program with additional training and resources. Cost: \$7,000 Funding Source: LCFF</p>	<p>Continue to support Gifted and Talented Education (GATE) program with additional training and resources. Cost: \$7,000 Funding Source: LCFF</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
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parents in order to prepare students for college and career in the 21 <sup>st</sup> century.							

C. Describe the LEA’s increase in 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 priority areas. (See 5 CCR 15496(b) for guidance.)

The unduplicated student count in the Menifee Union School District is estimated to be 48.67% in the 2014-15 school year. Based on this unduplicated count, the district will receive \$2,418,296 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 –

- Common Core staff development for all ELA/Math and Special Education teachers;
- Additional online resources aligned to high needs and/or struggling students;
- Additional technology devices for students and staff to access resources;
- 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 support, and additional resources for special education students;
- 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

- D. 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). 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). 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.

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 4.2% 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, and provide Parent ED program

- **English Learners:** Rosetta Stone Pilot 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 and contract costs, retain or expand parent liaison positions in the district
- **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:** Train staffs in how best to work with foster youth, develop partnership with Mental Health Department, create a foster parent network, provide resources and counseling services.
- **For Special Education students:** Identify and provide additional resources and assessments, increase communication, develop integrated electronic systems, and create and implement plan to support inclusion model.

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.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.