



# **Murrieta Valley Unified School District**

## **Local Control and Accountability Plan**

**2014**

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## Local Control and Accountability Plan

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### **Parent and English Learner Advisory:**

Gayle Vergara – Lisa J Mails ES  
Darla Gordon – Dorothy McElHinney Middle School  
Daisy Tate – Vista Murrieta HS and Military Families Representative  
Angie Brown – Avaxat ES  
Michelle Cupples – Antelope Hills ES  
Michelle Jones – Thompson MS  
Doreen Fuentes – Murrieta Mesa HS  
Zarassa Wyatt - Parent, Special Education  
Sherrrie Zettlemyer – Murrieta Council PTA President, Parent  
Patrick Ellis – Parent, CEO Chamber of Commerce  
Chuck Ekstrom – Murrieta Valley HS

### **Foster Youth Representative:**

Barbara Tooker - Foster Youth Advocate

### **Higher Education - Mount San Jacinto Community College:**

Tom Spillman – Dean

### **Student Representatives:**

Bryce Carson – Murrieta Valley HS  
Texie Petchel – Vista Murrieta HS  
Brooklyn Carter – Murrieta Mesa HS  
Tierra Sabir – Creekside HS (Alternative)

### **Teacher Representatives:**

Rhonda Smyth – Elementary School  
Tom Kuzma – Middle School  
Kyle Garrity – High School  
Kathleen Israelson - Preschool

### **Classified Representatives:**

Alicia Biagioni  
Darla Zornig  
Sheryl Alvarado  
Kathy Lefiell  
Andi Emde

### **Bargaining Unit Representatives:**

Wayne Conklin - Murrieta Teachers Association  
Judi Husband - Classified School Employees Association

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### **Administration:**

Eric Mooney – Principal HS  
Howard Dimler – Principal MS  
Leigh Lockwood – Principal ES

### **District Office**

Pamela Jo Wilson – Assistant Superintendent, Human Resources  
Stacy Coleman – Assistant Superintendent, Business Services  
Bill Olien – Assistant Superintendent, Facilities,  
Zhanna Preston – Executive Director, Special Education  
Char Gollogly – Executive Director, Elementary Education  
Darren Daniel – Executive Director, Secondary Education  
Mary Walters – Director, Student Support Services

### **Facilitator:**

Guy Romero – Assistant Superintendent, Educational Services

## Local Control and Accountability Plan

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### INTRODUCTION

The 2013-14 California Budget introduced a new methodology in the funding of public education with the Local Control Funding Formula (LCFF). The LCFF eliminates most categorical funding streams replacing them with a LCFF Supplemental allocation based on a District's student demographic profile. This supplemental allocation is a per pupil allowance for every student who is low income, a foster youth, and an English learner.

In order to access the supplemental revenue, every school district must engage parents, staff, and community to create a **Local Control and Accountability Plan (LCAP)**. The LCAP is intended to be a comprehensive plan with:

- District-wide and school-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of the eight state priority areas, plus any locally identified priority areas.
- Expected progress toward meeting the goals by describing actual progress made toward meeting the goals and adjustments to be made on an annual basis.
- Expenditures required for the actions and services including a description of how additional funds provided for low-income students, English learners and foster youth will be used to increase or improve services for these students.

The process used must involve parents, students, community members, school employees and other stakeholders in developing, reviewing, and supporting implementation of the LCAP.

The LCAP and district budget must be adopted and submitted to the County Office of Education prior to July 1. As a next level of oversight, county offices of education are required to review and approve each school district's plan.

School districts then review progress and update their plans annually.

Because the LCFF process is new, we expect it to improve and become even more inclusive of parents each year.

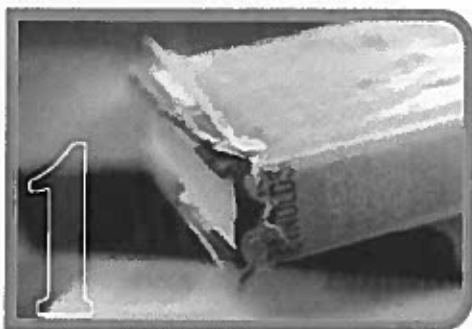
## Local Control and Accountability Plan

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### EIGHT STATE PRIORITIES

Each school district's LCAP must focus on eight priority areas that help all students succeed. These eight priority areas reflect PTA's belief that many factors – both inside and outside the classroom – positively impact student success.

#### CONDITIONS OF LEARNING



#### **Basic Services**

Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.



#### **Implementation of State Standards**

Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.



#### **Course Access**

Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education and others, that prepares them for college and careers, regardless of what school they attend or where they live.

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### PUPIL OUTCOMES



#### **Student Achievement**

Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.



#### **Other Student Outcomes**

Measuring other important indicators of student performance in all required areas of study.



#### **Student Engagement**

Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

### ENGAGEMENT



#### **Parent Involvement**

Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.

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### **School Climate**

Factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers and parents.

### **ONGOING PROCESS**

With Local Control and Accountability, each year will bring a new dose of reality with great input from parents, teachers, students, community, all other District staff and the Board of Education. We will likely have far more good ideas of programs and services than available resources.

While all good ideas should be considered, it will be important for the District to support direction with solid data and survey responses and create new plans that value and document, with evidence, any new direction to take.

The LCAP process will begin each August and activities will occur monthly in the implementation of the plan. Data will be collected for all metrics identified in the plan and used in the annual update and analysis of progress.

The key activities each year include:

- **August:**
  - The LCAP will be shared with staff and school community by principals and used in the development of a school's Single Plan for Student Achievement.
  - The District will begin collecting relevant data on the metrics identified in the plan.
- **September and October:**
  - Teachers and parents initiate site discussions regarding improvements in programs and services. Data will be necessary as evidence of the need.
  - Relevant data on the metrics identified in the plan will continue to be tracked by senior administration and principals then reported to the Board.
- **November:**
  - Sites will provide input for the upcoming stakeholder survey.
  - The stakeholder survey development begins.
  - Relevant data on the metrics identified in the plan will continue to be tracked by senior administration and principals then reported to the Board.
  - Sites recruit for openings on the LCAP committee.

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- **December:**
  - A draft of the new stakeholder survey is approved by senior administration.
  - LCAP committee members are notified.
  - Relevant data on the metrics identified in the plan will continue to be tracked by senior administration and principals then reported to the Board.
  - Bargaining unit leadership will review documents, survey and data.
- **January:**
  - Relevant data on the metrics identified in the plan will continue to be tracked by senior administration and principals then reported to the Board. Initial program and services targets will be discussed.
  - The LCAP committee will meet to review LCAP process and the stakeholder survey draft.
  - Bargaining unit leadership will review documents, survey and data.
  - The stakeholder survey will posted for participation.
- **February:**
  - The stakeholder survey will close and evaluated by senior administration.
  - Relevant data on the metrics identified in the plan will continue to be tracked by senior administration and principals then reported to the Board.
  - LCAP committee will meet to review the stakeholder survey results and initial plans.
  - Bargaining unit leadership will review documents, survey and data.
  - Stakeholder survey will posted for participation.
  - Annual analysis of Progress of the current LCAP plan will be completed
  - Initial program and services targets will be reviewed.
- **March - April:**
  - Bargaining unit leadership will review documents, survey and data.
  - LCAP draft will be completed and include program and services targets.
  - LCAP draft will be reviewed by senior administration.
  - Bargaining unit leadership will review the LCAP draft.
  - LCAP committee will meet to review the LCAP draft
- **May:**
  - LCAP draft will be reviewed by senior administration.
  - The LCAP draft will be sent to the County office for initial review.
  - A presentation will be delivered to the Board of Education of the LCAP draft.
  - LCAP budgets will be submitted to Business Services and all divisions to evaluate impact.
- **June:**
  - A public hearing will be held on the LCAP and budget.
  - The LCAP will be approved by the Board of Education and sent for approval to the County Office of Education.



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The County Office of Education will then review and evaluate the LCAP using the state instrument and insure that the document has been written in a manner that is understandable to all stakeholders.

### **GRADE SPAN ADJUSTMENT**

The Local Control Funding Formula also provides financial assistance to Districts to reduce class sizes in Kindergarten through grade three. Once fully implemented, the Kindergarten through grade three funding assistance would require schools to maintain a per school-site classroom average of 24 students, unless an alternative average is collectively bargained at the local level.

Grade span adjustment, also known as class size reduction, is a high priority of all stakeholders. The Murrieta Valley Unified School District has made a commitment to meet or when possible, exceed the requirements to reduce class size.

Grade span adjustment will be an audited program and is not required as part of the LCAP plan unless LCFE supplemental funds are used to further reduce class sizes beyond the state annual targets or to reduce class sizes in grade spans and subject not targeted in law.

### **CAREER TECHNICAL EDUCATION**

The Local Control Funding Formula also provides financial assistance to Districts related to the costs of providing career technical education (CTE) in high school. Career Technical Education will be an audited program starting in 2015-2016.

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

**Introduction:**

**LEA:** Murrieta Valley Unified School District    **Contact (Name, Title, Email, Phone Number):** Guy Romero, Assistant Superintendent, Educational Services  
gromero@murrieta.k12.ca.us    (951) 696-1600 extension 1026    **LCAP Year:** 2014 - 2015

***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(a). (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**

Our stakeholder engagement began with the adoption of Board Policy and Administrative Regulation establishing the LCAP process as a community-based, comprehensive, data-driven planning process to identify annual goals and specific actions aligned with state and local priorities and to facilitate continuous improvement of district practices. In January 2014 the English Learner and Parent Advisory LCAP teams were established. A total of 14 parent representatives were on the LCAP advisory and included parents from:

- English learners Advisory, Title I, Foster youth and advocate, Special Education parent, PTA, Community College Dean, President of the Chamber of Commerce, Military.

The LCAP advisory also included 4 student representatives 20 representatives from: Site Administration (3), District administration (7), Classified staff (4), CSEA (1), Teachers from preschool, K-5, middle, and high school (4), Teachers Bargaining Unit (1)

Three LCAP Advisory meetings were held with the following goals:

DATE	GOALS
1/22/2014	Introduce the LCAP process Review Stakeholder Survey instrument
3/22/2014	Review Stakeholder Survey Results (Key Data Systems) and Review District LCAP and Accountability Data (RCOE)
4/23/2014	Review LCAP Outline; Review Planned Targeted Programs and Services; Questions and Answers for Superintendent

In all the following LCAP planning meetings included:

DATE	TEAM	GOAL
10/1/2013	Senior Cabinet	LCAP Process; Review of attendance data
11/5/2013	Senior Cabinet	LCAP Timeline approved and posted
12/3/2013	Senior Cabinet	LCAP BP and AR reviewed; Academic data review
12/17/2013	Senior Cabinet	LCAP Advisory; LCAP Budget; Calendar adjusted
1/7/2014	Senior Cabinet	LCAP Committee reviewed; LCAP data review
1/14/2014	Senior Cabinet	LCAP Update
1/22/2014	Principal's Council	LCAP Development Process
1/22/2014	EU/Parent LCAP	LCAP Process; Review of attendance data
2/4/2014	Senior Cabinet	LCAP priorities; District Data priorities reviewed
2/18/2014	Senior Cabinet	Key Data presents Stakeholder Survey Model
2/26/2014	Principal's Council	Stakeholder Survey Results -DRAFT
3/4/2014	Senior Cabinet	LCAP Stakeholder Survey Results
3/11/2014	Senior Cabinet	LCAP Presentations; Effects of AVID and GSA
3/22/2014	EU/Parent LCAP	Review Stakeholder Survey Results (Key Data Systems) and Review District LCAP and Accountability Data (RCOE)
4/8/2014	Senior Cabinet	LCFF LCAP funds (Calculator)
4/22/2014	Senior Cabinet	LCAP Outline
4/23/2014	Principal's Council	LCAP Outline and Draft
4/23/2014	EU/Parent LCAP	Review LCAP Outline; Review Planned Targeted Programs and Services; Questions and Answers for Superintendent

The stakeholder survey was held from Feb 10 to Feb 21 and involved all parents, grade 11 students, staff, administrators, and selected business and community member.

**Impact on LCAP**

**STAKEHOLDER SURVEY**

The Stakeholder Survey returns included returns from:

PARENT	STUDENT	CLASSIFIED	TEACHER	ADMIN	COMMUNITY
1398	56	101	471	50	272

The stakeholder survey was tabulated and summarized by Key Data Systems and listed the following measures as most important to most stakeholders:

- Parents and teachers most valued and wanted emphasis on school strategies that would increase student engagement
- School climate and culture would continue to build with an assurance of focus on school safety
- Parents want to see a continued focus on the academic achievement of students with particular interest in higher graduation rates and college readiness
- Parents and teachers noted the importance of Technology in the classroom and the related skills most frequently mentioned in 21<sup>st</sup> century initiatives

Parents and teachers also ranked 4 priorities. The highest priority program among stakeholders was class size reduction (grade span adjustment) in grades K-3.

**DATA REVIEW**

Data review included data sets from state exams such as past CST's, A-G completion, Graduation rates, Drop out rates, CAHSEE, EAP, SAT, CTE Completion and also included data from District exams such as Scholastic Math and Scholastic Reading Inventories, attendance data, Healthy Kids Survey data, and safe schools data.

- Targeted areas included:
- Safe Schools
  - A-G completion
  - Attendance in grades K-1
  - Reading and math intervention in grades 2-7
  - Continue with maintaining the high pass rate and graduation rates

**WASC**

High school WASC reports indicated the following needs:

- A plan to expand AVID at Murrieta Mesa HS and become an AVID Demonstration school fed by at least one middle school (Warm Springs MS) who would also be an AVID demonstration school
- Expand the International Baccalaureate program at Murrieta Valley HS to include a Middle Years component
- Provide library support at Creekside HS, an alternative high school

**STRATEGIC PLAN**

The Board of Education's 2013-16 Strategic Directions were also included as LCAP priorities and included:

- Train and implement Positive Behavior Intervention and Support (PBIS)
- Implementation of the Common Core
- Transform middle school structures providing a stronger middle school culture and climate

**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/noticable 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?



Local Control Accountability Plan- Section 2: Goals and Progress Indicators

Identified Need and Metric	Goals				What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected	Annual Update: Analysis of Progress	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><b>NEED (Middle and high schools):</b> Increase the percent of students ready for college or career</p> <p>Expand opportunities for students to access Advancement Via Individual Determination (AVID) strategies in all academic classes</p> <p><b>METRICS:</b> Validate that the number of teachers trained in using AVID strategies in classroom instruction increased to 15 core academic teachers at the HS level and 12 core academic teachers at the MS level as evidenced by "walk through" tool and the use of on-line docs</p> <p>Increase the percent of students completing A-G coursework from 46.7% to 65% Districtwide over 3 years</p>	<p>Train core academic teachers in AVID strategies</p> <p>Institute AVID Strategies in Core Academic Courses</p> <p>Schedule AVID coordination meetings to plan</p> <p>Validate that AVID Strategies are being implemented in Core Academic Courses</p>	<p>Target population: Free and reduced, English Learners, Foster youth</p> <p>will have first opportunity for enrollment into AVID</p> <p>Strategies used will affect all students in AVID Core Academic Courses</p>	<p>Vista</p> <p>Murrieta HS, McElhinney MS, Shivela MS, Thompson MS, Murrieta Valley HS</p>		<p>AVID strategies will be implemented as an instructional tool in 5 core academic classrooms at each site at the HS level.</p> <p>AVID strategies will be implemented as an instructional tool in 4 core academic classrooms at each site the MS level.</p> <p>A minimum of 65% of freshman students will fulfill A-G requirements in English, math, and science</p> <p>AVID requirements for training, tutors, path training coordination, licensing and field trips will be budgeted and met</p>	<p>AVID strategies will be implemented as an instructional tool in 10 core academic classrooms at the HS level</p> <p>AVID strategies will be implemented as an instructional tool in 8 core academic classrooms at the MS level.</p> <p>A minimum of 65% of freshman students will fulfill A-G requirements in English, math, and science and 65% of sophomores will fulfill A-G requirements</p> <p>Continue meeting all AVID requirements</p>	<p>AVID strategies will be implemented as an instructional tool in 15 core academic classrooms at the HS level</p> <p>AVID strategies will be implemented as an instructional tool in 12 core academic classrooms at the MS level.</p> <p>A minimum of 65% of freshman students will fulfill A-G requirements in English, math, and science and 65% of sophomores and juniors will fulfill A-G requirements</p> <p>Continue meeting all AVID requirements</p>	<p>Increase student achievement</p> <p>Other student outcomes by creating a highly motivated environment</p> <p>Improve school climate</p> <p>Increase course access</p> <p>Increase student engagement</p>

Local Control Accountability Plan- Section 2: Goals and Progress Indicators

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><b>NEED:</b> To increase percentage of self-identified or administratively referred PAR participants and BTSA participants who engage in professional learning opportunities targeting district and site initiatives to support quality teaching.</p> <p>Support the signature programs at each school that support an academic culture of promoting student engagement in learning.</p> <p><b>METRICS:</b> Percentage of teachers utilizing strategies from professional development opportunities related to district and site specific initiatives as identified by principal surveys, Support Provider surveys, and Consulting Teacher reports and walk through evidence.</p>	<p>Provide Beginning Teacher Support through a CCTC accredited program for all 1<sup>st</sup> and 2<sup>nd</sup> year teachers and PAR support for veteran teachers.</p> <p>Expand offerings of online and onsite professional development workshops targeting district initiatives.</p> <p>Enhance training of Consulting Teachers and Support Providers</p> <p>Improve participation in online and onsite professional development opportunities</p> <p>Improve teacher use of student information to identify student subgroups, including foster youth, English Learners and socio-economically disadvantaged students</p> <p>Enhance follow up of online and onsite professional development to ensure</p>	<p>Applicable to all schools and subgroups with special emphasis on new and identified teachers of foster youth, English Learners and socio-economically disadvantaged students</p>	<p>All District schools K-12</p>	<p>Provide staff coordination of BTSA/PAR</p> <p>All first and Second year teachers including special education teachers will participate in a District supported BTSA/PAR program that is fully accredited and is no charge to participating teachers.</p> <p>All PAR and BTSA participants will have participated in at least one online or onsite professional development experiences that targets a district or site initiative that supports an academic culture of promoting student engagement in learning.</p> <p>All PAR and BTSA participants use student information data to identify student subgroups.</p>	<p>Provide staff coordination of BTSA/PAR</p> <p>All first and Second year teachers including special education teachers will participate in a District supported BTSA/PAR program that is fully accredited and is no charge to participating teachers.</p> <p>A systematic approach will have been implemented to ensure that all PAR and BTSA participants who have participated in at least one online or onsite professional development experience are implementing one or more strategies to support an academic culture of promoting student engagement in learning.</p>	<p>Provide staff coordination of BTSA/PAR</p> <p>All first and Second year teachers including special education teachers will participate in a District supported BTSA/PAR program that is fully accredited and is no charge to participating teachers.</p> <p>All PAR and BTSA participants who have participated in at least one online or onsite professional development experiences are observed through follow up activities implementing one or more strategies to support an academic culture of promoting student engagement in learning.</p> <p>Walkthrough observation data, Consulting Teacher Reports,</p>	<p>Implementation of academic content and performance standards</p> <p>Gaps in the student achievement of foster youth, English learners, and economically disadvantaged youth will narrow</p> <p>Students engaged in meaningful classroom instruction</p> <p>Highly qualified teachers.</p>	

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Identified Need and Metric	Goals				Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
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	implementation of new strategies.					including foster youth, English Learners and socio-economically disadvantaged students, as the basis for selecting and participating in online or onsite professional development experiences.	Walkthrough observation data, Consulting Teacher Reports, and BTSA survey data indicate an increased implementation of strategies that support an academic culture of promoting student engagement in learning among PAR and BTSA participants.	and BTSA survey data indicate a significant increase in the implementation of strategies that support an academic culture of promoting student engagement in learning among PAR and BTSA participants.	

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Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups)	School(s) Affected		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><b>NEED (Elementary School):</b> Create a STEM elementary school of emphasis</p> <p>Increase professional development to support STEM Education</p> <p><b>METRICS:</b> Observation and collection of evidence using walk through tools that validates teachers using the STEM instructional strategies</p> <p>Conduct required STEM staff development as measured by a sign in document and evaluation of training</p> <p>Monitor STEM implementation through the use of STEM Checklists</p> <p>Increase the variety of technology in the instructional process, including using technology as a facilitation of student learning in investigations and problems solving</p>	<p>Provide a STEM Elementary School of Emphasis as an option for parents</p> <p>Provide professional development opportunities to teachers to impact STEM education school wide</p> <p>Provide students with technology tools to facilitate learning across all subject areas</p> <p>Provide students and teachers with instructional resources to support and enhance STEM across all grades</p>	<p>Target population: Free and reduced, English Learners, Foster Youth</p> <p>Strategies used will affect all students</p>	<p>E. Hale Curran</p>	<p>Offer a STEM Elementary School of Emphasis as an option for parents.</p> <p>All teacher are trained in Next Generation Science Standards, Mindset and Professional Learning Communities</p> <p>Students will be engaged in technology during small group learning experiences at least 3 times per week</p> <p>All K-3 students will participate in Lego Robotics Education programs</p> <p>All 4-5 students will participate in the Hummingbird Robotics program</p> <p>All teachers will receive the Mindset book for participation in a book study with a focus on growth mindset</p> <p>All teachers will</p>	<p>Offer a STEM Elementary School of Emphasis as an option for parents.</p> <p>All teachers continue their training in the Next Generation Science Standards as well as training in cross curricular unit planning</p> <p>Continued support of technology for small group learning experiences at least 4 times per week</p> <p>Technology resources will be added to support cross curricular units for all grade levels</p> <p>Grade level teams will use materials and resources to support their grade level cross curricular STEM developed units of study</p>	<p>Offer a STEM Elementary School of Emphasis as an option for parents.</p> <p>Continued training in the Next Generation Science Standards, cross curricular unit planning as well as project based learning.</p> <p>Students will be in engaged in technology as an ongoing and natural part of their daily learning at least 5 times per week</p> <p>Grade level teams will use materials and resources to support their project based units to support STEM education</p> <p>All teachers will receive a Reading A-Z and Science A-Z license to access teacher and student materials to support STEM Education</p>	<p>Implementation of academic content and performance standards</p> <p>Gaps in the student achievement of foster youth, English learners, and economically disadvantaged youth will narrow</p> <p>Students engaged in meaningful classroom instruction</p>	

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Identified Need and Metric	Goals				Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected			Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
						receive a Reading A-Z and Science A-Z license to access teacher and student materials	All teachers will receive a Reading A-Z and Science A-Z license to access teacher and student materials		

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Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
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<p><b>NEED:</b></p> <p>Increase academic success and reduce truancy and suspensions through behavioral interventions</p> <p>Train staff on strategies to reduce discipline issues through universal expectations and development of social skills (PBIS)</p> <p>Create multi-disciplinary intervention teams</p> <p><b>METRICS:</b></p> <p>Track data in the number of student referrals and suspension and expulsion rates</p> <p>Track data in chronic absenteeism and attendance rates</p> <p>Increase in the number of at-risk students receiving individual and group counseling</p> <p>Increase the number of staff trained and implementing PBIS and Boys Town Social Skills</p> <p>Increase proficiency rate in ELA and math through improved attendance in grades K-5</p>	<p>Hire adequate office staff to research and provide group data of students in need of correct academic placement</p> <p>Train counselors and staff in Positive Behavior Intervention and Support and Boys Town Social Skills</p> <p>Provide necessary resources for implementation</p> <p>Hire counselors and psychologists to create 3 multi-disciplinary intervention teams for elementary and middle school students, and support for alternative education</p>	<p>Target population: Free and reduced, English Learners, Foster youth be first served. All other K-12 students will be served as openings caseloads are available</p>	<p>All elementary and middle schools</p>	<p>Students in need of support services will be identified through improved process of data input and analysis by employing a part time office clerk to establish baseline data</p> <p>Train 75 staff on strategies to reduce discipline issues through universal expectations and development of social skills (PBIS and Boys Town)</p> <p>Establish baseline proficiency rate in ELA and math using CAASP</p> <p>Reduce the number of student referrals and suspension and expulsion rates by 1%</p>	<p>Tier 2 interventions will be implemented at all elementary schools with 2 multi-disciplinary teams to increase attendance rates by .25%, decrease truancy by 3.3%, decrease suspension rate by .5%</p> <p>Fund a full-time office clerk to track data</p> <p>Train an additional 75 staff on strategies to reduce discipline issues through universal expectations and development of social skills (PBIS and Boys Town)</p> <p>Establish growth targets in ELA and math using CASSP</p> <p>Reduce the number of student referrals and suspension and expulsion rates by 1.25%</p>	<p>Tier 2 interventions will be implemented at all elementary schools with 2 multi-disciplinary teams to increase attendance rates by an additional .25%, decrease truancy by 3.0%, decrease suspension rate by and additional .5%</p> <p>Fund a full-time office clerk to track data</p> <p>Train an additional 75 staff on strategies to reduce discipline issues through universal expectations and development of social skills (PBIS and Boys Town)</p> <p>Establish growth targets in ELA and math using CASSP</p> <p>Reduce the number of student referrals and suspension and expulsion rates by 1.5%</p>	<p>Improve Student Achievement on standardized tests and on grades</p> <p>Other Student Outcomes will include a decrease in discipline referrals improved attendance</p> <p>School Climate will improve due to decrease in discipline referrals improved attendance</p> <p>Student Engagement will increase due to improved attendance and by addressing the barriers to learning</p> <p>Other Pupil Outcome data is established</p>	

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Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED (Middle and high schools): Increase the percent of students ready for college or career  Support the signature programs at each high school that promotes an academic culture  Expand opportunities for students to access Individual Determination (AVID) strategies in all academic classes and lead efforts to becoming an AVID demonstration school	Institute AVID Strategies School wide as an AVID demonstration school  Provide staff for AVID coordination ensuring all requirements to become an AVID demonstration school are met.  Murrieta Mesa HS and Warm Springs MS will become AVID Demonstration schools over a 3 year period	Target population: Free and reduced, English Learners, Foster youth will have first opportunity for enrollment into AVID  Strategies used will affect all students	Murrieta Mesa HS (MMHS) and Warm Springs MS	AVID strategies will be implemented as an instructional tool in 15 core academic classrooms at MMHS  AVID strategies will be implemented as an instructional tool in 14 core academic classrooms at WSMS  A minimum of 65% of freshman students will fulfill A-G requirements in English, math, and science	AVID strategies will be implemented as an instructional tool in 15 additional core academic classrooms for a total of 30 classrooms at MMHS  AVID strategies will be implemented as an instructional tool in 14 additional core academic classrooms for a total of 28 classrooms at WSMS	AVID strategies will be implemented as an instructional tool in 14 additional core academic classrooms for a total of 42 classrooms at WSMS  A minimum of 65% of freshman students will fulfill A-G requirements in English, math, and science and 65% of sophomores and juniors will fulfill A-G requirements	Increase student achievement  Other student outcomes by creating a highly motivated environment  Improve school climate  Increase course access  Increase student engagement	
METRICS: Increase the number of teachers trained in using AVID strategies in classroom instruction as evidenced by "walk through" instruments and the use of on-line docs  Increase the percent of students completing A-G coursework from 46.7% to 65% Districtwide over 3 years  AVID reviews will certify completion of all requirements to become an AVID Demonstration Site				AVID requirements for training, tutors, path training coordination, licensing and field trips will be budgeted and met by MMHS and WSMS as evidenced by County review and certification	A minimum of 65% of freshman students will fulfill A-G requirements in English, math, and science and 65% of sophomores will fulfill A-G requirements  Continue meeting all AVID requirements	Continue meeting all AVID requirements		

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<p>NEED (Middle and high schools):                      Increase the percent of students ready for college or career</p> <p>Expand opportunities for students to access academic interventions</p> <p>Expand opportunities for students to access acceleration opportunities</p> <p>Improve AP and IB pass rates</p> <p><b>METRICS:</b>                      Decrease the number of D and F grades for students in the core content areas</p> <p>Increase the number of students who graduate high school as measured by graduation rate</p> <p>Decrease the middle and high school dropout rate</p> <p>Provide access to all AP students to participate in a web based AP preparation program</p> <p>Maintain access to CTE course sequence.</p>	<p>Provide data driven early intervention systems at the high school level to increase student academic performance for those who are underperforming in the core content areas.</p> <p>Invest in an asynchronous web-based online credit recovery system for high school students</p> <p>Invest in an asynchronous web-based online intervention system including CAHSEE intervention for high school students</p> <p>Invest in an asynchronous web-based online AP preparation program for high school students.</p> <p>Invest in a math support system to increase math performance at the middle and high school level</p>	<p>Target population: Free and reduced, English Learners, Foster youth will have first opportunity for enrollment into interventions</p> <p>Strategies used will affect all students</p>	<p>All middle and high schools including alternative education</p>	<p>Annual Update: Analysis of Progress</p>	<p>Add six additional sections at the high school level for academic intervention, support for signature practices, or credit recovery</p> <p>Decrease the number of D and F grades in all core academic subjects including math, grades 6-12 (7.5% decrease in targeted subgroups and 5% overall)</p> <p>Increase CAHSEE pass rates ((2.5% increase in targeted subgroups and 1.5% overall))</p> <p>Increase AP pass rates((2.5% increase in targeted subgroups and 1.5% overall))</p> <p>Monitor and maintain CTE course sequence</p> <p>Maintain the 2013/14</p>	<p>Add three additional (total of 9) additional sections at the high school level for academic intervention, support for signature practices, or credit recovery</p> <p>Decrease the number of D and F grades in in all core academic subjects including math, grades 6-12 (10 % decrease in targeted subgroups and 7.5% overall)</p> <p>Increase CAHSEE pass rates ((5% increase in targeted subgroups and 2% overall))</p> <p>Increase AP pass rates((5% increase in targeted subgroups and 2% overall))</p> <p>Monitor and maintain CTE course sequence</p>	<p>Add three additional (total of 12) additional sections at the high school level for academic intervention, support for signature practices, or credit recovery</p> <p>Decrease the number of D and F grades in in all core academic subjects including math, grades 6-12 (12.5% decrease in targeted subgroups and 10% overall)</p> <p>Increase CAHSEE pass rates ((7.5% increase in targeted subgroups and 2.5% overall))</p> <p>Increase AP pass rates((7.5% increase in targeted subgroups and 2.5% overall))</p> <p>Monitor and maintain CTE course sequence</p>	<p>Increase student achievement</p> <p>Other student outcomes by creating a highly motivated environment</p> <p>Improve school climate</p> <p>Increase student engagement</p> <p>Increase course access</p>



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Identified Need and Metric	Goals				Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
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						graduation rate  Maintain the 2013/14 dropout rate decrease as a baseline	Improve the graduation rate by .5% over 2013/14 baseline  Improve the 2013/14 dropout rate decrease by .25%	Improve the graduation rate by .75% over 2013/14 baseline  Improve the 2013/14 dropout rate decrease by .5%	

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<p><b>NEED:</b> Ensure school safety and effective use of School Resource Officers and emergency protocols</p> <p>Conduct Anti-Bullying training at all sites</p> <p><b>METRICS:</b> School safety plans will be submitted and reviewed and all plans will receive at least an "Adequate" rating.</p> <p>All schools will conduct exercises on Duck, Cover and Hold, Lockdown and Evacuation and submit the after action form.</p> <p>Safe schools, law enforcement and fire department will observe sites during exercises and will provide feedback and debriefing and submit the after action form.</p> <p>School Resource Officers (SROs) will be involved in the development and evaluation of safety and emergency readiness plans.</p> <p>Evaluate the effectiveness of the Bullying training with training surveys</p>	<p>Employ school resource officers for each high school site and feeder schools</p> <p>Conduct , twice annually, school audits on emergency response protocols to natural disasters and school violence including intruder on campus</p> <p>Conduct training and response with City police and SWAT to school shooter on campus (to be conducted at a selected site during student break)</p> <p>Meet quarterly with Murrieta Police Department to review incidences in the schools and community that may impact school safety including incidences of gang activity, drug use and sales, and graffiti</p> <p>Reach 90% effectiveness on Bullying Training Survey results</p> <p>Remain compliant</p>	<p>Applicable to all schools and subgroups</p>	<p>District wide</p>	<p>Annual Update: Analysis of Progress</p>	<p>Fund full time school resource officers</p> <p>Safe Schools Director and SROs will complete 19 after action reports to improve emergency response and create a safer school environment during emergency</p> <p>School staff, Safe Schools Director and SROs will immediately respond to severe discipline issues to protect the integrity of the learning environment</p> <p>Safe Schools Director will facilitate open and complete communication as measured by an annual survey of site administration</p> <p>Safe Schools Director will conduct 5 Bullying prevention workshops</p>	<p>Fund full time school resource officers</p> <p>Safe Schools Director and SROs will complete 19 after action reports to improve emergency response and create a safer school environment during emergency</p> <p>School staff, Safe Schools Director and SROs will continue to respond to severe discipline issues to protect the integrity of the learning environment</p> <p>Safe Schools Director will facilitate open and complete communication as measured by an annual survey of site administration</p> <p>Safe Schools Director will conduct 8 Bullying prevention workshops</p>	<p>Fund full time school resource officers</p> <p>Safe Schools Director and SROs will complete 19 after action reports to improve emergency response and create a safer school environment during emergency</p> <p>School staff, Safe Schools Director and SROs will continue to respond to severe discipline issues to protect the integrity of the learning environment</p> <p>Safe Schools Director will facilitate open and complete communication as measured by an annual survey of site administration</p> <p>Safe Schools Director will conduct 10 Bullying prevention workshops</p> <p>Maintain student access to safe and</p>	<p>School Climate will improve by providing parents, teachers, and students safety and security at school</p> <p>Basic services (Williams report)</p>

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Successful completion of the Williams report	with Williams requirements i.e. sufficient instructional materials and school facilities in good repair	All students	All schools district wide		Maintain student access to safe and clean school facilities and required instructional material as measured by the Williams report	Maintain student access to safe and clean school facilities and required instructional material as measured by the Williams report	clean school facilities and required instructional material as measured by the Williams report	

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<p><b>NEED</b> Provide district wide credentialed library support at all sites</p> <p>Implement a District library plan to provide common core resources</p> <p>Conduct regular District Library meetings and training</p> <p>Adopt common core library materials for grades 3-5 in mathematics</p> <p><b>METRICS:</b> All library meeting agendas and library presentations will be posted on a District Librarians Haiku page.</p> <p>By November 2014 all District libraries will complete a "weeding" of old, damage and obsolete resources and will begin replacement with print a and digital resource's as noted in the library plan.</p> <p>By 2016 the District will have completed the purchase and implementation of a standards aligned math program.</p> <p>A needs analysis of Alternative Education</p>	<p>Provide Library support with a credentialed librarian at all District schools</p> <p>Implement year 1 of the District Library Plan to upgrade school libraries to support common core</p> <p>Provide regular calendarated library tech meetings and training to improve library services</p> <p>Provide and implement Standards aligned math materials</p> <p>Conduct a WASC directed needs analysis of library services at the alternative education site and write a site plan to improve library services for students</p>	<p>Strategies used will affect all students</p> <p>All LEA Sites</p>	<p>Annual Update: Analysis of Progress</p>	<p>Year 1: 2014-2015</p> <p>Providing a District librarian to train and monitor all sites will improve library services and align systems throughout the District</p> <p>Implementation of the Library plan will "weed" old and obsolete library selections and replace with current resources including digital resources for student research.</p> <p>Regular training and meetings will improve library services and align systems throughout the District.</p> <p>Implement a standards based math program in grades 3-5 math</p> <p>A needs analysis of library services for alternative education will</p>	<p>Year 2: 2015-2016</p> <p>Providing a District librarian to train and monitor all sites will improve library services and align systems throughout the District</p> <p>Implementation of the Library plan will "weed" old and obsolete library selections and replace with current resources including digital resources for student research.</p> <p>Regular training and meetings will improve library services and align systems throughout the District.</p> <p>Implement a standards based math program in grades 6-8 math</p>	<p>Year 3: 2016-2017</p> <p>Providing a District librarian to train and monitor all sites will improve library services and align systems throughout the District</p> <p>Implementation of the Library plan will "weed" old and obsolete library selections and replace with current resources including digital resources for student research.</p> <p>Regular training and meetings will improve library services and align systems throughout the District.</p> <p>Implement a standards based math program in grades high school math</p> <p>Implementation of a library services</p>	<p>Implementation of the Common Core</p> <p>Other Student Outcomes</p>	

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Library Services will be completed and presented to Senior Cabinet and the Principal of the Alternative Schools by February 2015						guide us in improving library services to alternative education students	education students	plan for alternative education will improve library services to alternative students	

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<p><b>NEED</b> Provide the District with a Coordinator or Special assignment for assessment, research and academic projects including the metric analysis of data sets required in the Local Control and Accountability Plan (LCAP)</p> <p>Provide student achievement data to inform programs and services decisions to site and District leadership</p> <p>The decisions to improve academic performance for English learners Reclassified English learners Foster Youth and Socio-economically disadvantaged students will be generated through data analyses provided by the assessment team</p> <p><b>METRICS</b> Metrics will be defined in all areas identified annually in the LCAP such as: Completion of A-G Graduation rates RFEF rates Progress of RFEF students Progress of Free and reduced Academic growth of</p>	<p>By July, 2014 select a Coordinator or administrator on Special assignment for Assessment and Academic Projects</p> <p>Provide a District wide data management system to house state and local assessment data with demographic disaggregation</p> <p>Sites will receive site determined support for proctoring state exams</p> <p>District will readily use Pre ID services and all state required processes in State exams</p> <p>Contracted services will be used to assist in the development, tracking, and analysis of data required in the LCAP Analysis of Progress</p> <p>Assessment staff will attend County and state LCAP and assessment meetings and workshops</p>	<p>Target population: Free and reduced, English Learners, Foster youth will be the primary population that will be analyzed to determine effect of programs and services on closing the achievement gap</p> <p>Strategies used will affect all students</p>	<p>All schools in the LEA</p>	<p>Schools sites and District will receive improved data management and formative exam data for interventions</p> <p>EADMS and ESGI data management system will be provided for data analysis by all sites</p> <p>Provide 45 days of sub release time to assist in proctoring statewide assessments.</p> <p>Pre ID and other required services will be provided for all state exams including EAP, CAPA, Fitnessgram CAHSEE, remaining CST's and SBAC</p> <p>Contracted services will be secured for the tracking and analysis of metrics and data required</p>	<p>Schools sites and District will receive improved data management and formative exam data for interventions</p> <p>EADMS and ESGI data management system will be provided for data analysis by all sites</p> <p>Provide 45 days of sub release time to assist in proctoring statewide assessments.</p> <p>Pre ID and other required services will be provided for all state exams including EAP, CAPA, Fitnessgram CAHSEE, remaining CST's and SBAC</p> <p>Contracted services will be secured for the tracking and analysis of metrics and data required</p>	<p>Schools sites and District will receive improved data management and formative exam data for interventions</p> <p>EADMS and ESGI data management system will be provided for data analysis by all sites</p> <p>Provide 45 days of sub release time to assist in proctoring statewide assessments.</p> <p>Pre ID and other required services will be provided for all state exams including EAP, CAPA, Fitnessgram CAHSEE, remaining CST's and SBAC</p> <p>Contracted services will be secured for the tracking and analysis of metrics and data required</p>	<p>Increase student achievement</p> <p>Other student outcomes by creating a highly motivated environment</p> <p>Improve school climate</p> <p>Increase course access</p> <p>Increase student engagement</p> <p>Basic Services to sites</p>	

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Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>targeted subgroups</p> <p>Attendance rates</p> <p>Graduation rates</p> <p>EAP results</p> <p>And other local and state assessments</p> <p>School sites will receive regular quarterly reports of student progress in reading and math using Lexile and Quantile reports</p> <p>Assessment Council members will meet monthly to review state updates, training, and discuss data to improve academic achievement</p>				<p>in the LCAP</p> <p>Increase English proficiency as measured by CELDT</p> <p>performance level improvement by 5% the first year</p> <p>Establish lexile cut points as an academic criteria for English reclassification</p> <p>To establish a baseline data on EAP participation and pass rate in ELA and math per CAASP</p>	<p>tracking and analysis of metrics and data required in the LCAP</p> <p>Increase English proficiency as measured by CELDT</p> <p>performance level improvement by 7% the first year</p> <p>Establish lexile baseline data as an academic criteria for English reclassification</p> <p>Reach 95% EAP participation and in ELA and math</p> <p>Establish growth targets in EAP participation and pass rates using CAASP results</p>	<p>in the LCAP</p> <p>Increase English proficiency as measured by CELDT</p> <p>performance level improvement by 9% the first year</p> <p>Improve English reclassification rates by 1.5%</p> <p>Improve ELA and math EAP college ready rate by 5%</p> <p>Meet growth targets in EAP math and ELA participation and pass rates</p>		

Local Control Accountability Plan- Section 2: Goals and Progress Indicators

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><b>NEED (High School):</b> Increase the percent of students college or career ready</p> <p>Support signature programs unique to the student need and culture of the high school</p> <p><b>METRICS:</b> Increase the numbers of students receiving college or AP credit while in high school</p> <p>Increase the number of students who leave high school ready for college and career</p> <p>Observation of teachers utilizing training</p>	<p>Expand Dual enrollment as an AP option to foster a college-going culture; expand</p> <p>Provide early college access for students to increase a college going culture amongst students who are underrepresented at college.</p> <p>Provide students access to college coursework to build a transferable college transcript</p>	<p>Target population: Free and reduced, English Learners, Foster youth will have first opportunity for enrollment into interventions</p> <p>Strategies used will affect all students</p>	<p>Vista Murrica HS</p>	<p>Increase dual enrollment options to include one section of college Science allowing 25 students to complete 1 year of college Science</p>	<p>Increase dual enrollment options to include two section of college Science allowing 50 students to complete 1 year of college Science</p>	<p>Continue to support dual enrollment options to include two section of college Science allowing 50 students to complete 1 year of college Science</p>	<p>Increase student achievement</p> <p>Other student outcomes by creating a highly motivated environment</p> <p>Improve school climate</p> <p>Increase student engagement</p> <p>Increase course access</p>	
	<p>Add additional sections of College English courses to the master schedule allowing 50 additional students to participate in the Dual Enrollment</p> <p>Provide teacher staff development from college instructors</p> <p>Support required lower class size with up to 2 additional sections</p> <p>Provide 3 days release time for grading and increased student feedback</p>	<p>Continue to support sections of College English courses to the master schedule allowing 50 additional students to participate in the Dual Enrollment</p> <p>Provide teacher staff development from college instructors</p> <p>Continue to support required lower class size with up to 2 additional sections</p> <p>Provide 3 days release time for grading and increased student feedback</p>	<p>Provide teacher staff development from college instructors</p> <p>Continue to support required lower class size with up to 2 additional sections</p> <p>Provide 3 days release time for grading and increased student feedback</p>	<p>Provide teacher staff development from college instructors</p> <p>Continue to support required lower class size with up to 2 additional sections</p> <p>Provide 3 days release time for grading and increased student feedback</p>	<p>Provide teacher staff development from college instructors</p> <p>Continue to support required lower class size with up to 2 additional sections</p> <p>Provide 3 days release time for grading and increased student feedback</p>	<p>Provide teacher staff development from college instructors</p> <p>Continue to support required lower class size with up to 2 additional sections</p> <p>Provide 3 days release time for grading and increased student feedback</p>		



Local Control Accountability Plan- Section 2: Goals and Progress Indicators

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities																														
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017																															
<p><b>NEED (Elementary):</b> Implement intervention programs with fidelity (including Read 180, System 44, I-Read, and Do the Math)</p> <p>Support interventions/UA time at each elementary school so that all students receive quality instruction.</p> <p><b>METRICS:</b> All teachers will receive training on the use of intervention materials as verified by sign in sheets.</p> <p>All trained teachers will deliver the District intervention programs with fidelity as validated by observations utilizing intervention program checklists</p> <p>Conduct parent trainings for all elementary parents at Title I sites</p> <p>Improve reading levels by moving students from the baseline Lexile level to the stretch goal in 1 year</p>	<p>Implement consistent interventions at all elementary schools by providing each site with a 50% intervention teacher.</p> <p>Provide teacher training on all intervention materials</p> <p>Conduct parent trainings</p> <p>Purchase intervention materials that will be used consistently across the District</p>	<p>Target population: Free and reduced, English Learners, Foster youth will have first opportunity for enrollment into interventions</p> <p>Strategies used will affect all students</p>	All Elementary Sites - 50% teachers	<p>Hire 50% Intervention teachers for all (11) elementary schools</p> <p>Train all intervention teachers in the use of specific programs as validated by sign in sheets</p> <p>Intervention programs will be delivered with fidelity as validated by observation and checklists</p> <p>Parent training will occur at least once per title 1 site with invitations sent to all parents at all elementary schools</p> <p>Purchase complete intervention programs for all elementary and middle school sites</p>	<p>Continue funding 75% Intervention teachers for all (11) elementary schools</p> <p>Continue to train all intervention teachers in the use of specific programs as validated by sign in sheets</p> <p>Continue evaluating intervention programs will be delivered with fidelity as validated by observation and checklists</p> <p>Continue parent training will occur at least once per title 1 site with invitations sent to all parents at all elementary schools</p> <p>Continue to fund complete intervention programs for all elementary and middle school sites</p>	<p>Continue funding 100% Intervention teachers for all (11) elementary schools</p> <p>Continue to train all intervention teachers in the use of specific programs as validated by sign in sheets</p> <p>Continue evaluating intervention programs will be delivered with fidelity as validated by observation and checklists</p> <p>Continue parent training will occur at least once per title 1 site with invitations sent to all parents at all elementary schools</p> <p>Continue to fund complete intervention programs for all elementary and middle school sites</p> <p>Improve reading levels by moving students from the baseline Lexile level to the stretch goal in 1 year</p>	<p>Increase student achievement</p> <p>Other student outcomes by creating a highly motivated environment</p> <p>Improve school climate</p> <p>Increase course access</p> <p>Increase student engagement</p> <p>Increase parent involvement</p>																															
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Local Control Accountability Plan- Section 2: Goals and Progress Indicators

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Local Control Accountability Plan- Section 2: Goals and Progress Indicators

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	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>NEED: (High School) Increase the percent of students ready for college or career</p> <p>Increase A-G completion</p> <p>Provide the International Baccalaureate (IB) Middle Years Program and promote early college access for students</p> <p>Increase a college going culture with underrepresented students</p> <p>Expand opportunities for students to access relevant and rigorous curriculum</p> <p>METRICS: Increase participation in International Baccalaureate (IB) courses</p> <p>Increase the number of students earning an IB Programme Diploma and certificate</p> <p>Observation and collection of evidence using walk through tools that validates teachers utilizing the site specific training for student engagement specific to each high school</p>	<p>Institute the International Baccalaureate Middle Years Program and utilize IB strategies in all site scheduled, District, Advanced, Placement, and IB courses</p> <p>Train core academic teachers in the IB Middle Years Program</p> <p>Provide release for IB coordination</p> <p>Provide materials and supplies for IB implementation</p> <p>Provide funding for IB exams</p>	<p>Target population: Free and reduced, English Learners, Foster youth will be aggressively recruited for and have first opportunity for enrollment into the IB program</p> <p>Strategies used will affect all students</p> <p>The Middle Years Program specifically targets 9<sup>th</sup> and 10<sup>th</sup> grade students.</p>	<p>School wide - Murietta Valley High School</p>		<p>Train 10 core academic staff to be strategically aligned with the IB and the MYP program to build a culture of rigor that is aligned with the ideals of the IB program.</p> <p>Increase program student participation rates by 10% over the 2013-14 baseline.</p> <p>Increase the number of students who earn an IB Diploma by 5 students over the 2013-14 baseline</p>	<p>Train an additional 10 core academic staff (total trained 20) to be strategically aligned with the IB and the MYP program to build a culture of rigor that is aligned with the ideals of the IB program.</p> <p>Increase program student participation rates by 15% over the 2013-14 baseline.</p> <p>Increase the number of students who earn an IB Diploma by 10 students over the 2013-14 baseline</p>	<p>Train an additional 10 core academic staff (total trained 30) to be strategically aligned with the IB and the MYP program to build a culture of rigor that is aligned with the ideals of the IB program.</p> <p>Increase program student participation rates by 20% over the 2013-14 baseline.</p> <p>Increase the number of students who earn an IB Diploma by 15 students over the 2013-14 baseline</p>	<p>Increased Student Achievement</p> <p>School Climate</p> <p>Course Access</p> <p>Increase Student Engagement</p>

Local Control Accountability Plan- Section 2: Goals and Progress Indicators

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><b>NEED:</b> Provide curricular and extra-curricular experiences for middle school students</p> <p>Create and support a positive culture with middle school students</p> <p>Increase access and support of programs and services at each middle school.</p> <p>Meet with Middle School Collaborative at least once each quarter</p> <p><b>METRICS:</b> Increase the percent of students taking meaningful electives and interventions by 30% over 3 years</p> <p>Increase the percent of students taking meaningful electives and interventions by 30% over 3 years</p> <p>A student survey of the effectiveness and meaningful connections made with the sports program.</p> <p>An annual student and parent stakeholder survey on curricular and extracurricular interests will be used</p>	<p>Increase middle school purposeful elective opportunities in the arts, STEM and other programs that connect students to school through the use of zero period sections</p> <p>Create a three season middle school intermural sports program</p> <p>Meet with middle school staff (Middle School Collaborative) to continue planning middle school transformation activities</p>	<p>Target population: Free and reduced, English Learners, Foster youth will have first opportunity for enrollment into zero period sections</p> <p>Strategies used will affect all students</p>	<p>Warm Springs MS Shivela MS Thompson MS Dorothy McElhinney MS</p>	<p>Annual Update: Analysis of Progress</p>	<p>Add a minimum of four zero period sections for middle school students</p> <p>Initiate a middle school intermural program.</p> <p>10% of the middle school population will participate in zero period offerings</p> <p>10% of the middle school population will have participated in intermural programs</p> <p>10% of the target population will have participated in intermural programs</p> <p>Create a parent and student survey to determine purposeful programs and services</p>	<p>Add a minimum of four additional zero period sections (total of eight sections) for middle school students</p> <p>Expand the middle school intermural program.</p> <p>20% of the middle school population will participate in zero period offerings</p> <p>20% of the target population will have participated in intermural programs</p> <p>Use a parent and student survey to implement purposeful</p>	<p>Add a minimum of four additional zero period sections (total of eight sections) for middle school</p> <p>Expand the middle school intermural program.</p> <p>Align at least 2 electives at each middle school to becoming a pathway connection to feeder high school programs</p> <p>30% of the middle school population will participate in zero period offerings</p> <p>30% of the middle school population will have participated in intermural programs</p> <p>30% of the target population will have participated in intermural programs</p> <p>Increase student</p>	<p>Increase student achievement</p> <p>Other student outcomes by creating a highly motivated environment</p> <p>Improve school climate</p> <p>Increase course access</p> <p>Increase student engagement</p> <p>Increase parent involvement</p>

Local Control Accountability Plan- Section 2: Goals and Progress Indicators

Identified Need and Metric	Goals				Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected			Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
							<p>programs and services</p>	<p>engagement and positive climate by measuring satisfaction with programs and services as measured by survey results</p>	

**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, schoolwide, countywide, or charterwide 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?

3A. 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.

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Provide Beginning Teacher Support through a CCTC accredited program for all 1 <sup>st</sup> and 2 <sup>nd</sup> year teachers and PAR support for veteran teachers.	Implementation of academic content and performance standards adopted by the State Board for all students	Applicable to all students	LEA Wide		BTSAP/PAR Support Providers and coordination, release time, salary/benefits: \$243,188 (LCFF supplemental)	BTSAP/PAR Support Providers and coordination, release time, salary/benefits: \$243,188 (LCFF supplemental)	BTSAP/PAR Support Providers and coordination, release time, salary/benefits: \$243,188 (LCFF supplemental)
Expand offerings of online and onsite professional development workshops targeting district initiatives.	Implementation of academic content and performance standards adopted by the State Board for all students	Applicable to all students	LEA wide		BTSAP / PAR training and coaching materials and supplies: \$28,187 (LCFF supplemental)	BTSAP / PAR training and coaching materials and supplies: \$28,187 (LCFF supplemental)	BTSAP / PAR training and coaching materials and supplies: \$28,187 (LCFF supplemental)
Enhance training of Consulting Teachers and Support Providers	Provide training in the implementation of academic content and performance standards	Applicable to all students	LEA wide		BTSAP / PAR materials and supplies: \$29,650 (LCFF supplemental – above)	BTSAP / PAR materials and supplies: \$29,650 (LCFF supplemental – above)	BTSAP / PAR materials and supplies: \$29,650 (LCFF supplemental – above)
Improve participation in online and onsite professional development opportunities	Implementation of academic content and performance standards	Applicable to all students	LEA wide		BTSAP / PAR materials and supplies: \$29,650 (LCFF supplemental – above)	BTSAP / PAR materials and supplies: \$29,650 (LCFF supplemental – above)	BTSAP / PAR materials and supplies: \$29,650 (LCFF supplemental – above)



Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Train core academic teachers in AVID strategies	Priority 5: Students engaged in meaningful classroom instruction	NA	Vista Murricia HS, McElhinney MS, Shivela MS, Thompson MS, Murricia Valley HS		<p>HS/MS: Summer Institute: \$20243 (LCFF Supplemental) Path training: \$4480 (LCFF Supplemental)</p> <p>ES: Train selected elementary teachers for future expansion of AVID at selected elementary schools</p>	<p>HS/MS: Summer Institute: \$20243 (LCFF Supplemental) Path training: \$4480 (LCFF Supplemental)</p> <p>ES: Train and implement AVID strategies at selected elementary teachers for future expansion of AVID at selected elementary schools</p>	<p>HS/MS: Summer Institute: \$35,000 (LCFF Supplemental) Path training: \$8500 (LCFF Supplemental)</p> <p>ES: Train and implement AVID strategies at selected elementary teachers for future expansion of AVID at selected elementary schools</p>
Schedule AVID coordination meetings to plan and	Increase student achievement Other student outcomes by creating a highly motivated environment Improve school climate Increase course access Increase student engagement	NA	Vista Murricia HS, McElhinney MS, Shivela MS, Thompson MS, Murricia Valley HS		<p>AVID Coordinator meetings will be held monthly Districtwide and with County representation: \$3600 (LCFF Supplemental)</p>	<p>AVID Coordinator meetings will be held monthly Districtwide and with County representation: \$3600 (LCFF Supplemental)</p>	<p>AVID Coordinator meetings will be held monthly Districtwide and with County representation: \$3600 (LCFF Supplemental)</p>

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Provide a STEM Elementary School of Emphasis as an option for parents	Implementation of standards Student Achievement Students engaged	STEM actions and services will be provided in grades K-5 in school and during extended learning activities. Priority enrollment will be given to target subgroups in extended learning activities	School-wide (E H Curran)		Parent night and information meetings: No cost	Parent night and information meetings: No cost	Parent night and information meetings: No cost
Provide professional development opportunities to teachers to impact STEM education school wide	Implementation of standards Student Achievement Students engaged	STEM actions and services will be provided in grades K-5 in school and during extended learning activities. Priority enrollment will be given to target subgroups in extended learning activities	School-wide (E H Curran)		Professional development including extra duty: \$5000 (LCFF Supplemental) and \$7500 (CSUSM Grant)	Professional development including extra duty: \$8000 (LCFF Supplemental)	Professional development including extra duty: \$8500 (LCFF Supplemental)
Provide students with technology tools to facilitate learning across all subject areas	Implementation of standards Student Achievement Students engaged	STEM actions and services will be provided in grades K-5 in school and during extended learning activities. Priority enrollment will be given to target subgroups in extended learning activities	School-wide (E H Curran)		Technology, and supplies: \$3500 (LCFF Supplemental)	Technology, and supplies: \$7000 (LCFF Supplemental)	Technology, and supplies: \$9000 (LCFF Supplemental)
Provide students and teachers with instructional resources and programs to support and enhance STEM across all grades	Implementation of standards Student Achievement Students engaged	STEM actions and services will be provided in grades K-5 in school and during extended learning activities. Priority enrollment will be given to target subgroups in extended learning activities	School-wide (E H Curran)		Materials and supplies: \$7BD (Grants and Donors Choose)	Materials and supplies: \$5000 (LCFF Supplemental)	Materials and supplies: \$7000 (LCFF Supplemental)

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Employ school resource officers for each high school site and feeder schools	School Climate will improve by providing parents, teachers, and students safety and security at school	Applicable to all students	High schools and middle schools		Fund salaries for School Resource Officers: \$340,000 (LCFF Supplemental)	Continue to fund salaries for School Resource Officers: \$340,000 (LCFF Supplemental)	Continue to fund salaries for School Resource Officers: \$340,000 (LCFF Supplemental)
Conduct, twice annually, school audits on emergency response protocols to natural disasters and school violence including intruder on campus	School Climate will improve by providing parents, teachers, and students safety and security at school	Applicable to all students	LEA Wide		School audits on emergency response protocols to natural disasters and school violence including intruder on campus: no cost	Continue school audits on emergency response protocols to natural disasters and school violence including intruder on campus: no cost	Continue school audits on emergency response protocols to natural disasters and school violence including intruder on campus: no cost
Conduct training and response with City police and SWAT to school shooter on campus (to be conducted at a selected site during student break)	School Climate will improve by providing parents, teachers, and students safety and security at school	Applicable to all students	LEA Wide		Training and response with City police and SWAT: no cost	Continue training and response with City police and SWAT: no cost	Continue training and response with City police and SWAT: no cost
Reach 90% effectiveness on Bullying Training Survey results	School Climate will improve by providing parents, teachers, and students safety and security at school	Applicable to all students	LEA Wide		Materials for anti-bullying workshops, training and travel for teachers, counselors, etc.: \$20,000 (LCFF Supplemental)	Materials for anti-bullying workshops, training and travel for teachers, counselors, etc.: \$20,000 (LCFF Supplemental)	Materials for anti-bullying workshops, training and travel for teachers, counselors, etc.: \$20,000 (LCFF Supplemental)
Meet quarterly with Murrieta	School Climate will improve by providing	Applicable to all students	LEA Wide		Meet quarterly with Murrieta Police Department: no cost	Continue to meet quarterly with Murrieta Police	Continue to meet quarterly with Murrieta Police

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Police Department to review incidences in the schools and community that may impact school safety including incidences of gang activity, drug use and sales, and graffiti	parents, teachers, and students safety and security at school					Department: no cost	Department: no cost

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Provide Library support with a credentialed Librarian at all District schools	Implementation of the Common Core Other Student Outcomes	All students will receive actions and services	All LEA Sites		Hire Library technician and designate the credentialed librarian as the District Librarian: \$56,500 (LCFF Supplemental)	Continue funding Library technician and designate the credentialed librarian as the District Librarian: \$56,500 (LCFF Supplemental)	Continue funding Library technician and designate the credentialed librarian as the District Librarian: \$56,500 (LCFF Supplemental)
Implement year 1 of the District Library Plan to upgrade school libraries to support common core	Implementation of the Common Core Other Student Outcomes	All students will receive actions and services	All LEA Sites		Provide sub release or hourly rate for library tech meetings: \$350 (LCFF Supplemental)	Continue sub release or hourly rate for library tech meetings: \$350 (LCFF Supplemental)	Continue sub release or hourly rate for library tech meetings: \$350 (LCFF Supplemental)
Provide regular calendared library tech meetings and training to improve library services	Implementation of the Common Core Other Student Outcomes	All students will receive actions and services	All LEA Sites		Library Plan implementation: \$97,500 (LCFF Supplemental)	Fund year 2 of the Library Plan implementation: \$97,500 (LCFF Supplemental)	Fund year 3 of the Library Plan implementation: \$97,500 (LCFF Supplemental)
Conduct a WASC directed needs analysis of library services at the alternative education site and write a site plan to improve library services for students	Implementation of the Common Core Other Student Outcomes	All students will receive actions and services	All LEA Sites				

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Staff by July 1 a Coordinator or administrator on Special Assessment for Assessment and Academic Projects	Increase student achievement	Free and reduced, English Learners, Foster youth will be the primary population that will be analyzed to determine effect of programs and services to close the achievement gap	LEA Wide		POSA/Coordinator of Assessment, Research, and Academic Projects: \$110,000 (LCFF Supplemental)	POSA/Coordinator of Assessment, Research, and Academic Projects: \$110,000 (LCFF Supplemental)	POSA/Coordinator of Assessment, Research, and Academic Projects: \$110,000 (LCFF Supplemental)
Provide a District wide data management system to house state and local assessment data with demographic disaggregation	Increase student achievement Basic Services to sites	Free and reduced, English Learners, Foster youth will be the primary population that will be analyzed to determine effect of programs and services to close the achievement gap	LEA Wide		EADMS and ESGI Data management: \$86,500 (LCFF Supplemental)	Continue to support EADMS and ESGI Data management: \$86,500 (LCFF Supplemental)	Continue to support EADMS and ESGI Data management: \$86,500 (LCFF Supplemental)
Sites will receive site determined support for proctoring state exams	Increase student engagement School climate Basic Services to sites	English Learners will be the primary population that will be analyzed to determine level of programs and services to learn English	LEA Wide		Substitutes: (45 x \$110) \$5000 (LCFF Supplemental)	Continue to support substitutes: (45 x \$110) \$5000 (LCFF Supplemental)	Continue to support substitutes: (45 x \$110) \$5000 (LCFF Supplemental)
District will readily use Pre ID services and all state required processes in State exams	Improve school climate Basic Services to sites	Free and reduced, English Learners, Foster youth will be the primary population that will be analyzed to determine effect of programs and services to close the achievement gap	LEA Wide		State materials and services, Computer hardware: \$18,500 (LCFF Supplemental)	Continue to support state materials and services, Computer hardware: \$18,500 (LCFF Supplemental)	Continue to support state materials and services, Computer hardware: \$18,500 (LCFF Supplemental)
Contracted services will be used to assist in the	Improve school climate Basic Services	Free and reduced, English Learners, Foster youth will be the primary population that will be analyzed to	LEA Wide		Contracted services for data analysis: \$40,000 (Common Core)	Continue to support contracted services for data analysis: \$40,000 (Common Core)	Continue to support contracted services for data analysis: \$40,000 (Common Core)

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
development, tracking, and analysis of data required in the LCAP Analysis of Progress	to sites	determine effect of programs and services to close the achievement gap					
Assessment staff will attend County and state LCAP and assessment meetings and workshops	Improve school climate Basic Services to sites	Free and reduced, English Learners, Foster youth will be the primary population that will be analyzed to determine effect of programs and services to close the achievement gap	LEA Wide		Staff development: \$2500 (LCFF Supplemental)	Continue to support staff development: \$2500 (LCFF Supplemental)	Continue to support staff development: \$2500 (LCFF Supplemental)

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Meet with middle school staff (Middle School Collaborative) to continue planning middle school transformation activities	Other student outcomes by creating a highly motivated environment  Improve school climate	All students needs will be addressed	LEA Wide at Middle School level		Teacher Stipends: \$1,200 (LCFF Supplemental) Materials and supplies: \$500 (LCFF Supplemental) Professional Development: \$10,000 (LCFF Supplemental)	Teacher Stipends: \$1,200 (LCFF Supplemental) Materials and supplies: \$500 (LCFF Supplemental) Professional Development: \$10,000 (LCFF Supplemental)	Teacher Stipends: \$1,200 (LCFF Supplemental) Materials and supplies: \$500 (LCFF Supplemental) Professional Development: \$10,000 (LCFF Supplemental)



**3B. 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.**

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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 L.E.A.-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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Institute AVID Strategies in AVID Core Academic Courses	Increase student achievement Other student outcomes by creating a highly motivated environment Improve school climate Increase course access Increase student engagement	Low income pupils, foster youth, English Learners, and redesignated fluent English proficient students will have first opportunity to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and placement into AVID	Vista Murrieta HS, McElhinney MS, Shivela MS, Thompson MS, Murrieta Valley HS Core Academic subjects		<p>HS/MS: Tutors provided for AVID students: \$81360 (LCFF Supplemental) College field trips: \$16140 (LCFF Supplemental) Supplies: \$3133 (LCFF Supplemental) AVID License: \$13000 (LCFF Supplemental)</p>	<p>HS/MS: Tutors provided for AVID students: \$81360 (LCFF Supplemental) College field trips: \$16140 (LCFF Supplemental) Supplies: \$3133 (LCFF Supplemental) AVID License: \$13000 (LCFF Supplemental)</p>	<p>HS/MS: Tutors provided for AVID students: \$81360 (LCFF Supplemental) College field trips: \$16140 (LCFF Supplemental) Supplies: \$3133 (LCFF Supplemental) AVID License: \$13000 (LCFF Supplemental)</p>
Validate that AVID Strategies are being implemented in AVID Core Academic Courses	Increase student achievement Other student outcomes by creating a highly motivated environment Improve school climate Increase course access Increase student engagement	For low income pupils, foster youth, English Learners, and redesignated fluent English proficient pupils : Subgroups will have first opportunity for enrollment into AVID	Vista Murrieta HS, McElhinney MS, Shivela MS, Thompson MS, Murrieta Valley HS		<p>Administration and AVID Coaches will use "walk through" tools and Google docs to validate AVID strategies: No Cost</p>	<p>Administration and AVID Coaches will use "walk through" tools and Google docs to validate AVID strategies: No Cost</p>	<p>Administration and AVID Coaches will use "walk through" tools and Google docs to validate AVID strategies: No Cost</p>

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Improve teacher use of student information to identify student subgroups, including foster youth, English Learners and socio-economically disadvantaged students	Gaps in the student achievement of foster youth, English learners, and economically disadvantaged youth will narrow	Low income pupils, foster youth, English Learners, and redesignated fluent English proficient students will have first opportunity to have all personal academic data analyzed by participating teachers to determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career preparation.	LEA wide		BTSA / PAR materials and supplies: \$29,650 (LCFF supplemental – above)	BTSA / PAR materials and supplies: \$29,650 (LCFF supplemental – above)	BTSA / PAR materials and supplies: \$29,650 (LCFF supplemental – above)
Enhance follow up of online and onsite professional development to ensure implementation of new strategies.	Students engaged in meaningful classroom instruction	Low income pupils, foster youth, English Learners, and redesignated fluent English proficient students will have first opportunity to have all personal academic data analyzed by participating teachers to determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career preparation.	LEA wide		BTSA / PAR materials and supplies: \$29,650 (LCFF supplemental – above)	BTSA / PAR materials and supplies: \$29,650 (LCFF supplemental – above)	BTSA / PAR materials and supplies: \$29,650 (LCFF supplemental – above)

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Provide a STEM Elementary School of Emphasis as an option for parents	Implementation of standards Student Achievement Students engaged	STEM actions and services will be provided in grades K-5 in school and during extended learning activities.  Priority enrollment will be given to target subgroups in extended learning activities	School-wide (E H Curran)		Parent night and information meetings: No cost	Parent night and information meetings: No cost	Parent night and information meetings: No cost
Provide professional development opportunities to teachers to impact STEM education school wide	Implementation of standards Student Achievement Students engaged	STEM actions and services will be provided in grades K-5 in school and during extended learning activities.  Priority enrollment will be given to target subgroups in extended learning activities	School-wide (E H Curran)		Professional development including extra duty: \$5000 (LCFF Supplemental) and \$7500 CSUSM Grant)	Professional development including extra duty: \$8000 (LCFF Supplemental)	Professional development including extra duty: \$8500 (LCFF Supplemental)
Provide students with technology tools to facilitate learning across all subject areas	Implementation of standards Student Achievement Students engaged	STEM actions and services will be provided in grades K-5 in school and during extended learning activities.  Priority enrollment will be given to target subgroups in extended learning activities	School-wide (E H Curran)		Technology, and supplies: \$3500 (LCFF Supplemental)	Technology, and supplies: \$7000 (LCFF Supplemental))	Technology, and supplies: \$9000 (LCFF Supplemental)
Provide students and teachers with instructional resources and programs to support and enhance STEM across all grades	Implementation of standards Student Achievement Students engaged	STEM actions and services will be provided in grades K-5 in school and during extended learning activities.  Priority enrollment will be given to target subgroups in extended learning activities	School-wide (E H Curran)		Materials and supplies: \$7BD (Grants and Donors Choose)	Materials and supplies: \$5000 (LCFF Supplemental)	Materials and supplies: \$7000 (LCFF Supplemental)

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Hire adequate office staff to research and provide group data of students in need of correct academic placement	Other Pupil Outcome data is established	Low income pupils, foster youth, English Learners, and redesignated fluent English proficient students will have first opportunity to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career preparation.	All elementary and middle schools		Part-time clerk: \$10,660 (LCFF Supplemental)	Full-time clerk: \$25,000 (LCFF Supplemental)	Full-time clerk: \$25,000 (LCFF Supplemental)
Train counselor and staff in Positive Behavioral Interventions and Supports (PBIS) and Boys Town Social Skills	Other Pupil Outcome data is established	Low income pupils, foster youth, English Learners, and redesignated fluent English proficient students will have first opportunity to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career preparation.	All elementary and middle schools		Conferences: \$4000 (LCFF Supplemental) Substitutes for training: \$20,000 (LCFF Supplemental) PSA training: \$3200 (LCFF Supplemental) Tier II training/conference: \$5000 (LCFF Supplemental)	Conferences: \$4000 (LCFF Supplemental) Substitutes for training: \$20,000 (LCFF Supplemental) PSA training: \$3200 (LCFF Supplemental) Tier II training/conference: \$5000 (LCFF Supplemental)	Conferences: \$4000 (LCFF Supplemental) Substitutes for training: \$20,000 (LCFF Supplemental) PSA training: \$3200 (LCFF Supplemental) Tier II training/conference: \$5000 (LCFF Supplemental)
Provide necessary resources for implementation of PBIS	Other Pupil Outcome data is established	Low income pupils, foster youth, English Learners, and redesignated fluent English proficient students will have first opportunity to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize	All elementary and middle schools		Books and supplies: \$10,300 (LCFF Supplemental)	Books and supplies: \$10,300 (LCFF Supplemental)	Books and supplies: \$10,300 (LCFF Supplemental)

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Hire counselors and psychologists to create 3 multi-disciplinary intervention teams for elementary and middle school students, and support for alternative education	Improve Student Achievement  School Climate decrease in discipline referrals/ improved attendance  Student Engagement improved  attendance/addressing the barriers to learning	opportunities for HS graduation and college or career preparation.  Low income pupils, foster youth, English Learners, and redesignated fluent English proficient students will have first opportunity to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career preparation.	All elementary and middle schools		NA	2 Psychologists: \$160,000 .5 elementary counselor for a total of 2 counselors: \$30000 (LCFF Supplemental), 1 MFT Specialist (\$75,000)	3 Psychologists: \$240,000 1.5 elementary counselor for a total of 3 counselors: \$90000 (LCFF Supplemental) 2 MFT specialists: \$75,000 (LCFF Supplemental)

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Hire adequate office staff to research and provide group data of students in need of correct academic placement	Other Pupil Outcome data is established	Low income pupils, foster youth, English Learners, and redesignated fluent English proficient students will have first opportunity to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career preparation.	All elementary and middle schools		Part-time clerk: \$10,660 (LCFF Supplemental)	Full-time clerk: \$25,000 (LCFF Supplemental)	Full-time clerk: \$25,000 (LCFF Supplemental)
Train counselor and staff in Positive Behavioral Interventions and Supports (PBIS) and Boys Town Social Skills	Other Pupil Outcome data is established	Low income pupils, foster youth, English Learners, and redesignated fluent English proficient students will have first opportunity to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career preparation.	All elementary and middle schools		Conferences: \$4000 (LCFF Supplemental) Substitutes for training: \$20,000 (LCFF Supplemental) PSA training: \$3200 (LCFF Supplemental) Tier II training/conference: \$5000 (LCFF Supplemental)	Conferences: \$4000 (LCFF Supplemental) Substitutes for training: \$20,000 (LCFF Supplemental) PSA training: \$3200 (LCFF Supplemental) Tier II training/conference: \$5000 (LCFF Supplemental)	Conferences: \$4000 (LCFF Supplemental) Substitutes for training: \$20,000 (LCFF Supplemental) PSA training: \$3200 (LCFF Supplemental) Tier II training/conference: \$5000 (LCFF Supplemental)
Provide necessary resources for implementation of PBIS	Other Pupil Outcome data is established	Low income pupils, foster youth, English Learners, and redesignated fluent English proficient students will have first opportunity to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize	All elementary and middle schools		Books and supplies: \$10,300 (LCFF Supplemental)	Books and supplies: \$10,300 (LCFF Supplemental)	Books and supplies: \$10,300 (LCFF Supplemental)

Local Control Accountability Plan - Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Hire counselors and psychologists to create 3 multi-disciplinary intervention teams for elementary and middle school students, and support for alternative education	Improve Student Achievement School Climate decrease in discipline referrals/ improved attendance Student Engagement improved attendance/addressing the barriers to learning	opportunities for HS graduation and college or career preparation.  Low income pupils, foster youth, English Learners, and redesignated fluent English proficient students will have first opportunity to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career preparation.	All elementary and middle schools		NA	2 Psychologists: \$160,000 .5 elementary counselor for a total of 2 counselors: \$30000 (LCFF Supplemental), 1 MFT Specialist (\$75,000)	3 Psychologists: \$240,000 1.5 elementary counselor for a total of 3 counselors: \$90000 (LCFF Supplemental) 2 MFT specialists: \$75,000 (LCFF Supplemental)



Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Institute AVID Strategies School wide as an AVID demonstration school</p>	<p>Increase student achievement Other student outcomes by creating a highly motivated environment Improve school climate Increase course access Increase student engagement</p>	<p>For low income pupils: Free and reduced will have first opportunity for enrollment into AVID</p>	<p>School wide at Murrieta Mesa HS and Warm Springs MS</p>		<p>Murrieta Mesa HS: Tutors provided for AVID students: \$88400 Summer Institute: \$18774 Path training: \$6240 College field trips: \$18160 Supplies: \$1500 AVID License: \$2600 Warm Springs MS: Tutors provided for AVID students: \$21760 Summer Institute: \$11762 Path training: \$5200 College field trips: \$3720 Supplies: \$1500 AVID License: \$2600 District AVID (.67FTE) Coordinator: \$50,250 (all funded with LCFE Supplemental)</p>	<p>Murrieta Mesa HS: Tutors provided for AVID students: \$88400 Summer Institute: \$18774 Path training: \$6240 College field trips: \$18160 Supplies: \$1500 AVID License: \$2600 Warm Springs MS: Tutors provided for AVID students: \$21760 Summer Institute: \$11762 Path training: \$5200 College field trips: \$3720 Supplies: \$1500 AVID License: \$2600 District AVID (.67FTE) Coordinator: \$50,250 (all funded with LCFE Supplemental)</p>	<p>Murrieta Mesa HS: Tutors provided for AVID students: \$88400 Summer Institute: \$18774 Path training: \$6240 College field trips: \$18160 Supplies: \$1500 AVID License: \$2600 Warm Springs MS: Tutors provided for AVID students: \$21760 Summer Institute: \$11762 Path training: \$5200 College field trips: \$3720 Supplies: \$1500 AVID License: \$2600 District AVID (.67FTE) Coordinator: \$50,250 (all funded with LCFE Supplemental)</p>
<p>Provide staff for AVID coordination ensuring all requirements to become an AVID demonstration school are met.</p>	<p>Increase student achievement Other student outcomes by creating a highly motivated environment Improve school climate Increase course access Increase</p>	<p>For English learners: English Learners will have first opportunity for enrollment into AVID</p>	<p>School wide at Murrieta Mesa HS and Warm Springs MS</p>		<p>AVID Coordinator meetings will be held monthly Districtwide and with County representation: \$720 per site (LCFF Supplemental)</p>	<p>AVID Coordinator meetings will be held monthly Districtwide and with County representation: \$720 per site (LCFF Supplemental)</p>	<p>AVID Coordinator meetings will be held monthly Districtwide and with County representation: \$720 per site (LCFF Supplemental)</p>

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Murrieta Mesa HS and Warm Springs MS will become AVID Demonstration schools over a 3 year period	Increase student achievement Other student outcomes by creating a highly motivated environment Improve school climate Increase course access Increase student engagement	For foster youth: Foster youth will have first opportunity for enrollment into AVID For re-designated fluent English proficient pupils: Redesignated fluent English proficient pupils will have first opportunity for enrollment into AVID	School wide at Murrieta Mesa HS and Warm Springs MS		Riverside County Office of Education will certify compliance with all AVID requirements: \$0	Riverside County Office of Education will certify compliance with all AVID requirements: \$0	Riverside County Office of Education will certify compliance with all AVID requirements: \$0

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Provide data driven early intervention systems at the high school level to increase student academic performance for those who are underperforming in the core content areas	Increase student achievement Other student outcomes by creating a highly motivated environment Improve school climate Increase course access	Low income pupils, foster youth, English Learners, and redesignated fluent English proficient students will have first opportunity to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career preparation.	School wide – all District middle and high schools including alternative education		Six sections for each high school: \$225,000 (LCFF Supplemental)	Nine sections for each high school: \$337,500 (LCFF Supplemental)	Twelve sections for each high school: \$450,000 (LCFF Supplemental)
Invest in an asynchronous web-based online credit recovery system for high school students	Increase student achievement Other student outcomes by creating a highly motivated environment Improve school climate Increase course access	Low income pupils, foster youth, English Learners, and redesignated fluent English proficient students will have first opportunity to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career preparation.	School wide – all District middle and high schools including alternative education		700 APEX licenses: \$35,000 (Lottery)	850 APEX licenses: \$42,500 (Lottery)	1000 APEX licenses: \$50,000 (Lottery)
Invest in an asynchronous web-based online intervention system including CAHSEE intervention for high	Increase student achievement Other student outcomes by creating a highly motivated environment Improve school climate	Low income pupils, foster youth, English Learners, and redesignated fluent English proficient students will have first opportunity to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap	School wide – all District middle and high schools including alternative education		See Apex licenses above	See Apex licenses above	See Apex licenses above

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
school students	climate Increase course access	and maximize opportunities for HS graduation and college or career preparation.					
Invest in an asynchronous web-based online AP preparation program for high school students	Increase student achievement Other student outcomes by creating a highly motivated environment Improve school climate Increase course access	Low income pupils, foster youth, English Learners, and redesignated fluent English proficient students will have first opportunity to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career preparation.	School wide – all District middle schools and in year 2 and 3 at high school level		TBD we based tutorial program for acceleration : \$40,000 (Lottery)	TBD we based tutorial program for acceleration : \$40,000 (Lottery)	TBD we based tutorial program for acceleration : \$40,000 (Lottery)
Invest in a math support system to increase math performance at the middle and high school level	Increase student achievement Other student outcomes by creating a highly motivated environment Improve school climate Increase course access	Low income pupils, foster youth, English Learners, and redesignated fluent English proficient students will have first opportunity to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career preparation.	School wide – all District middle schools and in year 2 and 3 at high school level		Middle schools: Think Through Math: \$20,000 (LCFF Supplemental)	Add grade 9 Incorporate Think Through Math: \$20,000 (LCFF Supplemental)	Continue to support Middle school ad grade 9 Think Through Math: \$20,000 (LCFF Supplemental)

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Provide and implement Standards aligned math materials	Implementation of the Common Core Other Student Outcomes	Materials specific to subgroup interventions (i.e. ELD materials) will be included in the math programs	All LEA Sites		Grade 3-5 Go Math adoption: \$815,684 (LCFF Supplemental)	Math adoption for grades 6-8: \$750,000 (New Common Core or LCFF Supplemental)	Math adoption for High School: \$750,000 (New Common Core or LCFF Supplemental)

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Expand Dual enrollment as an AP option to foster a college-going culture; expand	Increase student achievement Other student outcomes by creating a highly motivated environment	Low income students, English Learners, Foster youth, and re-designated English learners Free and reduced will have first opportunity to enroll in dual enrollment courses	School wide at Vista Murrieta HS		Provide sectional support for Dual Enrollment ( see intervention page) (LCFF Supplemental)	Provide sectional support for Dual Enrollment ( see intervention page) (LCFF Supplemental)	Provide sectional support for Dual Enrollment ( see intervention page) (LCFF Supplemental)
Provide early college access for students to increase a college going culture amongst students who are underrepresented at college.	Improve school climate Increase student engagement Increase course access						
Support dual enrollment courses with required text and software support required by the college	Increase student achievement Other student outcomes by creating a highly motivated environment Improve school climate Increase student engagement Increase course access	Low income students, English Learners, Foster youth, and re-designated English learners Free and reduced will have first opportunity to enroll in dual enrollment courses	School wide at Vista Murrieta HS		Dual enrollment textbook and reprographic support: \$30,000 (Lottery)	Continue to provide Dual enrollment textbook and reprographic support: \$30,000 (Lottery)	Continue to provide Dual enrollment textbook and reprographic support: \$30,000 (Lottery)

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Support dual enrollment courses with required text and software support required by the college	Increase student achievement Improve school climate Increase student engagement	Low income students, English Learners, Foster youth, and re-designated English learners Free and reduced will have first opportunity to enroll in dual enrollment courses	School wide at Vista Murrieta HS		Provide anti- plagiarism service for Dual enrollment: \$8355 (Lottery)	Continue to provide anti- plagiarism service for Dual enrollment: \$8355 (Lottery)	Continue to provide anti- plagiarism service for Dual enrollment: \$8355 (Lottery)
Support dual enrollment courses with required text and software support required by the college	Increase student achievement Other student outcomes by creating a highly motivated environment	Low income students, English Learners, Foster youth, and re-designated English learners Free and reduced will have first opportunity to enroll in dual enrollment courses	School wide at Vista Murrieta HS		Release time for training: \$15,000 (LCFF Supplemental)	Continue to provide release time for training: \$15,000 (LCFF Supplemental)	Continue to provide release time for training: \$15,000 (LCFF Supplemental)

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Implement consistent interventions at all elementary schools by providing each site with a 50% intervention teacher.	Increase student achievement Other student outcomes by creating a highly motivated environment Improve school climate Increase student engagement	Low income students, English Learners, Foster youth, and re-designated English learners will have first opportunity for interventions if needed  All students below grade level as measures on the Scholastic Reading and Scholastic Math Inventories	All Elementary Sites		50% teacher salaries and benefits: \$550,000 (LCFF Supplemental)	Fund 75% teacher salaries and benefits: \$1,100,000 (LCFF Supplemental)	Fund 100% teacher salaries and benefits: \$1,650,000 (LCFF Supplemental)
Provide teacher training on all intervention materials	Increase student achievement Other student outcomes by creating a highly motivated environment Improve school climate Increase student engagement	Low income students, English Learners, Foster youth, and re-designated English learners will have first opportunity for interventions if needed Free and reduced will have first opportunity for interventions if needed  All students below grade level as measures on the Scholastic Reading and Scholastic Math Inventories	All Elementary Sites		Substitute and team meeting days: Training (10 x 10 x 110): \$11000 (Title 1, 2)	Substitute and team meeting days: Training (10 x 10 x 110): \$11000 (Title 1, 2)	Substitute and team meeting days: Training (10 x 10 x 110): \$11000 (Title 1, 2)
Conduct parent trainings	Increase student achievement Other student engagement	Low income students, English Learners, Foster youth, and re-designated English learners will have first opportunity for	All Elementary Sites		Materials and supplies for parent training: \$10,000 (Common Core) \$15,000 (Title 1)	Materials and supplies for parent training: \$10,000 (Common Core) \$15,000 (Title 1)	Materials and supplies for parent training: \$10,000 (Common Core) \$15,000 (Title 1)



Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Purchase intervention materials that will be used consistently across the District	Increase student achievement Other student outcomes by creating a highly motivated environment Improve school climate Increase student engagement	interventions if needed All students below grade level as measures on the Scholastic Reading and Scholastic Math Inventories	All elementary schools		Intervention materials: Math 180: \$50,000 (Common Core) 1 Read: \$90,000 (P1 Year 3) Read 180 upgrade: \$110,000 (P1 Year 3) Read 180: \$203,315 (Title 1)	Intervention materials: Math 180: \$50,000 (Common Core) 1 Read: \$90,000 (P1 Year 3) Read 180: \$203,315 (Title 1)	Intervention materials: Math 180: \$50,000 (Common Core) 1 Read: \$90,000 (P1 Year 3) Read 180: \$203,315 (Title 1)

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Provide release for IB coordination	Increased Student Achievement School Climate Course Access Increase Student Engagement	Low income students, English Learners, Foster youth, and re-designated English learners will have first opportunity to participate in the IB middle years program and earn the IB Diploma	School wide - Murrieta Valley High School		2 Sections support for Coordination of IB program: (see intervention page) (LCFF Supplemental)	Continue 2 Sections support for Coordination of IB program: (see intervention page) (LCFF Supplemental)	Continue 2 Sections support for Coordination of IB program: (see intervention page) (LCFF Supplemental)
Institute the International Baccalaureate Middle Years Program and utilize IB strategies in all site scheduled District, Advanced, Placement, and IB courses	Increased Student Achievement School Climate Course Access Increase Student Engagement	Low income students, English Learners, Foster youth, and re-designated English learners will have first opportunity to participate in the IB middle years program and earn the IB Diploma	School wide - Murrieta Valley High School		International Baccalaureate-Middle Years Program staff development: \$11,000 (LCFF Supplemental)	Continue International Baccalaureate- Middle Years Program staff development: \$11,000 (LCFF Supplemental)	Continue International Baccalaureate- Middle Years Program staff development: \$11,000 (LCFF Supplemental)
Train core academic teachers in the IB Middle Years Program							
Provide materials and supplies for IB implementation	Student Achievement School Climate Course Access Increase Student Engagement	Low income students, English Learners, Foster youth, and re-designated English learners will have first opportunity to participate in the IB middle years program and earn the IB Diploma	School wide - Murrieta Valley High School		International Baccalaureate-Middle Years Course textbooks: \$15,000 (Restricted Lottery) "Turn It In" anti-plagiarism service: \$8335 (Lottery) Questia web service: \$6,000(Lottery) IB Test fees: \$7500 (Lottery)	Continue support of International Baccalaureate-Middle Years Course textbooks: \$15,000 (Restricted Lottery) "Turn It In" anti-plagiarism service:\$8335 (Lottery) Questia web service: \$6,000(Lottery) IB Test fees: \$7500 (Lottery)	Continue support of International Baccalaureate-Middle Years Course textbooks: \$15,000 (Restricted Lottery) "Turn It In" anti-plagiarism service:\$8335 (Lottery) Questia web service: \$6,000(Lottery) IB Test fees: \$7500 (Lottery)
Provide funding for IB exams							

Local Control Accountability Plan- Section 3: Actions, Services, and Expenditures

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)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Increase middle school purposeful elective opportunities in the arts, STEM and other programs that connect students to school through the use of zero period sections	Increase student achievement Other student outcomes by creating a highly motivated environment Improve school climate Increase course access Increase student engagement Increase parent involvement	Low income students, English Learners, Foster youth, and re-designated English learners Free and reduced will have first opportunity to enroll in zero period sections	LEA Wide at Middle School level		Zero period pay: \$225,000 (LCFF Supplemental) Sub Release time: \$35,000 (LCFF Supplemental) Materials and supplies (including intermural): \$25,300 (LCFF Supplemental) Books: \$1,000 (LCFF Supplemental)	Zero period pay: \$400,000 (LCFF Supplemental) Sub release time: \$35,000 (LCFF Supplemental) Materials and supplies (including intermural): \$35,000 (LCFF Supplemental) Books: \$2,000 (LCFF Supplemental)	Zero period pay: \$600,000 (LCFF Supplemental) Benefits: \$75,000 (LCFF Supplemental) Materials and supplies (including intermural): \$45,000 (LCFF Supplemental) Books: \$3,000 (LCFF Supplemental)
Create a three season middle school intermural sports program	Increase student achievement Other student outcomes by creating a highly motivated environment Improve school climate Increase course access Increase student engagement	Low income students, English Learners, Foster youth, and re-designated English learners Free and reduced will have first opportunity for interventions if needed	LEA Wide at Middle School level		Teacher Stipends: \$13,000 (LCFF Supplemental) Materials and supplies: (Included above) Bus transportation: \$15,000 (LCFF Supplemental) Milage: \$1000 (LCFF Supplemental)	Teacher Stipends: \$16,000 (LCFF Supplemental) Materials and supplies: (Included above) Bus transportation: \$15,000 (LCFF Supplemental) Milage: \$1000 (LCFF Supplemental)	Teacher Stipends: \$19,000 (LCFF Supplemental) Materials and supplies: (Included above) Bus transportation: \$15,000 (LCFF Supplemental) Milage: \$1000 (LCFF Supplemental)

3C. 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, schoolwide, countywide, or charterwide 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 schoolwide 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.)

**Murrieta Valley Unified  
Minimum Proportionality Percentage (MPP):  
Summary Supplemental & Concentration Grant**

	2013-14	2014-15	2015-16	2016-17
LCFF Target Supplemental & Concentration Grant Funding		12,292,698	12,393,093	12,661,117
Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils		1,000,354	1,029,164	1,050,159
Prior Year EIA expenditures	972,539			
Difference (1) less (2)		11,292,344	11,363,929	11,610,958
Estimated Additional Supplemental & Concentration Grant Funding		3,168,632	3,453,498	2,264,137
GAP funding rate		28.06%	30.39%	19.50%
Estimated Supplemental and Concentration Grant Funding LCAP Section 3, Part C		4,168,986	4,482,662	3,314,296
Base Funding		145,712,065	155,560,136	162,859,456
LCFF Phase-In Entitlement		149,969,710	160,131,457	166,262,410
Minimum Proportionality Percentage LCAP Section 3, Part D		2.86%	2.88%	2.04%

**Summary Supplemental & Concentration Grant & MPP**

	2014-15	2015-16	2016-17
Current year estimated supplemental and concentration grant funding in the LCAP year	4,168,986	4,482,662	3,314,296
Current year Minimum Proportionality Percentage (MPP)	2.86%	2.88%	2.04%

Murrieta Valley Unified School District LCFF Supplemental funds will address the priorities for all students through:

- Providing 180 days of instruction for students: Impacts all students, including unduplicated funded (General fund)
- Decreasing class size for students: Impacts all students, including unduplicated. (General fund)
- Professional development for all teachers and paraprofessionals: Emphasis on providing high quality instruction, including Tier 1 interventions for all students, including unduplicated students. (LCFF funds)
- Student access to interventions (academic, behavioral, and social): Through a multi-tiered system of support, all students, including unduplicated students will benefit from academic supports, and related interventions. (LCFF funds)
- Preparation for College and Career through successful completion of a broad course of study: All students, including unduplicated, will benefit from a systematic process focused on meeting graduation requirements, entry requirements for college, and a broad course of study supported by AVID, International Baccalaureate, online courses, and Dual enrollment. (General fund and LCFF funds)
- Enhanced parent communications and opportunities for engagement in school and district training, workshops, and activities for all parents (LCFF funds and Title 1)

The justification for using funds district wide is for the alignment of common practices, interventions, and consistency in the delivery of programs and services for the unduplicated students. This is necessary due to unduplicated students being distributed equally throughout the district.

Justification for using school-wide funds is to promote signature programs that have been justified through self studies, WASC and school stakeholder surveys.

3D. 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.

Summary Supplemental & Concentration Grant & MPP			
	2014-15	2015-16	2016-17
Current year estimated supplemental and concentration grant funding in the LCAP year	4,168,986	4,482,662	3,314,296
Current year Minimum Proportionality Percentage (MPP)	2.86%	2.88%	2.04%

Murieta Valley Unified School District has developed a plan to utilize LCFF Supplemental Funds specifically to meet the needs of English Learners, Low Income and Foster Youth student by:

- Providing targeted intervention programs designed to support unduplicated students' achievement in literacy and math with specific consideration to language and other needs.
- Increased support in assessment.
- Support to students of unduplicated students through AVID, International Baccalaureate, online courses, Academic Seminar, and dual enrollment.

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.