

Murrieta Valley Unified School District

Local Control and Accountability Plan

2014

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 Zettlemoyer – 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

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

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.

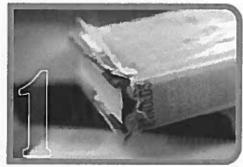
The LCAP and district budget must be adopted and submitted to the County Office of Education prior to July 1. As a next level of oversight, county offices of education are required to review and approve each school district's plan.

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.

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.



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.



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.





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.

Local Control and Accountability Plan



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.
 - o The District will begin collecting relevant data on the metrics identified in the plan.
- September and October:
 - o 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:
 - o Sites will provide input for the upcoming stakeholder survey.
 - o The stakeholder survey development begins.
 - o Relevant data on the metrics identified in the plan will continue to be tracked by senior administration and principals then reported to the Board.
 - o Sites recruit for openings on the LCAP committee.

Local Control and Accountability Plan

• December:

- o A draft of the new stakeholder survey is approved by senior administration.
- o LCAP committee members are notified.
- o Relevant data on the metrics identified in the plan will continue to be tracked by senior administration and principals then reported to the Board.
- o 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.
- o The LCAP committee will meet to review LCAP process and the stakeholder survey draft.
- o Bargaining unit leadership will review documents, survey and data.
- o The stakeholder survey will posted for participation.

• February:

- o 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.
- o Bargaining unit leadership will review documents, survey and data.
- Stakeholder survey will posted for participation.
- o Annual analysis of Progress of the current LCAP plan will be completed
- Initial program and services targets will be reviewed.

• March - April:

- o Bargaining unit leadership will review documents, survey and data.
- o LCAP draft will be completed and include program and services targets.
- o LCAP draft will be reviewed by senior administration.
- o 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.

Local Control and Accountability Plan

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

Local Control and Accountability Plan and Annual Update Template

47605, 47605.5, and 47606.5. agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational

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

education programs. their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the

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

Public Law 107-110) that are incorporated or referenced as relevant in this document. 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 consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded

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

State 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 school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however

A. Conditions of Learning:

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

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

subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7) Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 5.1210 and

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

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

B. Pupil Outcomes:

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) Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready,

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

.. Engagement:

special need subgroups. (Priority 3) Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and

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

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

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

Section 2, and the related actions and expenditures are to be described in Section 3. 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 Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, 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?
- <u>S</u> 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 1, 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:

-		The state of the s
	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:

																	_							
4/23/2014	4/23/2014	4/22/2014	4/8/2014			3/22/2014	3/11/2014	3/4/2014	2/26/2014	2/18/2014		2/4/2014	1/22/2014	1/22/2014	1/14/204	1/7/2014		12/17/2013		12/3/2013	11/5/2013	10/1/2013	DATE	In all the follown
EL/Parent LCAP	Principal's Council	Senior Cabinet	Senior Cabinet			EL/Parent LCAP	Senior Cabinet	Senior Cabinet	Principal's Council	Senior Cabinet		Senior Cabinet	EL/Parent LCAP	Principal's Council	Senior Cabinet	Senior Cabinet		Senior Cabinet		Senior Cabinet	Senior Cabinet	Senior Cabinet	TEAM	In all the following LCAP planning meetings included:
Review LCAP Outline: Review Planned Targeted Programs and Services; Questions and Answers for Superintendent	LCAP Outline and Draft	LCAP Outline	LCFF LCAP funds (Calculator)	Accountability Data (RCOE)	Systems) and Review District LCAP and	Review Stakeholder Survey Results (Key Data	LCAP Presentations; Effects of AVID and GSA	LCAP Stakeholder Survey Results	Stakeholder Survey Results - DRAFT	Key Data presents Stakeholder Survey Model	reviewed	LCAP priorities; District Data priorities	LCAP Process; Review of attendance data	LCAP Development Process	LCAP Update	LCAP Committee reviewed; LCAP data review	adjusted	LCAP Advisory; LCAP Budget; Calendar	review	LCAP BP and AR reviewed; Academic data	LCAP Timeline approved and posted	LCAP Process; Review of attendance data	GOAL	etings included:

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:

1398	PAREN
	ARENT
56	STUDENT
101	CLASSIFIED
471	TEACHER
50	ADMIN
272	COMMUNITY

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 teaches noted the importance of Technology in the classroom and the related skills most frequently mentioned in 21 scentury 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 put 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-I
- 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

describe any changes to the goals. 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 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 For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for

undertaken to meet the goal between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and 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 each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific 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 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. Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for

Guiding Questions:

- What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- i) 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 level data analysis, etc.)? school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth
- 9 What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7 What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of
- 8 What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	Goals				What will be differe identified metric)	What will be different/improved for students? (based on identified metric)	dents? (based on	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	
NEED (Middle and high	Train core academic	Target	Vista		AVID strategies	AVID strategies	AVID strategies	Increase student
schools):	teachers in AVID	population:	Murrieta HS,		will be	will be	will be	achievement
Increase the percent of	strategies	Free and	McElhinney		implemented as an	implemented as	implemented as an	
students ready for college		reduced,	MS, Shivela		instructional tool	an instructional	instructional tool	Other student outcomes
or career	Institute AVID	English	MS,		in 5 core academic	tool in 10 core	in 15 core	by creating a highly
	Strategies in Core	Learners,	Thompson		classrooms at each	academic	academic	motivated environment
Expand opportunities for	Academic Courses	Foster youth	MS,		site at the HS	classrooms at the	classrooms at the	
students to access		will have first	Murricta		level.	HS level	HS level	Improve school climate
Advancement Via	Schedule AVID	opportunity for	Valley HS					
Individual Determination	coordination meetings	enrollment into	,		AVID strategies	AVID strategies	AVID strategies	Increase course access
AVID) strategies in all	to pian	AVID			will be	will be	will be	
academic classes	Validate de la NOTA				implemented as an	implemented as	implemented as an	Increase student
METRICS:	Strategies are being	will affect all			instructional tool	an instructional	instructional tool	engagement
Validate that the number	implemented in Core	students in			classrooms at each	academic	academic 12 core	
of teachers trained in using	Academic Courses	AVID Core	•		site the MS level.	classrooms at the	classrooms at the	
AVID strategies in		Academic				MS level.	MS level.	
classroom instruction		Courses			A minimum of			
academic teachers at the			8		65% of freshman	A minimum of	A minimum of	
HS level and 12 core					students will fulfill	05% of treshman	65% of freshman	
academic teachers at the					A-U requirements	students will	students will fulfill	
MS level as evidenced by					and opiono	Juliili A-O	A-O requirements	
"walk through" tool and					מווע אכוכורכי	English math	and science and	
the use of on-line docs	2.				AVID	and science and	65% of	
					requirements for	65% of	sophomores and	
Increase the percent of					training, tutors,	sophomores will	juniors will fulfill	
students completing A-G					path training	fulfill A-G	A-G requirements	
coursework from 46, /% to					coordination,	requirements		
05% Districtwide over 3					licensing and field		Continue meeting	
years						Continue meeting	all AVID	
					budgeted and met	all AVID	requirements	
						requirements		
							:	

Identified Need and Metric	Coals				What will be differe	be different/improved for students? (based on	dents? (based on	Related State and
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected	Annual Update: Analysis of	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	PACTILITY INTO MES
NEED:	Provide Beginning	Applicable to	All District		Provide staff	Provide staff	Provide staff	Implementation of
self-identified or	Teacher Support	all schools and	schools K-		coordination of	coordination of	coordination of	academic content and
administratively referred	accredited program	special	i		019701 AK	DI SOLI VIV	DIONIAN	periormance standards
PAR participants and	for all 1st and 2nd year	emphasis on			All first and	All first and	All first and	Gaps in the student
BTSA participants who	teachers and PAR	new and			Second year	Second year	Second year	achievement of foster
engage in professional	support for veteran	identified			teachers including	teachers	teachers including	youth, English learners,
icarning opportunities	teachers.	teachers of			special education	including special	special education	and economically
initiatives to support	Europa Aradam ar	foster youth,			teachers will	education	teachers will	disadvantaged youth
military teaching	Expand offerings of	English			participate in a	teachers will	participate in a	will narrow
quanty teaching.	professional	Learners and			District supported	participate in a	District supported	Charles an agend in
Support the signature	development	economically			program that is	BTSA/PAR	program that is	meaningful classroom
programs at each school	workshops targeting	disadvantaged			fully accredited	program that is	fully accredited	instruction
culture of promoting	district initiatives.	students		×	and is no charge to	fully accredited	and is no charge to	
student engagement in	Enhance training of				participating	and is no charge	participating	Highly qualified
learning.	Consulting Teachers			-		teachers.		
METRICS:	and Support Providers				All PAR and	A	All PAR and	
Percentage of teachers	Improve participation				will have	approach will	who have	
utilizing strategies from	in online and onsite				participated in at	have been	participated in at	
professional development	professional				least one online or	implemented to	least one online or	
opportunities related to	development				onsite professional	ensure that all	onsite professional	
initiatives as identified by	opportunities				development	PAR and BTSA	development	
principal surveys. Support	Improve teacher use				targets a district or	participants who	experiences are	
Provider surveys, and	of student information		•		site initiative that	in at least one	follow up activities	
Consulting Teacher reports	to identify student				supports an	online or onsite	implementing one	
and walk through	subgroups, including				academic culture	professional	or more strategies	
evidence.	foster youth, English				of promoting	development	to support an	
	economically				student	experience are	academic culture	
	disadvantaged				leaming	or more strategies	or promoting	
	students				q	to support an	engagement in	
	Enhance follow up of				All PAR and	academic culture	learning.	
	online and onsite				nea chidant	or bromoning	Wallahamah	
	professional				information data to	Sindelli Sindelli	walkingugn	
	development to				identify student	learning.	Consulting	-
	епѕите			-	subgroups,	ť	Teacher Reports,	
							-	

		Metric
new strategies.	Description of Goal	Goals
	Applicable Pupil Subgroup(s)	
	Affected	
	Annual Update: Analysis of Progress	
youth, English Learners and socio- economically disadvantaged students, as the basis for selecting and participating in online or onsite professional development experiences.	Year 1: 2014-2015	What will be differ identified metric)
warkinrough 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.	Year 2: 2015-2016	What will be different/improved for students? (based on identified metric)
and B I SA 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.	Year 3: 2016-2017	udents? (based on
		Related State and Local Priorities

Metric	Goals				What will be differ	Ill be different/improved for students? (based	itudents? (based	Related State and
	Description of	Applicable	School(s)	Annual Update:	Year 1:	Year 2:	Year 3:	Local Firelines
	G	Subgroup(s)	Affected	Analysis of Progress	2014-2015	2015-2016	2016-2017	
NEED (Elementary	Provide a STEM	Target	E. Hale	Į.	Offer a STEM	Offer a STEM	Offer a STEM	Implementation of
School):	Elementary School of	population:	Curran		Elementary School	Elementary	Elementary School	academic content and
olemantary reheal of	Emphasis as an option	Free and			of Emphasis as an	School of	of Emphasis as an	performance standards
ementary school of	for parents	reduced,			option for parents.	Emphasis as an	option for parents.	
- mpresso	Provide professional	Leamers			All teacher are	option for	Continued to the	Caps in the student
Increase professional	development	Foster Youth			trained in Next	parents.	in the Next	youth English learners
development to support	opportunities to				Generation	All teachers	Generation	and economically
STEM Education	teachers to impact	Strategies used			Science Standards,	continue their	Science Standards,	disadvantaged youth
	STEM education	will affect all			Mindset and	training in the	cross curricular	will narrow
METRICS:	school wide	students			Professional	Next Generation	unit planning as	
Observation and collection					Learning	Science	well as project	Students engaged in
of evidence using walk	Provide students with				Communities	Standards as well	based learning.	meaningful classroom
through tools that validates	technology tools to					as training in		instruction
instructional strategies	across all subject				Students will be	cross curricular	Students will be in	
C	areas				technology during	and planting	cilgaged iii	
Conduct required STEM					small group	Continued	ongoing and	
staff development as	Provide students and				learning	support of	natural part of their	
measured by a sign in	teachers with				experiences at least	technology for	daily learning at	
ocument and evaluation	instructional resources				3 times per week	small group	least 5 times per	
or dailing	and programs to				A II 17 3 at 1 1	icaming	week	
Mariana	support and enhance				All K-3 students	experiences at		
indication the col	STENT across an				Will participate in	least 4 times per	Urade level teams	
the use of STEM	Erades				Education	Week	will use materials	
Checklists					programs	Technology	support their	
						resources will be	project based units	
Increase the variety of					All 4-5 students	added to support	to support STEM	
technology in the					will participate in	cross curricular	education	
instructional process,					the Hummingbird	units for all grade	*	
as a facilitation of student					Kobotics program	levels	All teachers will	
learning in investigations					All teachers will	Grade level teams	A-Z and Science	
and problems solving					receive the	will use materials	A-Z license to	
,					Mindset book for	and resources to	access teacher and	
					participation in a	support their	student materials	
					book study with a	grade level cross	to support STEM	
					locus on growth	curricular S I EM	Education	
					mindset	developed units	_	
					All teachers will	or study		
	:							

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

Metric	Goals				What will be diffe on identified met	rent/improved for s ric)	students? (based	l be different/improved for students? (based Related State and Recal Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected	Annual Update: Analysis of Progress	Year 1: Year 2014-2015 201	Year 2: 2015-2016	Year 3: 2016-2017	
					receive a Reading A-Z and Science	All teachers will receive a Reading		
					A-Z license to	A-Z and Science		
		-			access teacher and	A-Z license to		
					student materials	access teacher		
						and student		
	You					materials		

Identified Need and Metric	Goals				What will be differ identified metric)	ll be different/improved for students? (based on metric)	dents? (based on	Related State and
	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	
NEED:	Hire adequate office	Target	All	9 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	Students in need	Tier 2	Tipr 7	Improve Student
Increase academic success	staff to research and	population:	clementary			interventions will	interventions will	Achievement on
and reduce truancy and	provide group data of	Free and	and middle		services will be	he implemented at	he implemented at	standardized tests and
suspensions through	students in need of	reduced,	schools		identified through	all elementary	all elementary	on oracles
behavioral interventions	correct academic	English			improved process	schools with 2	schools with 2	On Branco
	placement	Learners,			of data input and	multi- disciplinary	multi- disciplinary	Other Student
Train staff on strategies to		Faster youth be			analysis by	teams to increase	teams to increase	Outcomes will include a
reduce discipline issues	Train counselors and	first served. All			employing a part	attendance rates by	attendance rates by	decrease in discipline
through universal	staff in Positive	other K-12			time office clerk	25% decrease	an additional 25%	referrals improved
expectations and	Behavior Intervention	students will be			to establish	truancy by 3.3%.	decrease mancy	attendance
development of social	and Support and Boys	served as			baseline data	decrease	by 3.0%, decrease	
skills (PBIS)	Town Social Skills	openings				suspension rate by	suspension rate by	School Climate will
Create multi-disciplinary	Provide necessary	available			Irain /5 statt on	.5%	and additional .5%	improve due to decrease
intervention teams	resources for	2			reduce discipline	Fund a full-time	Fund a full-time	improved attendance
	implementation				issues through	office clerk to	office clerk to	miproved attendance
METRICS:					universal	track data	track data	Student Engagement
of student referrals and	nevehologists to				expeciations and	That's and the same	7	will increase due to
suspension and expulsion	create 3 multi-				social skills	75 staff on	75 staff on	and by addressing the
rates	disciplinary			36	(PBIS and Boys	strategies to reduce	strategies to reduce	barriers to learning and
	intervention teams for				Town)	discipline issues	discipline issues	0
Track data in chronic	elementary and					through universal	through universal	Other Pupil Outcome
absentecism and	middle school			_	Establish baseline	expectations and	expectations and	data is established
attendance rates	students, and support				proficiency rate	development of	development of	
	for alternative				in ELA and math	social skills (PBIS	social skills (PBIS	
Increase in the number of	education				using CAASP	and Boys Town)	and Boys Town)	
at-risk students receiving								
individual and group					Reduce the	Establish growth	Establish growth	
counseling					number of student	targets in ELA and	targets in ELA and	
increase the number of					suspension and	mant using CASOI	mani using Choor	
staff trained and					expulsion rates by	Reduce the number	Reduce the number	
implementing PBIS and					10%	of student referrals	of chiclest rafamile	
Boys Town Social Skills					1 2	and suspension and	and suspension and	
3						expulsion rates by	expulsion rates by	
increase proficiency rate						1.25%	1.5%	
in ELA and math through								
Improved attendance in								

Identified Need and Metric	Goals				What will be differe	Il be different/improved for students? (based on	dents? (based on	Related State and
	Description of Goal	Applicable	School(s)	Annual Update:	Year 1:	Year 2:	Year 3:	Local Lines
		Pupil	Affected	Analysis of	2014-2015	2015-2016	2016-2017	
NEED WILLIAM		Subgroup(s)		Progress				
NEED (Middle and high	Institute AVID	Target	Murrieta		AVID strategies	AVID strategies	AVID strategies	Increase student
schools):	Strategies School	population:	Mesa HS		will be	will be	will be	achievement
increase the percent of	wide as an AVID	Free and	(MMHS)		implemented as an	implemented as	implemented as an	
or career	demonstration school	reduced,	and Warm		instructional tool	an instructional	instructional tool	Other student outcomes
	Provide staff for	Learners,	opini65 mis	-	academic	additional core	core academic	motivated environment
Support the signature	AVID coordination	Foster youth			classrooms at	academic	classrooms for a	
programs at each high	ensuring all	will have first			SHMM	classrooms for a	total of 45	Improve school climate
school that promotes an	requirements to	opportunity for				total of 30	classrooms at	٠
academic culture	become an AVID	enrollment into			AVID strategies	classrooms at	MMHS	increase course access
	demonstration school	AVID			will be	MMHS		
expand opportunities for	are met.	,			implemented as an		AVID strategies	Increase student
students to access		Strategies used			instructional tool	AVID strategies	will be	engagement
Advancement Via	Murrieta Mesa HS	will affect all			in 14 core	will be	implemented as an	
AVID) strategies in all	MS will become	students			academic	implemented as	instructional tool	
academic classes and lead	AVID Demonstration				WSMS	tool in 14	core academic	
efforts to becoming an	schools over a 3 year					additional core	classrooms for a	
AVID demonstration	period				A minimum of	academic	total of 42	
5616001					65% of freshman	classrooms for a	classrooms at	
METRICS:					A-G requirements	classrooms at	CMCM	
Increase the number of					in English, math,	WSMS	A minimum of	
AVID description in using					and science		65% of freshman	
AVID strategies in						A minimum of	students will fulfill	
evidenced by "walk					AVID	65% of freshman	A-G requirements	
through" instruments and					training tutors	fulfill A-G	in English, math,	
the use of on-line docs					path training	requirements in	65% of	
					coordination,	English, math,	sophomores and	
students completing A-G						and science and	juniors will fulfill	
contracting from 46 7% to					trips will be	10 % 01	A-G requirements	
65% Districtwide over 3					budgeted and met	sophomores will	Continue meeting	
years					WSMS as	requirements	all AVID	
AVID					evidenced by		requirements	
completion of all					County review and	Continue meeting		
requirements to become an					certification	AVID.		
AVID Demonstration Site						requirements		

Identified Need and	Goals				What will be differe	What will be different/improved for students? (based on	ents? (based on	Related State and
	Description of Goal	Applicable	School(s)	Annual Update:	Year 1:	Year 2:	Year 3:	Local Priorities
		Pupil Subgroup(s)	Affected	Analysis of	2014-2015	2015-2016	2016-2017	
NEED (Middle and high	Provide data driven	Target	All middle		Add six additional	Add three	Add three	Increase student
schools):	early intervention	population:	and high		sections at the high	additional (total of	additional (total of	achievement
students ready for college	systems at the high	Free and	schools		school level for	9) additional	12) additional	
or career	increase student	English	alternative		academic	sections at the high	sections at the high	Other student
	academic	Learners,	education		intervention,	school level for	school level for	highly motivated
Expand opportunities for	performance for those	Foster youth			support for	academic	academic	environment
students to access	who are	will have first			signature practices,	intervention,	intervention,	
academic interventions	underperforming in	opportunity for			or credit recovery	support for	support for	Improve school
	the core content areas.	enrollment into				signature practices,	signature practices,	climate
expand opportunities for	-	interventions			Decrease the	or credit recovery	or credit recovery	
acceleration opportunities	invest in an	Charteries			number of D and F			Increase student
	based online credit	will affect all			grades in all core	Decrease the	Decrease the	cngagement
Improve AP and IB pass	recovery system for	students			academic subjects	number of D and F	number of D and F	Increase course access
rates	high school students				including math,	grades in in all	grades in in all	
					grades 6-12 (7.5%	core academic	core academic	
METRICS:	Invest in an				decrease in	subjects including	subjects including	
and F grades for students	hased online				targeted subgroups	math, grades 6-12	math, grades 6-12	
in the core content areas	intervention system				and 5% overall)	(10 % decrease in	(12.5% decrease in	
an are core content areas	including CAHSEE				increases CAUSEE	targeted subgroups	targeted subgroups	
Increase the number of	intervention for high				nass rates ((2 5%	and 7.570 Overan)	and 10% overall)	
students who graduate	SCHOOL SINGERIES				increase in targeted	Increase CAHSEE	Increase CAUSEE	
high school as measured	Invest in an				suborouns and	nace rates ((50)	meserate (/7 50/	
by graduation rate	asynchronous web-				1.5% overall)	increase in targeted	increase in targeted	
-	based online AP					subgroups and 2%	subgroups and	
high school deposit rate	for high school				Increase AP pass	overall)	2.5% overall)	
	students.				rates((2.5%			
Provide access to all AP					increase in targeted	Increase AP pass	Increase AP pass	
students to participate in a	Invest in a math				subgroups and	rates((5% increase	rates((7.5%	
web based AP preparation	support system to				1.5% overall)	in targeted	increase in targeted	
program	increase math				-	subgroups and 2%	subgroups and	
	performance at the				Monitor and	overall)	2.5% overall)	
Maintain access to CTE	school level				maintain CTE			
course sequence.	school level				course sequence	Monitor and	Monitor and	
						maintain CTE	maintain CTE	
					Maintain the	course sequence	course sequence	

		Identified Need and Metric
	Description of Goal	Goals
	Applicable Pupil Subgroup(s)	
	School(s) Affected	
	Annual Update: Analysis of Progress	
Maintain the 2013/14 dropout rate decrease as a baseline	Year 1: 2014-2015	What will be differ identified metric)
graduation rate by .5% over 2013/14 baseline Improve the 2013/14 dropout rate decrease by .25%	Year 2: 2015-2016	What will be different/improved for students? (based on identified metric)
Improve the graduation rate by .75% over 2013/14 baseline Improve the 2013/14 dropout rate decrease by .5%	Year 3: 2016-2017	dents? (based on
		Related State and Local Priorities

REED: Cander Saley and received charles and plants will be submitted and reviewed and all selections of Direct on any Sales and submitted and reviewed carefully in plants will be submitted and receives and plants will received and submitted and received and received and submitted and received	Identified Need and Metric	Goals				What will be differe	What will be different/improved for students? (based on identified metric)	ents? (based on	Related State and
Employ-school control provides and cach high schools and school will cache as after school schools and schools and schools and school schools and school		Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected	Annual Update: Analysis of	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
resurce officers is subool sitely and cach high school site subgroups cach file schools and and feeder schools cach high school site subgroups cach high school site subgroups cach high school site streets and feeder schools cach high school sufficers cach high school sufficers cand site streets and feeder schools cach high school sudds on emergency cach high school violence in "Adequate" cach substantial caches and substantial caches and streets can bush it is called and streets and carny and substantial caches and caches and carny and substantial caches and c	NEED:	Employ school	Applicable to	District wide	1 1051 635	Fund full time	Fund full time	Fund full time	School Climate will
eu teu se of Stehools rec y preduceds ce officers and and freder schools can high school site can differed schools conduct, twice and reclare schools can differed school cools will complete 19 can differed school school cools will conduct con duct training and conduct training and conducted school shooter on can differed school shooter on can while decidences on can differed school shooter on can differe	Ensure school safety and	resource officers for	all schools and			school resource	school resource	school resource	improve by providing
Econduct , twice at Anti-Bullying gat all sites Conduct , twice anti-Conduct raning and Conduct raning and phase will receive an "Adequate" Conduct training and conspice on a stafer response win (Cly police and SWAT to see shood sidence on and show the response win (Cly police and SWAT to set conduct on and show the response win (Cly police and SWAT to set conduct on and show the response win (Cly police and SWAT to set conduct on and show the response win (Cly police and SWAT to set conduct on and show the response win (Cly police and SWAT to set conduct on and show the response and show the response win (Cly police and SWAT to set conduct on conducted at a set conduct on and set conduct and set conduct response and show the conducted at a conducted at a conducted at a conducted to a set conduct break) Murrient Police Community that may impact school saff, Safe Schools saff, Safe Schools birector school saff, Safe Schools Director discipline issues to protect the response to entire to respond to severe discipline issues to protect the learning continue open and safe Schools Director will conducted at a convironment strop response on the continue open and set school saff, Safe Schools birector discipline issues to protect the learning safe Schools Director will community of the learning safe Schools Director will complete safe Schools Director will complete or safe Schools Director will conduct B Bullying prevention workshops workshops workshops workshops workshops workshops worksho	Resource Officers and	and feeder schools	subgroups			officers	officers	officers	parents, teachers, and
cet Anti-Bullying and sites: Conduct, twice comengency and is sites: Conduct training and reviewed it on and submit the selected site during and selected site during and submit the selected site during and selected site during and submit the selected site during and submit the selected site during and submit the selected site during and selected site during	emergency protocols					Safe Schools	Safe Schools	Safe Schools	security at school
and since and since to family manually, school of an animally, school of since and server of safety plans will be involved in chains and some interest of the animage and some interest of the conducted at a since and some interest of the conduct of the conducted at a since and some interest of the conduct of the conduc		Conduct, twice				Director and SROs	Director and SROs	Director and SROs	
get all sites and some emergency conduct of the control staffs and introduct and derive event ted and reviewed plans will be school volcence and section staffs and eviewed and reviewed and reviewed and reviewed an "Adequate" conduct training and compus school shotter on sook will conduct so on Duck, Cover school shotter on site during and compus school shotter on selected site during and compus school shotter on selected site during sentences with City conduct training and compus school shotter on selected site during sentences with City conducted at a school shotter on selected site during sentences with City conducted at a school shotter on selected site during sentences with constant and fire ment will observe student break) Meet quarterly with many impact school shorter on selected site during sentences in the selected site of service will impact school shorter on selected site selected site of service will community that many impact school shorter on selected site of service will search shools and shoots on the selected site of service will search shoots on the selected site of service will search shoots on the selected site of service will search shoots and short the integrity of the computed computed to severe schools shoots on the schools and shoots will and shoots will and shoots will and shoots will search shoots and shoots on the selected site of service will search shoots and shoots on the selected site of service will search shoots and shoots on the selected site of service will search shoots and shoots on the selected site of service will search shoots and shoots on the selected site of service will search shoots and shoots on the selected site of service will search shoots and shoots on the selected site of service will search shoots and shoots on the selected site of service will search shoots and shoots on the selected site of service will search shoots and shoots on the selected site of service will search shoots and shoots o	Conduct Anti-Bullying	annually, school				will complete 19	will complete 19	will complete 19	Basic services
IcS: ratery plans will be school violence including intruder on and reviewed and reviewed and reviewed including intruder on campus with City and "Adequate". Conduct training and response with City response with City police and SWAT to school suffice and SWAT to school suffice and submit the conducted at a school suffice and SWAT to school shooter on campus (to be school shooter	training at all sites	audits on emergency				after action reports	after action reports	after action reports	(Williams report)
safety plans will be school violence: an "Adequate" Conduct training and create a safer esponse and submit the school shooter on campus (to be cition form. In gard submit the school shooter on tign from submit the conducted and submit the rement will observe thing and submit the conmunity that may be communication as fellowners and submit the communication as graffini on set safety and graffini on set safety and graffini sus and submit graffining surveys The school suff conduct on the including intruder on campus (to be camp	METEROS.	response protocols to				to improve	to improve	to improve	
read not reviewed including intruder on including intruder on and swall receive campus (campus campus (campus campus) (conduct training and conduct training and submit the selected site during student break) All, Lockdown and submit the conducted at a selected site during conducted at a selected site during student break) All conducted at a selected site during student break) All conducted at a selected site during student break) All conducted at a selected site during student break) All conducted at a selected site during student break) All conducted at a selected site during student break) All conducted at a selected site during student break) All conducted at a selected site during student break) All conducted at a selected site during student break) All conducted at a selected site during student break) All conducted at a selected site during student break) All conducted at a selected site during student break) All conducted at a selected site during student break) All conducted at a selected site during student break) All conducted at a selected site during student break) All conducted at a selected site during student break) All conducted at a selected site during student break) All conducted at a selected site during student break) All conducted at a selected site during student break brooks will incidences in the integrity of the learning conduct selected will facilitate open and graffiti selector will facilitate open and graffiti selector will sele	METRICS:	natural disasters and				emergency	emergency	emergency response	
plains will receive campus conduct an "Adequate" confuet training and mylic conduct as will conduct as on Duck, Cover section form. It conduct training and conducted at a selected site during emergency student break) brition and submit the selected site during emergency student break) brition form. Meet quarterly with ment will observe with ement will observe with exchools and incidences in the schools and community that may impact school safe selector will be involved in one of safety and graffiti use and safes, and graffiti sue and safes, and graffiti sue and submit the schools from an annual survey of felectiveness on brition form. Reach 90% Remain compliant Conduct training and convironment during emergency during emergency schools Director and SROs will and SROs will enterprise to review immediately enterprise to respond to sever discipline issues to protect the integrity of the learning environment or vide feedback and incidences in the schools and school safe schools and community that may impact school safe schools or gang activity, drug use and safes, and graffiti sue and safes, and graffiti communication as measured by an annual survey of site administration site administration solved to sever the integrity of the learning surveys of safe Schools or gang activity. Graffici communication as measured by an annual survey of site administration site administration solved to sever the integrity of the learning surveys of site administration solved to survey of site administration solved to survey of site administration workshops	submitted and reviewed	including introder on				response and	response and	and create a sater	
an "Adequate" Conduct training and response with City police and SWAT to set on Duck, Cover so no Duck, Cover school shooter on campus (to be conducted at a selected site during student break) Alt. Lockdown and submit the conducted at a selected site during student break) Meet quarterly with Meet quarterly with Meet quarterly with may vide freeback and submit the community that may impact school safety and graffiti Messeurce Officers of gang activity, drug use and sales, and graffiti School staff, Safe Schools Director and SROs will and SROs will immediately continue to respond to severe discipline issues to protect the integrity of the learning environment to review incidences in the community that may impact school safety and graffiti Safe School staff, Safe Schools Director will facilitate open and complete communication as measured by an annual survey of site administration streams of gang activity, drug use and sales, and graffiti Safe Schools Director will facilitate open and graffiti site administration streams annual survey of site administration streams on prevention workshops Reach 90% Reach 90% Remain compliant Conducted at a school staff, Safe Schools birector will facilitate open and complete communication as measured by an annual survey of site administration workshops	and all plans will receive	campus				school	school	during emergency	
Conduct training and response with City police and SWAP to response with City police and SWAP to school shooter on and submit the school shooter on campus (to be conducted at a manual survey of response with City police and SWAP to schools Director and SROs will and SROs will immediately and submit the school shooter on campus (to be conducted at a manual survey of site administration form. Meet quarterly with Meet quarterly with murical Police Murrical Police Department to review incidences in the school safety impact school safety impact school safety including incidences of gang activity, drug use and sales, and grafting training surveys The feetback and submit the school safety including incidences on the search 90% The feetback and grafting training surveys The feetback and grafting training surveys of site administration as measured by an annual survey of site administration as measured by an annual survey of site administration sur	at least an "Adequate"					environment	environment	0	
response with City police and SWAT to sets on Duck, Cover sites on Duck, Cover olid, Lockdown and ation and submit the cement and fire ment will observe luring exercises and Unicidences in the schools net community that may tifting and submit the schools pirector and SROs will confuncted at a selected site during selected	rating.	Conduct training and				during emergency	during emergency	School staff, Safe	
ses on Duck, Cover school shooter on campus (to be conducted at a selected site during student break) selected site during secretises and burrieta Police beaming turing exercises and submit the schools and seconducted at a selection form. In graph of the secretical seconducted at a selection form. In graph of the secretical section form. In graph of the search of the secretica	All schools will conduct	nolice and SWAT to				School staff Safe	School staff Safe	and SROs will	
conducted at a conduct at a c	exercises on Duck, Cover	school shooter on				Schools Director	Schools Director	continue to respond	
ation and submit the conducted at a selected site during student break) schools, law chools, law cheen and fire ment will observe luring exercises and luring exercises and community that may indicances in the school safety including incidences in will be involved in congration of safety and tion of safety and tion of safety and pency readiness Bullying training surveys Remain compliant conducted at a selected site during students student break) Meet quarterly with meterity with meterity with meterity with meterity with includences in the community that may incidences in the community that may incidences of gang activity, drug use and sales, and graffiti genery readiness Reach 90% effectiveness on effectiveness on sullying training surveys Remain compliant conducted at a respond to severre discipline issues to protect the integrity of the learning environment convince the community of the integrity of the learning environment complication as measured by an annual survey of site administration safe Schools Director will conduct 5 Bullying prevention student break) Meet quarterly with metery with meterity of the learning environment croived the integrity of the learning environment community that may incidences will safe Schools of the dearning environment community that may incidences will conduct 5 Bullying prevention workshops	and Hold, Lockdown and	campus (to be				and SROs will	and SROs will	to severe discipline	
selected site during student break) selected site during student break) selected site during student break) student break) student break) Meet quarterly with ment will observe luring exercises and rovide feedback and recidences in the schools and schools and schools and troin of safety and troin of safety and seen of safety and send seles, and graffiti sency readiness Bullying training selected site during streepond to severe discipline issues to protect the integrity of the learning environment including incidences in the schools and community that may impact school safety including incidences of gang activity, drug search 90% Reach 90% Safe Schools Safe Schools Director will facilitate open and complete communication as measured by an annual survey of site administration site administration site administration some site administration some site administration some site administration some prevention workshops Remain compliant selected site during respond to severe discipline issues to protect the integrity of the learning environment on the learning convict will facilitate open and complete communication as measured by an annual survey of site administration site administration site administration site administration prevention workshops safe Schools Safe Schools Director will facilitate open and complete communication as measured by an annual survey of site administration site administration site administration prevention workshops	Evacuation and submit the	conducted at a				immediately	continue to	issues to protect the	
chools, law ment and fire ment and fire ment will observe luring exercises and rovide feedback and rovide	after action form.	selected site during				respond to severe	respond to severe	integrity of the	
ment and fire ment will observe luring exercises and lurication form. Toylde feedback and lection form. Toylde feedback and lincidences in the schools and lection form. Toylde feedback and lincidences in the schools and lection form. Toylde feedback and lincidences in the schools and lincidences in the schools and lincidences of gang activity, drug lincidences of gang activity of site administration as measured by an annual survey of site administration site administration lincidences of gang activity of site administration lincidences of gang activity of gang act	Safe schools, law	statem of early				protect the	protect the	environment	
trovide feedback and community that may incidences in the schools and submit the community that may incidences of gang activity, drug use and sales, and graffiti Bullying training surveys The ment will observe Department to review incidences in the schools and incidences of gang activity, drug use and sales, and graffiti Bullying training surveys Taining surveys The ment will observe Department to review incidences in the schools and community that may impact school safety and impact school safety and sales, and graffiti Bullying training surveys The measured by an annual survey of site administration site administration safe Schools Director will conduct 5 Bullying prevention workshops The measured by an annual survey of site administration safe Schools Director will conduct 5 Bullying prevention workshops	enforcement and fire	Meet quarterly with				integrity of the	integrity of the		
luring exercises and conviction form. Department to review incidences in the schools and submit the schools and school safety including incidences of gang activity, drug use and safes, and stion of safety and stion of safety and sency readiness ate the effectiveness Bullying training surveys Department to review incidences in the schools and incidences in the schools and community that may impact school safety and including incidences of gang activity, drug use and sales, and graffiti Safe Schools Director will facilitate open and complete communication as measured by an annual survey of site administration prevention workshops Remain compliant conduct 5 Bullying prevention workshops	department will observe	Murrieta Police				learning	learning	Safe Schools	
retrovide feedback and incidences in the schools and submit the community that may impact school safety including incidences of gang activity, drug use and sales, and attente effectiveness Bullying training surveys Remain compliant Safe Schools Safe Schools Safe Schools Director will facilitate open and complete communication as measured by an annual survey of site administration site administration Safe Schools Director will facilitate open and complete communication as measured by an annual survey of site administration site administration Safe Schools Director will sommunication as measured by an annual survey of site administration Safe Schools Director will conduct 5 Bullying prevention workshops Safe Schools Director will conduct 8 Bullying prevention workshops	sites during exercises and	Department to review				environment	environment	Director will	
ction form. ction form. community that may complete community that may complete complete communication as measured by an annual survey of site administration site administration site administration site administration some some site administration some some site administration some some some some some some some some	will provide feedback and	incidences in the				6-6-6-1-1-		racilitate open and	
impact school safety including incidences inplete complete complete communication as measured by an annual survey of safe sach 90% effectiveness Bullying training surveys Remain compliant Impact school safety including incidences including incidences including incidences including incidences including incidences of gang activity, drug use and sales, and graffiti communication as measured by an annual survey of site administration site administration Safe Schools Director will conduct 5 Bullying prevention prevention workshops Director will conduct 5 Bullying prevention workshops Director will conduct 5 Bullying prevention workshops	after action form	schools and				Director will	Sate Schools	complete	
Resource Officers including incidences including incidences including incidences of gang activity, drug use and sales, and sales, and graffiti is ency readiness Reach 90% effectiveness on Bullying training surveys Remain compliant conduct 5 Bullying prevention workshops workshops		impact school safety				facilitate open and	facilitate onen and	measured by an	
s) will be involved in of gang activity, drug use and sales, and use and sales, and graffiti use annual survey of site administration site administration use and sales, and graffiti use annual survey of site administration use and sales, and graffiti use annual survey of site administration use and sales, and graffiti use annual survey of site administration use and sales, and graffiti use annual survey of site administration use and sales, and graffiti use annual survey of site administration use and sales, and graffiti use annual survey of site administration use and sales, and graffiti use annual survey of site administration use and sales, and graffiti use annual survey of site administration use and sales, and graffiti use annual survey of site administration use and sales, and graffiti use annual survey of site administration use and sales, and graffiti use annual survey of site administration use and sales, and graffiti use annual survey of site administration use and sales, and graffiti use annual survey of site administration use and sales, and graffiti use annual survey of site administration use and survey of site administration use and sales, and use and sales annual survey of sales administration use annual survey of sales adm	School Resource Officers	including incidences				complete	complete	annual survey of	
welopment and use and sales, and graffiti use and sales, and graffiti annual survey of site administration safe Schools Director will conduct 5 Bullying Training surveys Remain compliant workshops workshops	(SROs) will be involved in	of gang activity, drug				communication as	communication as	site administration	
ation of safety and graffiti gency readiness Reach 90% effectiveness on Bullying training surveys Bullying training surveys Remain compliant annual survey of site administration site administration Safe Schools Director will conduct 5 Bullying prevention workshops workshops annual survey of site administration safe Schools Director will conduct 8 Bullying prevention workshops	the development and	use and sales, and				measured by an	measured by an		
site administration site a	evaluation of safety and	graffiti				annual survey of	annual survey of	Safe Schools	
Reach 90% cffectiveness on ate the effectiveness Bullying Training Bullying training Survey results raining surveys Remain compliant Reach 90% Safe Schools Director will conduct 5 Bullying prevention workshops workshops	emergency readiness					site administration	site administration	Director will	
effectiveness on ss Bullying Training Safe Schools Director will conduct 5 Bullying prevention Remain compliant Safe Schools Director will conduct 5 Bullying prevention workshops workshops	plans.	Reach 90%)))		conduct 10 Bullying	
Ss Bullying Training Director will Director will conduct 5 Bullying conduct 8 Bullying prevention prevention workshops workshops		effectiveness on				Safe Schools	Safe Schools	prevention	
Remain compliant conduct 5 Bullying conduct 8 Bullying prevention prevention prevention workshops workshops	Evaluate the effectiveness	Bullying Training		8		Director will	Director will	workshops	
Remain compliant prevention prevention workshops workshops	of the Bullying training	Survey results				conduct 5 Bullying	conduct 8 Bullying		
workshops	with training surveys	:				prevention	prevention	Maintain student	
		Remain compliant				workshops	workshops	access to safe and	

Metric	Successful completion of the Williams report
	with Williams requirements i.e. sufficient instructional materials and school facilities in good repair
	c. ictional chool d
School(s) Affected	All schools district wide
Annual Update: Analysis of Progress	
identified metric) Year 1: 2014-2015	Maintain student access to safe and clean school facilities and required instructional material as measured by the Williams report
Identified metric) Year 1: Year 2: Year 3: 2014-2015 2015-2016 2016-2017	Maintain student access to safe and clean school facilities and required instructional material as measured by the Williams report
Year 3: 2016-2017	clean school facilities and required instructional material as measured by the Williams report
Local Priorities	

Metric Need and	Goals				What will be differe identified metric)	What will be different/improved for students? (based on identified metric)	nts? (based on	Related State and
	Description of Goal	Applicable Pupil	School(s) Affected	Annual Update: Analysis of	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
NEED	Deniido I ib	Sidno.lanc		Progress		STATE OF THE PARTY		
NEED Provide district wide	Provide Library support with a	Strategies used will affect all	All LEA Sites		Providing a	Providing a District	Providing a	Implementation of
credentialed library	credentialed librarian	students			train and monitor	monitor all sites will	train and monitor	
support at all sites	at all District schools				all sites will	improve library	all sites will	Other Student
Implement a District	Implement year 1 of				improve library	services and align	improve library	Outcomes
library plan to provide	the District Library				services and align	systems throughout	services and align	
common core resources	Plan to upgrade			,	systems	the District	systems	
	school libraries to				throughout the		throughout the	
Conduct regular District	support common core				District	Implementation of	District	
Library meetings and						the Library plan will		
trailling	calendared library				Implementation of	"weed" old and	Implementation of	
Adopt common core	tech meetings and				the Library plan	obsolete library	the Library plan	
library materials for grades	training to improve				will "weed" old	selections and	will "weed" old	
3-5 in mathematics	library services				and obsolete	replace with current	and obsolete	
METBICS.					library selections	resources including	library selections	
All library masting	ביייים ביייים ביייים ביייים				and replace with	digital resources for	and replace with	
agendas and library	aligned math				current resources	student research.	current resources	
presentations will be	materials				including digital	Regular training and	including digital	
posted on a District					student recearch	meetings will	resources to	
Eloianano maka page.	directed needs					improve library		
By November 2014 all	analysis of library				Regular training	services and align	Regular training	
District libraries will	services at the				and meetings will	systems throughout	and meetings will	
complete a "weeding" of	alternative education				improve library	the District.	improve library	
old, damage and obsolute	site and write a site				services and align		services and align	
replacement with print a	library services for				systems	Implement a	systems	
and digital resource's as	students				throughout the	standards based	throughout the	
noted in the library plan.					District.	math program in	District.	
						grades 6-8 math		
By 2016 the District will				368	Implement a		Implement a	
have completed the					standards based	Implementation of a	standards based	
purchase and					math program in	library services plan	math program in	
standards aligned math					grades 3-5 math	for alternative	grades high school	
program.						education will	math	
•	٠				A needs analysis of	improve library	•	
A needs analysis of					alternative	Scivices (0	imprementation of	
Alternative Education					education will	alternative	a library services	

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

Identified Need and Metric Library Services will be completed and presented to Senior Cabinet and the Principal of the Alternative Schools by February 2015	
Description of Goal	
Applicable Pupil Subgroup(s)	
School(s) Affected	
Annual Update: Analysis of Progress	
What will be differ identified metric) Year 1: 2014-2015 guide us in improving library services to alternative education students	
I be different/improved for students? (based on l metric) Year 2: 2015-2016 Pyear 3: 2016-2017 cducation students plan for altern cducation will improve library students students alternative students	
Year 3: 2016-2017 plan for alternative education will improve library services to alternative students	
Related State and Local Priorities	

	and data required	secured for the	and data required					Academic growth of
	analysis of metrics	services will be	analysis of metrics					Progress of Free and
	tracking and	Contracted	tracking and				min workshops	Progress of RFEP students
	secured for the		secured for the				and workshops	RFEP rates
	services will be	and SBAC	services will be				state LCAP and	Graduation rates
	Contracted	remaining CST's	Contracted				attend County and	Completion of A-G
		CAHSEE,		2.5			Assessment staff will	as:
	and SBAC	Fitnessgram	and SBAC					annually in the I CAP such
	remaining CST's	EAP, CAPA,	remaining CST's				Progress	all areas identified
	CAHSEE,	exams including	CAHSEE,				LCAP Analysis of	MEIRICS
	Fitnessgram	for all state	Fitnessgram				of data required in the	No.
	CAPA,	will be provided	CAPA,				tracking, and analysis	the assessment team
	including EAP,	required services	including EAP,				will be used to assist	data analyses provided by
	for all state exams	Pre ID and other	for all state exams				Contracted services	will be generated through
	will be provided		will be provided				!	disadvantaged students
	required services	assessments.	required services				exams	Socio-economically
	Pre ID and other	statewide	Pre ID and other			200	processes in State	learners Foster Youth and
		proctoring				students	and all state required	Reclassified English
	assessments.	time to assist in	assessments.			will affect all	use Pre ID services	English learners
	statewide	of sub release	statewide		V.	Company	District will modify	academic performance for
	assist in proctoring	Provide 45 days	assist in proctoring			gap	exams	ine decisions to improve
	sub release time to		sub release time to			achievement	for proctoring state	
	Provide 45 days of	sites	Provide 45 days of			closing the	determined support	and District leadership
		analysis by all				services on	Sites will receive site	services decisions to site
Basic Services to sites	analysis by all sites	provided for data	analysis by all sites			programs and	6	inform programs and
cugagement	provided for data	system will be	provided for data			effect of	disaggregation	achievement data to
Increase student	system will be	management	system will be			determine	with demographic	Provide student
•	data management	ESGI data	data management			will be	to nouse state and	(ECMF)
Increase course access	EADMS and ESGI	EADMS and	EADMS and ESGI			population that	management system	Accountability Plan
provide a contract of the cont				Œ		primary	wide data	Control and
improve school climate	interventions	interventions	interventions		•	will be the	Provide a District	required in the Local
montaged chanolings		exam data for	exam data for			Foster youth		metric analysis of data sets
motivated gavisonment		and formative	and formative			Learners.	Academic Projects	projects including the
by creating a highly	data management	data management	data management			English	for Assessment and	research and academic
Other student outcomes	receive improved	receive improved	receive improved			reduced	Special assignment	assignment for assessment.
achievement	District will	District will	District will		in the LEA	Population:	administrator or	Coordinator or Special
Increase student	Schools sites and	Schools sites and	Schools sites and		All schools	Target	By July, 2014 select	
				Progress		Subgroup(s)		
	2016-2017	2015-2016	2014-2015	Analysis of	Affected	Pupil		Ų.
	Year 3:	Year 2:	Year 1:	Annual Update:	School(s)	Applicable	Description of Goal	
Local Priorities	Constant on		identified metric)					Metric
Related State and	dents? (based on	ent/improved for stu	What will be different/improved for students? (based on				Goals	Identified Need and

Description of Goal Applicable Part and State ror and Subgroups Register or beel and state cents The sing Lexile and the training, and data to improve to achievement To excive state to the control of the training and that to improve the achievement To excive state to the control of the training and the training and that at improve the achievement To excive state to the control of the training and training and the training and the training and the training and the training and tr	Metric Necu and	Coais				What will be differ identified metric)	l be different/improved for students? (based on metric)	dents? (based on	Related State and
tracking and analysis of norease English profesency as the measured by CELDT performance level improvement by profesency as and data profesency as the first year spanning and academic criteria for English reclassification and pass rate in ELA and math per CAASP CAASP results (CASP results (CASP results)).		Description of Goal	Applicable Pupil	School(s) Affected	Annual Update: Analysis of		Year 2: 2015-2016	Year 3: 2016-2017	
in the LCAP tracking and malysis of lacrease English proficiency as measured by CELDT performance level improvement by shadow and academic criteria for English reclassification ELA and math per CAASP CASP participation and in ELA and math per Reach 95% EAP participation and pass rates in EAP participation and pass rates are seen to the control of th			Suogroup(s)	Part Service Control	Progress				
the label in the l	rgeted subgroups					in the LCAP	tracking and	in the LCAP	
the terms the te	rendance rates					1	analysis of	3	
ne e measured by CELDT re improvement by stablish lexile cut proferent or ELD and math per CAASP measured by CELDT Stablish lexile cut proferent by measured by CELDT Establish lexile cut proferent academic criteria for English reclassification EAP participation and pass rate in ELA and math per CAASP participation and pass rates using CAASP results Establish growth targets in EAP participation and pass rates using CAASP results	\P results					merease enguso	metrics and data	increase English	
reclassification EAP participation and pass rate in ELA and math pass rates using CAASP results To establish exite cate points as an academic rate for English and pass rate in ELA and math pass rates using CAASP results EAP participation and pass rates using CAASP results	nd other local and state				_	proticiency as	required in the	proficiency as	
performance level improvement by soft improvement by soft the first year and seademic criteria for English reclassification and pass rate in ELA and math per CAASP results in EAP participation and pass rates using CAASP results in EAP participation and pass rates using CAASP results	essments					measured by	LCAP	measured by	
iting so of tis of timprovement by measured by performance level improvement by measured improvement by measured improvement by measured improvement by measured improvement by measured improvement by	51					CELDT		CELDT	
so of stabling and stabling and stable care by ling groficiency as 5% the first year Establish lexile cut points as an academic criteria for English reclassification and pass rate in ELA and math per CAASP participation and in ELA and math per Reach 95% EAP participation and pass rates using CAASP results and pass rates using CAASP results	hool sites will receive				8	performance level	Increase English	performance level	
and So the first year Establish lexite cut points as an academic criteria for English reclassification EAP participation and pass rate in ELA and math per CAASP CAASP Reach 95% EAP participation and in ELA and math targets in EAP participation and pass rates using CAASP results	gular quarterly reports of					improvement by	proficiency as	improvement by	
and Establish lexile cut performance level improvement by academic criteria for English reclassification EAP participation and pass rate in ELA and math per CAASP CAASP Establish a baseline data on ELA and math per CAASP Establish reclassification English reclassification ELA and math per CAASP Establish reclassification English reclassification ELA and math participation and in ELA and math targets in EAP participation and pass rates using CAASP results	ident progress in reading					5% the first year	measured by	9% the first year	
Establish lexite cut poriormance level points as an academic criteria for English reclassification Establish a baseline data on EAP participation and pass rate in ELA and math per CAASP Reach 95% EAP participation and in ELA and math Establish growth targets in EAP participation and pass rates using CAASP results	d math using Lexile and						CELDT	•	
points as an academic criteria for English reclassification Establish a baseline data on EAP participation and pass rate in ELA and math per CAASP CAASP participation and pass rates using CAASP results CAASP participation and pass rates using CAASP results	antile reports			•			performance level	Improve English	
reclassification To establish a baseline data on EAP participation ELA and math per CAASP CAASP CAASP Establish lexile criteria for English reclassification ELA and math per CAASP CAASP Establish growth targets in EAP participation and pass rates using CAASP results	eperment Council			_		points as an	improvement by	reclassification	
for English reclassification reclassification EAP participation and pass rate in ELA and math per CAASP CAASP Reach 95% EAP participation and in ELA and math Establish lexite baseline data on reclassification reclassification Reach 95% EAP participation and in ELA and math Establish growth targets in EAP participation and pass rates using CAASP results	imbers will most					academic criteria	7% the first year	rates by 1.5%	
reclassification reclassification Easeline data on EAP participation and pass rate in ELA and math per CAASP CAASP Reach 95% EAP participation and in ELA and math Establish growth targets in EAP participation and pass rates using CAASP results	onthly to review state					for English			
baseline data as an academic criteria for EAP participation and pass rate in ELA and math per CAASP CAASP participation and in ELA and math Establish growth targets in EAP participation and pass rates using CAASP results	dates, training, and					reclassification	Establish lexile	Improve ELA and	
To establish a baseline data on EAP participation and pass rate in ELA and math per CAASP CAASP CAASP Establish a criteria for English reclassification reclassification ELA and math targets in EAP participation and pass rates using CAASP results	cuss data to improve						baseline data as	math EAP college	
criteria for English Reach 95% EAP participation and in ELA and math targets in EAP participation and pass rates in EAP participation and pass rates using CAASP results Meet growth targets in EAP participation and pass rates using CAASP results	ademic achievement					To establish a	an academic	ready rate by 5%	
reclassification targets in EAP math and ELA participation and in ELA and math targets in EAP participation and pass rates using CAASP results						EAP participation	criteria for	Meet growth	
reciassification math and ELA Reach 95% EAP participation and pass rates in ELA and math Establish growth targets in EAP participation and pass rates using CAASP results						and mace rate in	- Controll	targets in FAP	
Reach 95% EAP participation and participation and in ELA and math Establish growth targets in EAP participation and pass rates using CAASP results						ELA and math per	reclassification	math and ELA	
participation and in ELA and math Establish growth targets in EAP participation and pass rates using CAASP results							Reach 95% EAP	participation and	
nd th							participation and	pass rates	
				-			in ELA and math		
<u> </u>							Establish growth		
							targets in EAP		
							participation and		
							pass rates using		
					5		CAASI ICSUITS		
								T.	

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

Identified Need and	Goals				What will be differe	Il be different/improved for students? (based on	nts? (based on	Related State and
	Description of Goal	Applicable	School(s)	Annual Update:	Year 1:	Year 2:	Year 3:	LOCAL PROFITIES
		Pupil	Affected	Analysis of	2014-2015	2015-2016	2016-2017	
NEED CHAPTER		Subgroup(s)		Progress		2000		
NEED (High Schools):	Expand Dual	Target	Vista		Increase dual	Increase dual	Continue to support	Increase student
Increase the percent of	enrollment as an AP	population:	Murricta		enrollment options	enrollment options	dual enrollment	achievement
students college or career	option to foster a	Free and	SH		to include one	to include two	options to include	
ready	college-going culture;	reduced,			section of college	section of college	two section of	Other student
	expand	English			Science allowing	Science allowing	college Science	outcomes by creating
Support signature		Learners,			25 students to	50 students to	allowing 50 students	a highly motivated
programs unique to the	Provide early college	Foster youth			complete I year of	complete 1 year of	to complete 1 year	environment
student need and culture of	access for students to	will have first			college Science	college Science	of college Science	
the nigh school	increase a college	opportunity for						Improve school
METIDOS.	going culture amongst	enrollment into						climate
METRICS:	students who are	interventions		50	Add additional	Continue to	Continue to support	
Increase the numbers of	underrepresented at				sections of College	support sections of	additional sections	Increase student
students receiving college	college.	Strategies used			English courses to	College English	of College English	engagement
or AP credit while in high		will affect all			the market	College Eligibil	or Conege Enghan	1
school	Provide students	students			ule masier	courses to the	courses to the	Increase course
	access to college				schedule allowing	master schedule	master schedule	access
Increase the number of	transferable college				or additional	allowing DO	allowing ou	
students who leave high	transcript				students to	additional students	additional students	
school ready for college	•			•	participate in the	to parucipate in the	to participate in the	
and career						Dual Enfollment	Duai Enrollment	
Observation of teachers					Provide teacher	Provide teacher	Provide teacher staff	
utilizing training					staff development	staff development	development from	
0					from college	from college	college instructors	
					instructors	instructors	•	
							Continue to support	
					Support required	Continue to	required lower	
					lower class size	support required	class size with up to	
					with up to 2	lower class size	2 additional sections	
					additional sections	with up to 2		
						additional sections	Provide 3 days	
					Provide 3 days		release time for	
					release time for	Provide 3 days	grading and	
					grading and	release time for	increased student	
					increased student	grading and	feedback	
					feedback	increased student		
						feedback		

		1 year						1010
		to the stratch goal is	⊢					6-8 860 955
		students from the	860-					848
		levels by moving	845					4-5 645 770
		Improve reading	645					3 6
	stretch goal in 1 year	•	1 775 700					
	Lexile level to the		r Base			·		Bass
	from the baseline							Survey Boar III a Jean
	by moving students		Stretch goal in 1 year					stratch goal in 1 year
	improve reading levels	iniddic school sites	stratch goal in 1 year					baseline Lexile level to the
	Improve reading laugh	middle school sites	I exile level to the	•				moving students from the
		elementary and	from the baseline					Improve reading levels by
	school sites	programs for all	by moving students					
	elementary and middle	complete intervention	improve reading levels					at title 1 sites
	programs for all	Continue to tund	•					at Title 1 sites
mvoivement	complete intervention		IIIIddie sellooi sites					for all elementary parents
parent	Continue to rain	sciloots	middle school sites					Conduct parent trainings
HICHCASC	Continue to final	echools .	for all alamentary and					
normaca		all elementary	intervention programs					checklists
•	elementary schools	sent to all parents at	Purchase complete					intervention program
engagement	sent to all parents at all	site with invitations						observations utilizing
student	site with invitations	least once per title 1	elementary schools					ildelity as validated by
Increase	least once per title 1	training will occur at	parents at all					fidelity of melidated by
•	training will occur at	Commue parent	יוויצוומווטווא אכוונ וט צווו					intervention programs with
access	continue parent	Cartina						deliver the District
200000	Continue parent	:	title I site with					All trained teachers will
course		checklists	occur at least once per				across the District	
Increase	checklists	by observation and	Parent training will				used consistently	verified by sign in shects.
	observation and	fidelity as validated					materials that will be	intervention materials as
climate	fidelity as validated by	delivered with	CHECKHSIS			SINGCILIS	ו שוכוושאל וווכן עכוווטוו	
SCHOOL	WILL DC GCHACLCH WILL	programs will be	ahaalilista			chiclente	Purchase intervention	training on the use of
school	will be delivered with	programs will be	ohservation and			will affect all	1	All teachers will receive
Improve	intervention programs	intervention	fidelity as validated by			Strategies used	trainings	METRICS:
	Continue evaluating	Continue evaluating	will be delivered with				Conduct parent	
environment			Intervention programs			interventions		receive quality instruction.
motivated	by sign in sheets	by sign in sheets				enrollment into	intervention materials	school so that all students
highly	programs as validated	programs as validated	sheets			opportunity for	training on all	time at each elemenary
creating a	in the use of specific	in the use of specific	validated by sign in			will have first	r rovide teacher	Support mer ventions/OA
outcomes by	intervention teachers	intervention teachers	specific programs as			roster youth		Company in the control of the
student	Continue to train all	Continue to train all	teachers in the use of			Learners,	Hitervention teacher.	uic Maul)
Other						English	will a JU/o	the Math)
	elementary schools	elementary schools			teachers	reduced,	providing each site	System AA I-Pond and Do
achievement	teachers for all (11)	teachers for all (11)	elementary schools		SIGS - 50%	rree and	elementary schools by	fincheding Read 180
student	100% Intervention	/3% Intervention	reachers for all (11)		Elementary	population.	chamber of the letter	programme with fidelity
Increase	Continue funding	Continue funding			All	larger	interventions at all	implement intervention
				Progress	À 11	Targiroup(s)	Implement consistant	NEED (Flamentary)
Priorities	2016-2017	2015-2016	2014-2015	Analysis of	Affected	Pupil		
Local	Year 3:	Year 2:	Year I:	Annual Update:	School(s)	Applicable	Description of Coat	
State and			metric)			A	D1	
Kelated	(based on identified	il be ullerent/improved for students? (based on identified					Constant of the Constant of th	Metric
	E MATOR SO						Cosis	Identified Need and

	Metric	Metric
	Description of Goal	Goals
Subgroup(s)	Applicable	
Affected	School(s)	
Analysis of Progress	Annual Update:	
2014-2015	metric) Year 1:	What will be differ
Gr Base Goal 2- 450- 450- 3 725 790 4- 645- 770- 5 845 980 6- 860- 955- 8 1010 1155	Year 2:	What will be different/improved for students? (based on identified
2016-2017 Gr Base Goal 450- 450- 450- 450- 790 6- 860- 955- 8 1010 1155 1010 1155	Year 3:	? (based on identified
Priorities	State and Local	Related

Identified Need and Metric	Goals				What will be differe	What will be different/improved for students? (based on identified metric)	dents? (based on	Related State and
	Description of Goal	Applicable Pupil	School(s) Affected	Annual Update: Analysis of	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
		Subgroup(s)		Progress				
NEED: (High School)	Institute the	Target	School		Train 10 core	Train an	Train an additional	Increased Student
Increase the percent of	International	population:	wide -		academic staff to	additional 10 core	10 core academic	Achievement
students ready for college	Baccalaureate Middle	Free and	Murricta		be strategically	academic staff	staff (total trained	
or career	Years Program and	reduced,	Valley		aligned with the IB	(total trained 20)	30) to be	School Climate
Increase A-G completion	all site scheduled	Learners.	School		and the MYP	to be strategically	strategically	Course Access
	District, Advanced,	Foster youth			program to build a	aligned with the	aligned with the IB	Coulse Access
Provide the International	Placement, and IB	will be			culture of rigor	IB and the MYP	and the MYP	Increase Student
Baccalaureate (IB) Middle	courses	aggressively			that is aligned with	program to build	program to build a	Engagement
Years Program and		recruited for			the ideals of the IB	a culture of rigor	culture of rigor	C C
promote early college	Train core academic	and have first			program.	that is aligned	that is aligned with	
access for students	Middle Years	opportunity for enrollment into				with the ideals of	the ideals of the IB	
Increase a college going	Program	the IB program			Increase program	the IB program.	program.	
culture with					student			
underrepresented students	Provide release for IB	Strategies used			participation rates	Increase program	increase program	
Expand opportunities for		students			2013-14 haseline	narticipation rates	participation rates	
students to access relevant	Provide materials and	The Middle				by 15% over the	hy 20% over the	
and rigorous curriculum	supplies for IB	Years Program			Increase the	2013-14 baseline.	2013-14 baseline.	
METRICS:		targets 9th and			number of students			
Increase participation in	Provide funding for	10 th grade			who carn an IB	Increase the	Increase the	
International	IB exams	students.			Diploma by 5	number of	number of students	
Baccalaureate (IB) courses					students over the	students who earn	who carn an IB	
•					2013-14 baseline	an IB Diploma by	Diploma by 15	
Increase the number of						10 students over	students over the	
students earning an IB						the 2013-14	2013-14 baseline	
Programme Diploma and						baseline		
certificate								
Observation and collection				***				
of evidence using walk					-			
through tools that validates								
teachers utilizing the site								
specific training for								
student engagement								
school								

	normage student	purposeful						
	intermural programs	implement						interests will be used
	participated in	student survey to	services					curricular and extracurricular
	population will have	Use a parent and	programs and					stakeholder survey on
	30% of the target		purposeful					An annual student and parent
		programs	determine					
	intermural programs	in internural	student survey to					sports program.
	participated in	have participated	Create a parent and					connections made with the
	will have	population will	•					effectiveness and meaningful
	school population	20% of the target	programs					A student survey of the
	30% of the middle		in intermural	93				•
		programs	have participated					by 30% over 3 years
	offerings	in intermural	population will				activities	electives and interventions
	zero period	have participated	10% of the target				transformation	students taking meaningful
	will participate in	population will					middle school	Increase the percent of
	school population	middle school	programs				Continue planning	
	30% of the middle	20% of the	intermural				(Middle School	by 30% over 3 years
			participated in				school staff	electives and interventions
	programs	period offerings	will have				Meet with middle	students taking meaningful
	high school	participate in zero	school population					Increase the percent of
involvement	connection to feeder	population will	10% of the middle				sports program	METRICS:
increase parent	becoming a pathway	middle school					school intermural	
cugagement	middle school to	20% of the	offerings			students	season middle	each quarter
increase student	electives at each		zero period			will affect all	Create a three	Collaborative at least once
	Align at least 2	program.	will participate in			Strategies used		Meet with Middle School
increase course access	,	intermural	school population			sections	sections	each middle school.
	program.	middle school	10% of the middle		MS	zero period	zero period	of programs and services at
climate	school intermural	Expand the	3		McElHinney	enrollment into	through the use of	Increase access and support
Improve school	Expand the middle		program.		Dorothy	opportunity for	students to school	
CHAHOHHICH		students	school intermural			will have first	that connect	students
highly motivated	school	middle school	Initiate a middle		MS	Foster youth	other programs	culture with middle school
outcomes by creating a	sections) for middle	eight sections) for				English	arts, STEM and	Create and support a positive
Other student	(total of eight	sections (total of	school students		Shivela MS	reduced,	opportunities in the	middle school students
	period sections	zero period	sections for middle			Free and	elective	curricular experiences for
achievement	four additional zero	of four additional	four zero period		Springs MS	population:	school ригроseful	Provide curricular and extra-
Increase student	Add a minimum of	Add a minimum	Add a minimum of		Warm	Target	Increase middle	NEED:
				Progress		Subgroup(s)		
	2016-2017	2015-2016	2014-2015	Update:	Affected	Pupil	Goal	
	Year 3:	Year 2:	Year 1:	Annual	School(s)	Applicable	Description of	
Related State and Local Priorities	dents? (based on	l be different/improved for students? (based on l metric)	identified metric)				Conno	recurring these and Mellic
							Chale	Identified Need and Metric

		Identified Need and Metric
	Description of Goal	Goals
	Applicable Pupil Subgroup(s)	
	School(s) Affected	
	Annual Update: Analysis of Progress	
	Year 1: 2014-2015	
services	Year 2: 2015-2016	글
engagement and positive climate by measuring satisfaction with programs and services as measured by survey results	Year 3: 2016-2017	tudents? (based on
		Related State and Local Priorities

Section 3: Actions, Services, and Expenditures

goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions 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 For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for

and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code 52067, and 47606.5. 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 serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each

Guiding Questions:

- specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP? What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to
- 2) How do these actions/services link to identified goals and performance indicators?
- <u>ω</u> 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 actions/services result in the desired outcomes? Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those
- 9 provision of those actions/services result in the desired outcomes? In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the

- 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 actions, including where these expenditures can be found in the LEA's budget. 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these 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

Goal (Include and identify all	Related State and Local Priorities	Actions and Services	Level of Service (Indicate	Annual Update: Review of	What actions are performed or provided in years 2 and 3)? Wi funding source)?	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)?	nd are projected to be res for each action (including
goals from Section 2)	(from Section 2)		if school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Provide	Implementation	Applicable to all students	LEA Wide		BTSA/PAR Support Providers	BTSA/PAR Support Providers	BTSA/PAR Support Providers
Teacher	content and				salary/benefits:	and coordination, release time,	and coordination, release time,
Support	performance				\$243,188 (LCFF supplemental)	\$243.188 (LCFF supplemental)	\$243 [88 ([CFF supplemental)
through a	standards						the state of the s
accredited	State Board for						
program for all	all students						
teachers and	Highly						
PAR support	qualified						
for veteran teachers.	teachers.						
Expand offerings of	Implementation of academic	Applicable to all students	LEA wide		BTSA / PAR training and	BTSA / PAR training and	BTSA / PAR training and
online and	content and				supplies: \$28,187 (LCFF	supplies: \$28,187 (LCFF	supplies: \$28,187 (LCFF
professional	standards				supplemental)	supplemental)	supplemental)
development	adopted by the						
workshops	State Board for						
district	all students						
Enhance	Provide	Applicable to all students	LEA wide		BTSA / PAR materials and	BTSA / PAR materials and	BTSA / PAR materials and
training of	training in the				supplies: \$29,650 (LCFF	supplies: \$29,650 (LCFF	supplies: \$29,650 (LCFF
Teachers and	of academic				supplemental – above)	supplemental – above)	supplemental – above)
Support	content and						
Providers	performance standards						
Improve	Implementation	Applicable to all students	LEA wide		BTSA / PAR materials and	BTSA / PAR materials and	BTSA / PAR materials and
participation in	of academic	-			supplies: \$29,650 (LCFF	supplies: \$29,650 (LCFF	supplies: \$29,650 (LCFF
online and	content and				supplemental – above)	supplemental – above)	supplemental – above)
onsite .	performance					:	
professional	standards					10.	
development							
:	83						

Goal	Related State	Actions and Services	Level of	Annual	What actions are performed or	rformed or services provided in each year (and are projected to be	and are projected to be
identify all	Priorities		Service (Indicate if	Update: Review of	provided in years 2 and 3)? W funding source)?	provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?	res for each action (including
goals from	(from Section		school-	actions/	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Section 2)	2)		wide or	services			
			LEA-wide)				
Train core	Priority 5:	NA	Vista		HS/MS:	HS/MS:	HS/MS:
academic	Students		Murricta		Summer Institute: \$20243	Summer Institute: \$20243	Summer Institute: \$35 000
teachers in	engaged in		SH		(I CEE Supplemental)	(I CEE Supplemental)	(I CEE Simplemental)
AVID	meaningful		McElhinney		Path training: \$4480 (I CEE	Path training: \$4480 (I CEE	CLCrr Supplemental)
strategies	classroom		MS,		Supplemental)	Supplemental)	Supplemental)
	instruction		Shivela			- photogrammy	Supplemental
			MS,		ES: Train selected elementary	ES: Train and implement	ES: Train and implement
			Thompson		teachers for future expansion	AVID strategies at selected	AVID strategies at selected
			MS,		of AVID at selected	elementary teachers for future	elementary teachers for future
			Мипіса		elementary schools	expansion of AVID at selected	expansion of AVID at selected
			valicy HS			clementary schools	elementary schools
טכווכטווכ	THELEGISC	NA	VISCO		AVID Coordinator meetings	AVID Coordinator meetings	AVID Coordinator meetings
AVID:	student		Murricta		will be held monthly	will be held monthly	will be held monthly
coordination	achievement		HS,		Districtwide and with County	Districtwide and with County	Districtwide and with County
meetings to			McElhinney		representation: \$3600 (LCFF	representation: \$3600 (LCFF	representation: \$3600 (LCFF
plan and	Other student		MS,		Supplemental)	Supplemental)	Supplemental)
	outcomes by		Shivela				
	creating a		MS,				
	highly		Thompson				
	motivated		MS,				
	environment		Murrieta				
			Valley HS				
	Improve school						
	climate						
	Increase course						
	access						
	4						
	increase						
	student						
	engagement						

Goal (Include and identify all	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate	Annual Update: Review of	What actions are performed or provided in years 2 and 3)? W	performed or services provided in each year (and are projected to be 2 and 3)? What are the anticipated expenditures for each action source)?	(and are projected to be tures for each action
goals from Section 2)			if school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Provide a STEM	Implementation of standards	STEM actions and services will be provided	School- wide		Parent night and information meetings: No cost	Parent night and information	Parent night and information
Elementary	•	in grades K-5 in school	(EH		C	G	C
School of Emphasis as an	Student Achievement	and during extended learning activities.	Curran)	_			
option for	Students engaged	c					
parents		Priority enrollment will be					
		given to target subgroups in extended learning					
Provide	Implementation of	STEM actions and	Cahaal		Description of the second		
professional	standards	services will be provided	wide	Ī	including extra duty: \$5000	including extra duty: \$8000	including extra data: \$8500
development	•	in grades K-5 in school	(EH		(LCFF Supplemental) and	(LCFF Supplemental)	(LCFF Supplemental)
opportunities	Student Achievement	and during extended	Curran)		\$7500 CSUSM Grant)	•	
impact STEM	Students engaged	learning activities.					
education		Priority enrollment will be					
school wide		given to target subgroups					
		activities					
Provide	Implementation of	STEM actions and	School-	:	Technology, and supplies:	Technology, and supplies:	Technology, and supplies:
students with	standards	services will be provided	wide		\$3500 (LCFF Supplemental)	\$7000 (LCFF Supplemental))	\$9000 (LCFF Supplemental)
tools to	Student Achievement	and during extended	Curran)				
facilitate learning across	Students engaged	learning activities.	,				
all subject	1	Priority enrollment will be					
arcas		given to target subgroups					
1.		activities					
Provide	Implementation of	STEM actions and	School-		Materials and supplies:	Materials and supplies:	Materials and supplies:
students and	standards	services will be provided	wide		\$TBD (Grants and Donors	\$5000 (LCFF Supplemental)	\$7000 (LCFF Supplemental)
instructional	Student Achievement	and during extended	Curran)		Choose)		
resources and programs to	Students engaged	learning activities.	,				
support and	(Priority enrollment will be					
across all		in extended learning					
grades		activities					

Continue to meet quarterly with Murrieta Police	Continue to meet quarterly with Murrieta Police	Meet quarterly with Murrieta Police Department: no cost		LEA Wide	Applicable to all students	School Climate will improve by providing	Meet quarterly with Murrieta
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)		LEA Wide	Applicable to all students	School Climate will improve by providing parents, teachers, and students safety and security at school	Reach 90% effectiveness on Bullying Training Survey results
Continue training and response with City police and SWAT: no cost	Continue training and response with City police and SWAT: no cost	Training and response with City police and SWAT: no cost		LEA Wide	Applicable to all students	School Climate will improve by providing parents, teachers, and students safety and security at school	Conduct training and response with City police and SWAT to school shooter on campus (to be conducted at a selected site during student break)
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	School audits on emergency response protocols to natural disasters and school violence including intruder on campus: no cost		Wide Wide	Applicable to all students	School Climate will improve by providing parents, teachers, and students safety and security at school	Conduct, twice annually, school audits on emergency response protocols to natural disasters and school violence including intruder on campus
Continue to fund salaries for School Resource Officers: \$340,000 (LCFF Supplemental)	Continue to fund salaries for School Resource Officers: \$340,000 (LCFF Supplemental)	Fund salaries for School Resource Officers: \$340,000 (LCFF Supplemental)	ls	High schools and middle schools	Applicable to all students	School Climate will improve by providing parents, teachers, and students safety and security at school	Employ school resource officers for each high school site and feeder schools
(and are projected to be tures for each action Year 3: 2016-2017	performed or services provided in each year (and are projected to be 2 and 3)? What are the anticipated expenditures for each action gource)? Year 2: 2015-2016 Year 3: 2016-201	What actions are performed of provided in years 2 and 3)? We will be a source of the control of	of Annual ce Update: rate Review of ool- actions/ or services	Level of Service (Indicate if school- wide or LEA- wide)	Actions and Services	Related State and Local Priorities (from Section 2)	Goal (Include and identify all goals from Section 2)

Goal (Include and identify all	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate	Annual Update: Review of	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)?	r services provided in each ye. Vhat are the anticipated expen	r (and litures
goals from Section 2)			if school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Year 2: 2015-2016	7.75
Police	parents, teachers, and					Department: no cost	+
Department to	students safety and						Department, no cost
review	security at school						
incidences in	,						
the schools and							
community							
that may							
impact school							
safety							
including							
incidences of							
gang activity,							
drug use and							
sales, and							
oraffiti.							

Goal (Include and identify all	Related State and Local Priorities (from	Actions and Services	Level of Service (Indicate if	Annual Update: Review of	What actions are performed or provided in years 2 and 3)? Wi funding source)?	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)?	nd are projected to be res for each action (including
goals from Section 2)	Section 2)		school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Provide Library support with a credentialed	Implementation of the Common Core	All students will receive actions and services	All LEA Sites		Hire Library technician and designate the credentialed librarian as the District	Continue funding Library technician and designate the credentialed librarian as the	Continue funding Library technician and designate the
librarian at all District schools	Other Student Outcomes				Librarian: \$56,500 (LCFF Supplemental)	District Librarian: \$56,500 (LCFF Supplemental)	District Librarian: \$56,500 (LCFF Supplemental)
Implement year 1 of the District	Implementation of the Common	All students will receive actions and services	All LEA Sites		Provide sub release or hourly rate for library tech meetings:	Continue sub release or hourly rate for library tech meetings:	Continue sub release or hourly rate for library tech meetings:
upgrade school	Core	_			\$350 (LCFF Supplemental)	\$350 (LCFF Supplemental)	\$350 (LCFF Supplemental)
libraries to	Other Student				VA		
common core							
Provide regular calendared library tech	Implementation of the Common Core	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	Fund year 3 of the Library Plan implementation: \$97,500
meetings and training to	Other Student						
services	Outcomes						
Conduct a WASC directed	Implementation of the Common	All students will receive actions and services	All LEA Sites				
needs analysis of library	Core						
services at the	Other Student		•				
education site					2		
plan to improve							
for students							

Continue to support contracted	Continue to support contracted services for data analysis:	analysis: \$40,000 (Common		LEA Wide	Learners, Foster youth will	climate	services will
					Crose the achievement gap	mmrous calcal	Contractor
				•	programs and services to		State exams
					determine effect of	to sites	required .
(LCFF Supplemental)	(LCFF Supplemental)				that will be analyzed to	Basic Services	and all state
Computer hardware: \$18,500	Computer hardware: \$18,500	(LCFF Supplemental)			be the primary population		ID services
materials and services.	materials and services,	Computer hardware: \$18,500			Learners, Foster youth will	climate	readily use Pre
Continue to support state	Continue to support state	State materials and services,		LEA Wide	Free and reduced, English	Improve school	District will
						to sites	
					(Basic Services	
					learn English		state exams
					programs and services to	School climate	proctoring
(and					determine level of	á	support for
\$5000 (I.CEF Supplemental)	\$5000 (LCFF Supplemental)			•	will be analyzed to	engagement	determined
(45 v \$110)	(45 x \$110)	\$5000 (LCFF Supplemental)			the primary population that	student	receive site
Continue to support substitutes:	Continue to support substitutes:	Substitutes: (45 x \$110)		LEA Wide	English Learners will be	Increase	Sites will
							disaggregation
							demographic
							data with
					(assessment
					close the achievement gap		local
	9.				programs and services to	to sites	house state and
					determine effect of	Basic Services	system to
					that will be analyzed to		management
\$86.500 (LCFF Supplemental)	\$86,500 (LCFF Supplemental)	Supplemental)			be the primary population	achievement	data
and ESGI Data management:	and ESGI Data management:	management: \$86,500 (LCFF			Learners, Foster youth will	student	District wide
Continue to support EADMS	Continue to support EADMS	EADMS and ESGI Data		LEA Wide	Free and reduced, English	Increase	Provide a
							Projects
			,				and Academic
					close the achievement gap		Assessment
					programs and services to		assignment for
	:				determine effect of		on Special
(LCFF Supplemental)	(LCFF Supplemental)	(LCFF Supplemental)			that will be analyzed to		administrator
Academic Projects: \$110,000	Academic Projects: \$110,000	Academic Projects: \$110,000			be the primary population	achievement	OF .
Assessment, Research, and	Assessment, Research, and	Assessment, Research, and			Learners, Foster youth will	student	a Coordinator
POSA/Coordinator of	POSA/Coordinator of	POSA/Coordinator of		LEA Wide	Free and reduced, English	Increase	Staff by July 1
				wide)			
			services	wide or		2)	Section 2)
Year 3: 2016-2017	Year 2: 2015-2016	Year 1: 2014-2015	actions/	school-		(from Section	goals from
		funding source)?	Review of	(Indicate if		Priorities	identify all
res for each action (including	provided in years 2 and 3)? What are the anticipated expenditures for each action (including	provided in years 2 and 3)? W	Update:	Service		and Local	(Include and
nd are projected to be	riormed or services provided in each year (and are projected to be	What actions are performed or	Annual	Level of	Wenners and Bel Alces	Melateu State	Control
					Antinum and Complete	Deletari State	2

Goal (Include and identify all	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if	Annual Update: Review of	What actions are performed o provided in years 2 and 3)? V funding source)?	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)?	and are projected to be ares for each action (including
goals from Section 2)	(from Section 2)		school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
development,	to sites	determine effect of			7.00	The second	
tracking, and		programs and services to					
analysis of		close the achievement gap					
data required		(
in the LCAP							
Analysis of							
Progress							
Assessment	Improve school	Free and reduced, English	LEA Wide		Staff development: \$2500	Continue to support staff	Continue to support staff
staff will	climate	Learners, Foster youth will			(LCFF Supplemental)	development: \$2500 (LCFF	development: \$2500 (LCFF
attend County		be the primary population				Supplemental)	Supplemental)
and state	Basic Services	that will be analyzed to				FT	
LCAP and	to sites	determine effect of					
assessment		programs and services to					
meetings and		close the achievement gap					

ă.	Related State and Local Priorities (from	Actions and Services	Level of Service (Indicate if	Annual Update: Review of	What actions are performed or provided in years 2 and 3)? W funding source)?	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)?	and are projected to be tres for each action (including
goals from Section 2)	Section 2)		school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Meet with	Other student	All students needs will be	LEA Wide		Teacher Stipends: \$1,200	Teacher Stinends: \$1,200	Teacher Stinends: \$1 200
middle school	outcomes by	addressed	at Middle		(LCFF Supplemental)	(LCFF Supplemental)	(I CFF Supplemental)
staff (Middle	creating a highly		School		Materials and supplies: \$500	Materials and supplies: \$500	Materials and supplies: \$500
School	motivated		level		(LCFF Supplemental)	(I CEF Supplemental)	(1 CEE Supplemental)
Collaborative)	environment				((account of the control of the contr	(ECLI Subjectivement)
					Professional Development:	Professional Development:	Professional Development
planning	Improve school				\$10,000 (LCFF Supplemental)	\$10,000 (I CEF Sumplemental)	\$10,000 (I CEE Sumplemental)
middle school	climate				1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	trojece (meet e suppremental)	wiegoo (Ecr. Supprenental)
transformation							
activities							

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. to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils 3B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils

Goal Related State	Actions and Services	I aval of	A manual	What nothing are made and are		
ide and		Service	Update:	provided in years 2 and 3)? W	provided in years 2 and 3)? What are the anticipated expenditures for each action (including	res for each action (including
		(Indicate if	Review of	funding source)?		
Section 2) (from Section		wide or	services	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
3		LEA-wide)	aci vices			
D	Low income pupils, foster	Vista		HS/MS:	HS/MS:	HS/MS:
Strategies in student	youth, English Learners,	Murrieta		Tutors provided for AVID	Tutors provided for AVID	Tutors provided for AVID
AVID Core achievement	and redesignated fluent	HS,		students: \$81360 (LCFF	students: \$81360 (LCFF	students: \$81360 (LCFF
ਨ 	English proficient students	McElhinney		Supplemental)	Supplemental)	Supplemental)
Courses Other student	will have first opportunity	MS,		College field trips: \$16140	College field trips: \$16140	College field trips: \$16140
outcomes by	to have all personal	Shivela		(LCFF Supplemental)	(LCFF Supplemental)	(LCFF Supplemental)
highly	determine correct corridor	MJ,		Supplies: 33133 (LCFF	Supplies: \$3133 (LCFF	Supplies: \$3133 (LCFF
motivated	and programs to provide to	MS		AVID License: \$13000	auppiemenai)	Supplemental)
environment	close the achievement gap	Murrieta Valley HS		(LCFF Supplemental)	(LCFF Supplemental)	(LCFF Supplemental)
Improve school		Core				
climate		Academic				
Increase course	<u> </u>	,				
access						
Increase						
student						
engagement	96					
AVID student	foster vonth English	Vista		Administration and AVID	Administration and AVID	Administration and AVID
ies are	Learners and redesignated	HS.		through" tools and Goods	through? tools and Coords	through" took and Cook
	fluent English proficient	McElhinney		does to validate AVID	does to validate AVID	does to validate AVID
implemented Other student	pupils :	MS,		strategies: No Cost	strategies: No Cost	strategies: No Cost
	Substantial will have all st	SHIVEHE				
Courses highly	into AVID	MS, Thompson				
		MS.				
environment		Murrieta				
		Valley HS				
climate						
Increase course	-					
access						
Increase						
student						
cngagement						
G G						

(from Section 2) Caps in the student to foster youth, English Learners, and economically disadvantaged participating teachers to close the achievement gap and maximize opportunity. Students engaged in meaningful classroom instruction to bave all personal ecologies or career preparation. Students will have first opportunities and programs to provide to close the achievement gap and maximize opportunities and redesignated fluent to have all personal economically participating teachers to determine correct services and programs to provide to close the achievement gap and meaningful to have first opportunities and redesignated fluent engaged in 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.	Goal (Include and identify all	Related State and Local Priorities	Actions and Services	Level of Service (Indicate	Annual Update: Review of	What actions are performed or provided in years 2 and 3)? With funding source)?	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)?	and are projected to be ures for each action (includin
re use of student of student and chest properties of student and supplies. \$29,650 (LCFF and supplies. \$29,650 (LCFF supplies.	goals from Section 2)	(from Section 2)		if school- wide or LEA- wide)	actions/ services	[4	Year 2: 2015-2016	Year 3: 2016-2017
r use of student pouth, English Learners, and redesignated fluent learners, and programs to provide to last analyzed by student learners, and redesignated fluent learners to determine correct sequences will have all personal learners, and redesignated fluent learners, and redesignated fluent learners to leave instruction will have first opportunity of the will have first opportunity of the participating teachers to determine correct services and programs to provide to close the achievement gap and maximize opportunity of the will have first opportunity of the will have first opportunity of the will have analyzed by participating teachers to determine correct services and programs to provide to close the achievement gap and maximize opportunities and college or career services and programs to provide to close the achievement gap and maximize opportunities and college or career services are deposited to close the achievement gap and maximize opportunities and college or career services are deposited to close the achievement gap and maximize opportunities and college or career services are deposited to close the achievement gap and maximize opportunities and college or career services are deposited to close the achievement gap and maximize opportunities and college or career services are deposited to close the achievement gap and maximize opportunities are deposited to close the achievement gap and maximize opportunities are deposited to close the achievement gap and maximize opportunities are deposited to close the achievement gap and maximize opportunities are deposited to close the achievement gap and maximize opportunities are deposited to close the achievement gap and maximize opportunities are deposited to c	Improve	Gaps in the	Low income pupils, foster	LEA wide		BTSA PAR materials and	RTSA / PAR materials and	BTSA / PAR materials and
achievement of and redesignated fluent English or foreient students by student English outputs, student English outputs, learners, and to have first opportunity youth, learners, and to have first opportunity youth will and programs to provide to close the achievement gap and maximize opportunities or resparation. ce Students Cassroom Pragaged in marrow and redesignated fluent classroom will have first opportunity by instruction to have all personal academic data analyzed by participating teachers to the classroom will have first opportunities will have first opportunity to have all personal academic data analyzed by participating teachers to determine correct services 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 of the chievement gap and maximize opportunities for HS graduation and college or career of the chievement gap and maximize opportunities for HS graduation and college or career of the college or	teacher use of	student	youth, English Learners,			supplies: \$29,650 (LCFF	supplies: \$29,650 (LCFF	supplies: \$29.650 (LCFF
ation to foster youth, will have first opportunity by student English rofficient students will have first opportunity disadvantaged by youth will cermine correct services and state of the engaged in marrow correct services and tast commissional instruction instruction of the engaged in correct services and programs to provide to colose the achievement gap and maximize opportunities for HS graduation and college or career teachers to determine correct services will have first opportunities for HS graduation and college or career teachers to determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career teachers to determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career	student	achievement of	and redesignated fluent			supplemental – above)	supplemental – above	supplemental – above)
y student English upps, cannonically cademic data analyzed by vouth, classroom	information to	foster youth,	English proficient students					outhername access
learners, and co have all personal conomically academic data analyzed by youth, disadvantaged participating teachers to youth will analyzed by participating teachers to college or career preparation. Ce Students up of HS graduation and chase and programs to provide to college or career preparation. Ce Students up of engaged in and redesignated fluent classroom instruction instruction pportunity participating teachers to determine correct services will have first opportunity participating teachers to determine data analyzed by participating teachers to determine data analyzed by participating teachers to close the achievement gap and maximize opportunities for HS graduation and college or career data analyzed by participating teachers to close the achievement gap and maximize opportunities for HS graduation and college or career	identify student	English	will have first opportunity					
ing conomically deademic data analyzed by youth, disadvantaged hers to determine correct services and narrow and maximize opportunities and redesignated fluent engaged in meaningful and redesignated fluent classroom instruction 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	subgroups,	learners, and	to have all personal					
youth, h h will disadvantaged participating teachers to youth will determine correct services and narrow antaged and programs to provide to close the achievement gap and maximize opportunities and tas supplied to college or career preparation. Ce Sudents Cow income pupils, foster cracer preparation. Ce Sudents Cow income pupils, foster cracer preparation. Ce Coulege or career preparation and college or career supplies; \$29,650 (LCFF supplies; \$29	including	economically	academic data analyzed by					
h youth will determine correct services and programs to provide to close the achievement gap and maximize opportunities antaged its ce Students up of engaged in and redesignated fluent classroom sional instruction preparation prenent to determine correct services and programs to provide to determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career LEA wide supplies: \$29,650 (LCFF supplies: \$29,65	foster youth,	disadvantaged	participating teachers to					
and programs to provide to close the achievement gap and maximize opportunities for HS graduation and ts college or career preparation. Ce Students Low income pupils, foster up of engaged in youth English Learners, and redesignated fluent classroom instruction will have first opportunity 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	English	youth will	determine correct services					
cc Students	Learners and	патоw	and programs to provide to					
mically and maximize opportunitics for HS graduation and ts college or career tes Students	socio-		close the achievement gap					
antaged ts college or carcer college or carcer preparation. ce Students Low income pupils, foster up of condesignated fluent classroom sional instruction will have first opportunity preparation rentation corect services and programs to porovide to close the achievement gap and maximize opportunities for HS graduation and college or carcer	economically		and maximize opportunities			11. 45		
ce Students Low income pupils, foster up of engaged in classroom engaged in classroom instruction in to have all personal and participating teachers to close the achievement gap and maximize opportunities for HS graduation and college or career	disadvantaged		for HS graduation and					
ce Students Low income pupils, foster up of engaged in meaningful elassroom English Learners, and classroom English proficient students sional instruction 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	students		college or career					
ce Students Up of engaged in youth, English Learners, and elassroom instruction sional enemation permet to 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.					
up of engaged in youth, English Learners, and meaningful classroom instruction 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	Enhance	Students	Low income pupils, foster	LEA wide		BTSA / PAR materials and	BTSA / PAR materials and	BTSA / PAR materials and
and meaningful and redesignated fluent classroom to lastruction 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	follow up of	engaged in	youth, English Learners,			supplies: \$29,650 (LCFF	supplies: \$29,650 (LCFF	supplies: \$29.650 (LCFF
classroom 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	online and	meaningful	and redesignated fluent			supplemental – above)	supplemental – above)	supplemental – above)
pment to rentation instruction rentation ies.	onsite	classroom	English proficient students					
pment to rentation les.	professional	instruction	will have first opportunity					
rentation les.	development to		to have all personal					
rentation les.	ensure		academic data analyzed by					
ēs.	implementation		participating teachers to					
	of new		determine correct services					
close the achievement gap and maximize opportunities for HS graduation and college or career	strategies.		and programs to provide to					
and maximize opportunities for HS graduation and college or career			close the achievement gap					
for HS graduation and college or career			and maximize opportunities					
college or career			for HS graduation and					
			college or career					

Goal (Include and identify all	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate	Annual Update: Review of	What actions are performed or provided in years 2 and 3)? We (including funding source)?	performed or services provided in each year (and are projected to be 2 and 3)? What are the anticipated expenditures for each action g source)?	(and are projected to be tures for each action
goals from Section 2)			if school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Provide a STEM	Implementation of standards	STEM actions and services will be provided	School-		Parent night and information	Parent night and information	Parent night and information
Elementary		in grades K-5 in school	(EH		C		110 cost
School of Emphasis as an	Student Achievement	and during extended	Curran)				
option for	Students engaged	O					
parents		Priority enrollment will be					
		given to target subgroups in extended learning					
		activities		310	Y		
Provide	Implementation of	STEM actions and	School-		Professional development	Professional development	Professional development
professional	standards	services will be provided	wide		including extra duty: \$5000	including extra duty: \$8000	including extra duty: \$8500
opportunities	Student Achievement	and during extended	Curran)		(LCFF Supplemental) and \$7500 CSUSM Grant)	(LCFF Supplemental)	(LCFF Supplemental)
to teachers to		learning activities.	,				
impact STEM	Students engaged						
education		Priority enrollment will be					
school wide		given to target subgroups					
		activities					
Provide	Implementation of	STEM actions and	School-	;	Technology, and supplies:	Technology, and supplies:	Technology, and supplies:
students with	standards	services will be provided	wide		\$3500 (LCFF Supplemental)	\$7000 (LCFF Supplemental))	\$9000 (LCFF Supplemental)
technology	Ctudent Askinson	in grades K-5 in school	(EH				
tools to	Student Achievement	and during extended	Сипап)				
learning across	Students engaged	learning activities.					
all subject	•	Priority enrollment will be					
areas		given to target subgroups					
		in extended learning activities					
Provide	Implementation of	STEM actions and	School-		Materials and supplies:	Materials and supplies:	Materials and supplies:
students and	standards	services will be provided	wide		\$TBD (Grants and Donors	\$5000 (LCFF Supplemental)	\$7000 (LCFF Supplemental)
teachers with		in grades K-5 in school	(EH				
instructional	Student Achievement	and during extended	Curran)				
resources and	Cturlanta anganal	learning activities.		50			
programs to	Students engaged	:					
support and		Priority enrollment will be					
across all		given to target subgroups					
grades		activities					

Books and supplies: \$10,300 (LCFF Supplemental)	Books and supplies: \$10,300 (LCFF Supplemental)	Books and supplies: \$10,300 (LCFF Supplemental)		All elementary and middle schools	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	Other Pupil Outcome data is established	Provide necessary resources for implementation of PBIS
Conferences: \$4000 (LCFF Supplemental) Substitutes for training: \$20,000 (LCFF Supplemental) PSA training; \$3200 (LCFF Supplemental) Tier Il 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 \$20,000 (LCFF Supplemental) PSA training; \$3200 (LCFF Supplemental) Tier II training/conference:\$5000 (LCFF Supplemental)	Y	All elementary and middle schools	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.	Other Pupil Outcome data is established	Train counselor and staff in Positive Behavioral Interventions and Supports (PBIS) and Boys Town Social Skills
Full-time clerk: \$25,000 (LCFF Supplemental)	Full-time clerk: \$25,000 (LCFF Supplemental)	Part-time clerk: \$10,660 (LCFF Supplemental)	¥	All elementary and middle schools	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.	Other Pupil Outcome data is established	Hire adequate office staff to research and provide group data of students in need of correct academic placement
tures for each action Year 3: 2016-2017	performed or services provided in each year (and are projected to be 2 and 3)? What are the anticipated expenditures for each action g source)? 4-2015 Year 2: 2015-2016 Year 3: 2016-2017	What actions are performed of provided in years 2 and 3)? V (including funding source)? Year 1: 2014-2015	Annual Update: Review of actions/ services	Level of Service (Indicate if school- wide or LEA- wide)	Actions and Services	Related State and Local Priorities (from Section 2)	Goal (Include and identify all goals from Section 2)

Goal (Include and identify all	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate	Annual Update: Review of	What actions are performed or provided in years 2 and 3)? V (including funding source)?	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)?	r (and are projected to be itures for each action
goals from Section 2)			if school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Yеяг 2: 2015-2016	Year 3: 2016-2017
		opportunities for HS					
		graduation and college or					
		career preparation.					
Hire	Improve Student	Low income pupils, foster	All		NA	2 Psychologists: \$160,000	3 Psychologists: \$240,000
counselors and	Achievement	youth, English Learners,	elementary			.5 elementary counselor for a	1.5 elementary counselor for a
psychologists		and redesignated fluent	and			total of 2 counselors: \$30000	total of 3 counselors: \$90000
to create 3	School Climate	English proficient students	middle			(LCFF Supplemental).	(LCFF Supplemental)
multi-	decrease in discipline	will have first opportunity	schools			MFT Specialist (\$75,000)	2 MFT specialists: \$75 000
disciplinary	referrals/ improved	to have all personal					(LCFF Sunnlemental)
intervention	attendance	academic data analyzed to				,	
teams for		determine correct services					
elementary and	Student Engagement	and programs to provide					
middle school	improved	to close the achievement					
students, and	attendance/addressing	gap and maximize					
support for	the barriers to	opportunities for HS					
alternative	learning	graduation and college or					
education		career preparation.					

tec Other Pupil Outcome Low income pupils, foster LEA- up data is established and redesignated fluent English proficient students wide or English proficient students and redesignated fluent 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. Other Pupil Outcome Low income pupils, foster data is established and redesignated fluent to have all personal to have first opportunity schools and redesignated fluent to close the achievement gap and maximize opportunity foster opportunity. Foster opportunities for HS graduation and college or career preparation. Other Pupil Outcome Low income pupils, foster of the pupil outcome to determine correct services and programs to provide to close the achievement gap and maximize opportunity schools to have all personal to have first opportunity schools to have all personal to have first opportunity schools on the pupils, foster of the pupil outcome to will have first opportunity schools on the pupils, foster opportunity schools on the pupils of the pupil outcome to determine correct services and programs to provide to close the achievement gap and maximize opportunity schools and programs to provide to close the achievement gap and maximize	Goal (Include and identify all	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate	Annual Update: Review of	What actions are performed o provided in years 2 and 3)? W (including funding source)?	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)?	r (and are projected to be itures for each action
detequate Other Pupil Outcome Unit income pupils, lesser All cargoup do of a students of protection and college or protections and college or protection and programs to provide for the students of Participal Conferences: \$4000 (LCFF Supplemental)	goals from Section 2)			if school- wide or LEA- wide)	services	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
le group English proficer students of personal academic data analyzed to determine correct services near opportunities for HS graduation and college or career preparation. Other Pupil Outcome Low income pupils, foster opportunities for HS opportunities for HS pupils proficer students and college or career preparation or determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS opportunities for HS opportunities for HS opportunities for HS supplemental) Dand of the Pupil Outcome Low income pupils, foster opportunities for HS supplemental) opportunities for HS supplemental) Dand of programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career preparation. Conferences: \$4000 (LCFF Supplemental) Tier II ratining/conference. \$5000 (LCFF Supplemental) Tier II ratining/conference. \$5000 (LCFF Supplemental) Tier II ratining/conference. \$5000 (LCFF Supplemental) Tier II ratining/conference. \$5000 Supplemental) Tier II ratining/conference. \$5000 Supplemental) Tier II ratining/conference. \$5000 CLCFF Supplemental) Conferences: \$4000 (LCFF Supplemental) Tier II ratining/conference. \$5000 CLCFF Supplemental) Conferences: \$4000 (LCFF Supplemental) Tier II ratining/conference. \$5000 CLCFF Supplemental) Conferences: \$4000 (LCFF Supplemental) Tier II ratining/conference. \$5000	Hire adequate office staff to	Other Pupil Outcome data is established	Low income pupils, foster youth, English Learners,	All elementary		Part-time clerk: \$10,660 (LCFF Supplemental)	Full-time clerk: \$25,000 (LCFF Supplemental)	Full-time clerk: \$25,000 (LCFF Supplemental)
defendents defense will have first opportunity schools of the personal statement and programs to provide to close the achievement gap and maximize proportunities for HS graduation and college or career preparation. Other Pupil Outcome Low income pupils, foster chorant data is established youth, English proficient students indelle statement and programs to provide to close the achievement supports. Skills and redesignated fluent to close the achievement gap and maximize and programs to provide to close the achievement supports. Skills stabilished and redesignated fluent to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize gap	research and		and redesignated fluent	and			(To Co. a. C.	(con supponential)
def of the def of the carbonic correct services and programs to provide to close the achievement supports in the carbonic data is established and redesignated fluent forant of the carbonic car	data of students		will have first opportunity	middle				
acidemic data analyzed to determine correct services of forward and sestablished and programs to provide the entirement of the correct services opportunities for HS supplemental) Town	in necd of		to have all personal					
ment Conferences: \$4000 (LCFF opportunities for HS graduation and college or carear preparation.	correct		academic data analyzed to					
and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career preparation. Other Pupil Outcome Low income pupils, foster youth, English proficient students rolled atta is established and redesignated fluent and programs to provide to close the achievement gap and maximize will have first opportunity schools proficient students. It is stablished to close the achievement gap and maximize opportunities for HS Supplemental) Other Pupil Outcome Low income pupils, foster to close the achievement gap and maximize opportunities for HS Supplemental) Low income to the schievement gap and maximize of the HS Supplemental) Low income pupils, foster career preparation. Low income pupils, foster care frequil outcome pupils, foster career preparation will have first opportunity schools will have first opportunity schools and programs to have all personal academic data analyzed to determine correct services and more preparation of the pupil outcome. Low income pupils, foster care preparation will have first opportunity schools and programs to provide to close the achievement gap and anticipized to determine correct services and gap gradual maximize.	academic		determine correct services					
Other Pupil Outcome Low income pupils, foster viocal upports youth, English Learners, and data is established and redesignated fluent Town Town Skills Other Pupil Outcome Unions upports youth English proficient students will have flat personal academic data analyzed to close the achievement gap and maximize unions Uskills Other Pupil Outcome Uskills Other Pupil Outcome Uskills Other Pupil Outcome Uskills Other Pupil Outcome Low income pupils, foster youth, English carners, elementary and programs to provide to close the achievement gap and maximize ores for mentation Usy income pupils, foster youth, English proficient students and redesignated fluent English proficient students gap and maximize Other Pupil Outcome Low income pupils, foster youth, English proficient students and redesignated fluent English proficient students will have flifs reportunity to have all personal academic data analyzed to data is established data is	placement		and programs to provide					
Conferences: \$4000 (LCFF opportunities for HS proficient and college or career preparation. Low income pupils, foster opportunity upports Postive curions Postive Conferences: \$4000 (LCFF opportunity) Conferences: \$4000 (LCFF opportuni			to close the achievement					
Other Pupil Outcome Low income pupils, foster opportunity uponts in a calentic data analyzed to career preparation. Other Pupil Outcome Low income pupils, foster opportunity uponts in Positive entions in Positive in Pupil Outcome Low income pupils, foster opportunity in Positive in Pupil Outcome Low income pupils, foster opportunity is choose in Skills in Commentation in Pupil Outcome Low income pupils, foster opportunity of data is established and redesignated fluent reaction in Pupil Outcome Low income pupils, foster opportunity of data is established and redesignated fluent reaction in Pupil Outcome Low income pupils, foster of data is established and redesignated fluent reaction will have first opportunity schools in the pupil Outcome Low income pupils, foster of the Pupil Outcome will have first opportunity schools in the pupil opposition and college or cancer preparation. Low income pupils, foster opportunity schools in the pupil opposition and college or cancer preparation. Low income pupils, foster opportunity schools in the pupil opposition of college or cancer preparation. Low income pupils, foster opportunity schools of the pupil opposition of college or cancer preparation. Low income pupils, foster opportunity schools of the pupil opposition of college or cancer preparation. Low income pupils, foster opportunity schools of the pupil opposition of college or cancer preparation. Low income pupils, foster opposition of college or cancer preparation. Low income pupils, foster opposition of college or cancer preparation. Low income pupils, foster opposition opposi			gap and maximize					
Career preparation. Career preparation. Conferences: \$4000 (LCFF Supplemental) Substitutes for raining: Supplemental) Substitutes for raining: Supplemental) Substitutes for raining: Subplemental) PSA training: \$2000 (LCFF Supplemental) PSA training: \$2000 (LCFF Sup			graduation and college or					
Celor and data is established and redesignated filtent rottons rottons rottons land redesignated filtent paperts in Positive rottons rottons rottons rottons rottons remained from the paperts in Positive rottons rottons rottons rottons rottons rottons rottons rottons remained filtent paperts in Positive rottons rotton			career preparation.					
ve and redesignated fluent English proficient students and redesignated fluent correct services and programs to provide data is established and programs to provide to close the achievement early and redesignated fluent English proficient students will have first opportunity schools Tier II Other Pupil Outcome data is established to close the achievement early and programs to provide to close the achievement early and redesignated fluent earlievement will have first opportunity schools Other Pupil Outcome data is established to close the achievement early and maximize gap and maximize to programs to provide to close the achievement earlievement earlievement to programs to provide to close the achievement earlievement earl	Train	Other Pupil Outcome	Low income pupils, foster	All		4000	Conferences: \$4000 (LCFF	Conferences: \$4000 (LCFF
English proficient students on the first opportunity schools Cher Pupil Outcome data is established will have first opportunity schools and programs to provide to close the achievement gap and maximize ap and maximize stablished specification and college or gap and maximize stablished gap and maximize specifies and programs to provide to close the achievement gap and maximize schools and programs to provide to the college or gap and maximize stablished gap and maximize schools schools and programs to provide to close the achievement sudents schools schools specified to close the achievement sudents schools schools specified to close the achievement sudents schools specified to close the achievement sudents schools s	staff in Positive	Cala to Colabiloticu	and redesignated fluent	elementary		Supplemental)	Supplemental)	Supplemental)
will have first opportunity of have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize on Data is established to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize on Data is established to close the achievement gap and maximize and programs to provide to close the achievement gap and maximize shools and supplies: \$10,300 (LCFF Supplemental) Supplemental	Behavioral		English proficient students	middle		\$20,000 /LCFF	\$20,000 (I CEE	\$20,000 (I CEE
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 data is established and redesignated fluent English proficient students will have first opportunitie data analyzed to determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or carcer preparation. Other Pupil Outcome Jount, English Learners, and English proficient students will have first opportunity schools to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize	Interventions		will have first opportunity	schools		Supplemental)	Supplemental)	Supplemental)
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. Other Pupil Outcome data is established understeed in have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize Supplemental) Tier II training/conference: straining/conference: straining/confere	and Supports		to have all personal			PSA training; \$3200 (LCFF	PSA training; \$3200 (LCFF	PSA training: \$3200 (LCFF
determine correct services and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career preparation. Other Pupil Outcome data is established on Cher Fupil Noutome English proficient students to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize Tier II Tier II training/conference: \$5000 (LCFF Supplemental) \$1000 (LCFF Supplemental) CLCFF Supplemental) Books and supplies: \$10,300 (LCFF Supplemental) (LCFF Supplemental) CLCFF Supplemental) CLCFF Supplemental) CLCFF Supplemental) CLCFF Supplemental)	(PBIS) and		academic data analyzed to			Supplemental)	Supplemental)	Supplemental)
and programs to provide to close the achievement gap and maximize opportunities for HS graduation and college or career preparation. Other Pupil Outcome data is established setablished 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 to have gap and maximize to close the achievement gap and gap an	Boys Town		determine correct services			Tier II	Tier II training/conference:	Tier II training/conference:
career preparation. Other Pupil Outcome data is established on English Learners, and college or English proficient students will have first opportunity to have all personal academic data analyzed to close the achievement gap and maximize	Social Skills		and programs to provide			training/conference:\$5000	\$5000 (LCFF Supplemental)	\$5000 (LCFF Supplemental)
opportunities for HS graduation and college or carcer preparation. Other Pupil Outcome data is established on Consider the proficient students to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize Other Pupil Outcome Low income pupils, foster youth, English Learners, clementary 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			gap and maximize			(ECLE Supplementar)		
graduation and college or career preparation. Other Pupil Outcome			opportunities for HS					
Other Pupil Outcome Low income pupils, foster data is established son data is established will have first opportunity to have all personal academic data analyzed to close the achievement gap and maximize			graduation and college or					
Other Pupil Outcome data is established on Other Pupil Outcome data is established on Cher Pupil Outcome data is established 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 (LCFF Supplemental) (LCFF Supplemental) (LCFF Supplemental)			career preparation.					
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	Provide	Other Pupil Outcome data is established	Low income pupils, foster	All		Books and supplies: \$10,300	Books and supplies: \$10,300	Books and supplies: \$10,300
on 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	resources for		and redesignated fluent	and		(EC) - puppellement)	(ECIT Supplementar)	(ECLE Supplementar)
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	implementation		English proficient students	middle				
, a s	of PBIS		will have first opportunity	schools				
academic data analyzed to determine correct services and programs to provide to close the achievement gap and maximize			to have all personal					
determine correct services and programs to provide to close the achievement gap and maximize			academic data analyzed to					
and programs to provide to close the achievement gap and maximize			determine correct services					
gap and maximize			and programs to provide					
gap and maximize			to close the achievement					
			gap and maximize					

Goal (Include and identify all	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate	Annual Update: Review of	What actions are performed or provided in years 2 and 3)? V (including funding source)?	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)?	r (and are projected to be itures for each action
goals from Section 2)			if school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		opportunities for HS					
	55	graduation and college or					
		career preparation.					
Hire	Improve Student	Low income pupils, foster	All		NA	2 Psychologists: \$160,000	3 Psychologists: \$240,000
counselors and	Achievement	youth, English Learners,	elementary			.5 elementary counselor for a	1.5 elementary counselor for a
psychologists		and redesignated fluent	and			total of 2 counselors: \$30000	total of 3 counselors: \$90000
to create 3	School Climate	English proficient students	middle			(LCFF Supplemental).	(LCFF Supplemental)
multi-	decrease in discipline	will have first opportunity	schools			I MFT Specialist (\$75,000)	2 MFT specialists: \$75,000
disciplinary	referrals/ improved	to have all personal					(LCFF Supplemental)
intervention	attendance	academic data analyzed to					-
teams for		determine correct services					
clementary and	Student Engagement	and programs to provide					
middle school	improved	to close the achievement					
students, and	attendance/addressing	gap and maximize					
support for	the barriers to	opportunities for HS					
alternative	learning	graduation and college or					
education		career preparation.					

	Goal (Include and identify all	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update:	What actions are performed or provided in years 2 and 3)? W	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	nd are projected to be res for each action (including
	goals from Section 2)	(from Section 2)		school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	Institute AVID	Increase	For low income pupils:	School		Murrieta Mesa HS:	Murrieta Mesa HS:	Murrieta Mesa HS:
	Strategies	student	Free and reduced will have	wide at		Tutors provided for AVID	Tutors provided for AVID	Tutors provided for AVID
	School wide as	achievement	first opportunity for	Murricta		students: \$88400	students: \$88400	students: \$88400
	an AVID	-	enrollment into AVID	Mesa HS		Summer Institute: \$18774	Summer Institute: \$18774	Summer Institute: \$18774
	demonstration	Other student		and Warm		Path training: \$6240	Path training: \$6240	Path training: \$6240
	SCHOOL	outcomes by		Springs		College field trips: \$18160	College field trips: \$18160	College field trips: \$18160
		highly		S S		AVID License: \$2600	AVID License: \$2600	AVID License: \$2600
		motivated				Warm Springs MS:	Warm Springs MS:	Warm Springs MS:
		environment				Tutors provided for AVID	Tutors provided for AVID	Tutors provided for AVID
		Improve school				Summer Institute: \$11762	Summer Institute: \$11762	Summer Institute: \$11762
		climate				Path training: \$5200	Path training: \$5200	Path training: \$5200
		Increase course				Supplies: \$1500	Supplies: \$1500	Collège field trips: \$3720
		access				AVID License: \$2600	AVID License: \$2600	AVID License: \$2600
		Increase				Coordinator: \$50.250	Coordinator: \$50.250	Coordinator: \$\$0.250
		student						(CC) 400, 100
		engagement				(all funded with LCFF Supplemental)	(all funded with LCFF	(all funded with LCFF
	Provide staff	Increase	For English learners:	School		AVID Coordinator meetings	AVID Coordinator meetings	AVID Coordinator meetings
	coordination	achievement	first opportunity for	Wide at		Will be held monthly Districtwide and with County	will be held monthly	will be held monthly
	ensuring all		enrollment into AVID	Mesa HS		representation: \$720 per site	representation: \$720 per site	representation: \$720 per site
	requirements	Other student		and Warm		(LCFF Supplemental)	(LCFF Supplemental)	(LCFF Supplemental)
	AVID demonstration	creating a		MS		2		
	school are met.	motivated environment						
		Improve school						
		•						
		Increase course access						
_		Increase						
					;			

Goal (Include and identify all	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if	Annual Update: Review of	What actions are performed or provided in years 2 and 3)? V funding source)?	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)?	(and are projected to be tures for each action (incl
goals from Section 2)	(from Section 2)		school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Yенг 2: 2015-2016	Year 3: 2016-2017
A	student						
	engagement						
Митісtа Mesa	Increase	For foster youth:	School		Riverside County Office of	Riverside County Office of	Riverside County Offi
HS and Warm	student	Foster youth will have first	wide at		Education will certify	Education will certify	Education will certify
Springs MS	achievement	opportunity for enrollment	Murrieta		compliance with all AVID	compliance with all AVID	compliance with all AVID
will become		into AVID	Mesa HS		requirements: \$0	requirements: \$0	requirements: \$0
AVID	Other student	For re-designated fluent	and Warm		•		
Demonstration	outcomes by	English proficient pupils:	Springs				
schools over a	creating a	Redesignated fluent	MS				
3 year period	highly	English proficient pupils					
	motivated	will have first opportunity					
	environment	for enrollment into AVID					
	improve school						
	climate						
	Increase course				2		
	access						
	Increase						
	student		<i>₩</i>				
	cheagement						

Goal (Include and identify all	Related State and Local Priorities (from	Actions and Services	Level of Service (Indicate	Annual Update: Review of	What actions are performed or provided in years 2 and 3)? Winding source)?	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)?	(and are projected to be ures for each action (including
goals from Section 2)	Section 2)		if school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Provide data	Increase student	Low income pupils, foster	School		Six sections for each high	Nine sections for each high	Twelve sections for each high
intervention	acilicaciliciti	and redesignated fluent	District		school: \$225,000 (LCFF	school: \$337,500 (LCFF	school: \$450,000 (LCFF
systems at the	Other student	English proficient students	middle and		ouplacheman)	Supplemental)	Supplementary
high school	outcomes by	will have first opportunity	high				
level to	creating a highly	to have all personal	schools				
increase	motivated	academic data analyzed to	including				
student	environment	determine correct services	alternative				
academic		and programs to provide to	education				
performance	Improve school	close the achievement gap					
are	Cilifate	opportunities for HS	,				
underperformi	Increase course	graduation and college or					
ng in the core	access	career preparation.					
content areas							
Invest in an	Increase student	Low income pupils, foster	School		700 APEX licenses: \$35,000	850 APEX licenses: \$42,500	1000 APEX licenses: \$50,000
weh-hased		and redecionated fluent	District		(Lonery)	(Lonery)	(Lottery)
online credit	Other student	English proficient students	middle and				
recovery	outcomes by	will have first opportunity	high				
system for	creating a highly	to have all personal	schools				
high school	motivated	academic data analyzed to	including				
students	environment	determine correct services	alternative				
	improve school	and programs to provide to	education				
4	climate	and maximize					
		opportunities for HS					
	Increase course	graduation and college or					
	access	career preparation.					
Invest in an	Increase student	Low income pupils, foster	School		See Apex licenses above	See Apex licenses above	See Apex licenses above
asynchronous	achievement	youth, English Learners,	wide – all		٠		4
online	Other student	English proficient students	middle and				
intervention	outcomes hy	will have first opportunity	high				
system	creating a highly	to have all nersonal	schools				
including	motivated	academic data analyzed to	including				
CAHSEE	environment	determine correct services	alternative				
intervention		and programs to provide to	education				
		c oce the achievement con					

(Include and identify all	Related State and Local Priorities (from	Actions and Services	Level of Service (Indicate	Annual Update: Review of	What actions are performed or provided in years 2 and 3)? Wi funding source)?	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)?	and are projected to be ires for each action (including
goals from Section 2)	Section 2)		if school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
school	climate	and maximize	wide)				
students		opportunities for HS					
	Increase course	graduation and college or					
	access	career preparation.					
Invest in an	Increase student	Low income pupils, foster	School		TBD we based tutorial	TBD we based tutorial	TBD we based tutorial
asynchronous	achievement	youth, English Learners,	wide – all		program for acceleration :	program for acceleration:	program for acceleration :
web-based		and redesignated fluent	District		\$40,000	\$40,000	\$40,000
online AP	Other student	English proficient students	middle and		(Lottery)	(Lottery)	(Lottery)
preparation	outcomes by	will have first opportunity	high		4		
program for	creating a highly	to have all personal	schools				
high school	motivated	academic data analyzed to	including				
students	environment	determine correct services	alternative				
	•	and programs to provide to	education				
	Improve school	close the achievement gap					
	climate	and maximize					
		opportunities for HS					
	Increase course	graduation and college or					
	access	career preparation.					
Invest in a	Increase student	Low income pupils, foster	School		Middle schools: Think	Add grade 9 Incorporate Think	Continue to support Middle
math support	achievement	youth, English Learners,	wide – all		Through Math: \$20,000 (LCFF	Through Math: \$20,000 (LCFF	school ad grade 9 Think
system to		and redesignated fluent	District		Supplemental)	Supplemental)	Through Math: \$20,000 (LCFF
increase math	Other student	English proficient students	middle		i		Supplemental)
performance	outcomes by	will have first opportunity	schools				
at the middle	creating a highly	to have all personal	and in year				
and high	motivated	academic data analyzed to	2 and 3 at				
school level	environment	determine correct services	ch high				
		and programs to provide to	school				
	Improve school	close the achievement gap	level				
	climate	and maximize					
	norman annual	opportunities for HS					
	חובו במסר בסמוסר	graduation and conege of					
	access	Corpor Proposition					

Section 2) Wide or services LEA- wide) Implementation of the Common of the Common of the Common (i.e. ELD materials) will be included in the math	Goal (Include and identify all	Related State and Local Priorities (from	Actions and Services	Level of Service (Indicate if	Annual Update: Review of	What actions are performed or provided in years 2 and 3)? W funding source)?	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)?	and are projected to be ires for each action (including
Implementation Materials specific to All LEA Grade 3-5 Go Math adoption: Math adoption for grades 6-8: of the Common Sites \$815,684 (LCFF \$750,000 (New Common Core h be included in the math be included in	goals from Section 2)	Section 2)		school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Year 2: 2015-2016	Yеяг 3: 2016-2017
CA HARRICA HI HA HILLI	Provide and implement Standards aligned math	Implementation of the Common Core	Materials specific to subgroup interventions (i.e. ELD materials) will be included in the math	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

Trons Settlen (From Settlen) (From Student student students, sudent students, sudent student courses by first opportunity to caroll for sudent sudent state support (From Marieta) (From M	Goal (Include and identify all	Related State and Local Priorities	Actions and Services	Level of Service (Indicate	Annual Update: Review of	What actions are performed ou provided in years 2 and 3)? W funding source)?	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)?	and are projected to be ires for each action (including
Dual Increase ent as an student on to a chievement on to college. Ullure: Other student college of mix to popuratinity to emoil supenit samongst school climate sudent with lighty to emoil text and other student in dual enrollment courses ge. Increase ge. Increase support outcomes by first opportunity to emoil in dual enrollment courses ge. Increase support outcomes by first opportunity to emoil in dual enrollment courses ge. Low income student sudent text and other sudents support outcomes by first opportunity to emoil in dual enrollment courses ge. Low income students, sudent enrollment courses ge. Low income students, such as the course access and course access shool climate sudent lighty in dual enrollment courses access and course access are and educed will have highly increase school climate sudent environment linear access and course access are and educed will have highly increase school climate sudent environment linear access are and educed will have thing a first opportunity to enroll in dual enrollment courses access are and educed will have thing a first opportunity to enroll in dual enrollment courses access are and educed will have thing a first opportunity to enroll in dual enrollment courses access are and educed will have thing a first opportunity to enroll in dual enrollment courses access are and educed will have thing a first opportunity to enroll in dual enrollment courses access are and educed will have thing a first opportunity to enroll in dual enrollment courses access are and educed will have the support so access are and educed will have the support so access are and educed will have the support so access are and educed will have the support so access are and educed will have the support so access are and educed will have the support so access are and educed will have the support so access are and educed and the access are another and the access are and the access are and the access are an	goals from Section 2)	(from Section 2)		if school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
cent s and enticement on to achievement of the colleges colleges cuarly lighly carroll retailing a carroll retailing a going in dual enrollment courses ge. 1 a languagement sudent with a course student exalting a chievement of text and other student entition of the course access in dual enrollment courses of the course acces of the course of the cou	Expand Dual	Increase	Low income students,	School		Provide sectional support for	Provide sectional support for	Provide sectional support for
on to on to achievement college Colleg	enrollment as an	student	English Learners, Foster	wide at		Dual Enrollment (see	Dual Enrollment (see	Dual Enrollment (see
ulture: Other student free and reduced will have motivated crusting a creating a stool climate who are presented linerase sudent fext and Other student outcomes by first opportunity to enroll text and outcomes by first opportunity to enroll highly in dual enrollment courses access course access the protect of the protect outcome student outcomes by first opportunity to enroll highly in dual enrollment courses access sudent creating a highly access sudent linerase course and reduced will have highly in dual enrollment courses access sudent creating a highly in dual enrollment courses access sudent linerase sudent creating a first opportunity to enroll in dual enrollment courses sudent linerase sudent linerase sudent creating a first opportunity to enroll in dual enrollment courses sudent linerase sudent linerase sudent linerase sudent enrollment courses sudent linerase sudent liner	AP option to	achievement	youth, and re-designated	Vista		intervention page) (LCFF	intervention page) (LCFF	intervention page) (LCFF
cuciomes by first opportunity to enroll creating a creatly highly access motivated errollment courses in dual enrollment courses choice course access covironment a course access course acces course acces course acces course acces course access course acces co	going culture:	Other student	English learners	Murrieta		Supplemental)	Supplemental)	Supplemental)
creating a in dual enrollment courses motivated ents to environment a going limprove student with a chievement outcomes by the support oreasing a motivated environment limprove student lext and Other student highly in dual enrollment courses student entypott outcomes by Erec and reduced will have highly in dual enrollment courses student entypott outcomes by Erec and reduced will have highly in dual enrollment courses student engagement limprove school climate course access to the course acces to the course access to the course	expand	outcomes by	first opportunity to enroll					
access motivated ents to chrionment 2 ancess motivated ents to chool climate s who are presented lncrease ge. dual Increase course access tudent achievement creating a lingibly motivated environment limprove school climate by the lingibly access lingish Learners Foster wide at motivated environment limprove school climate lingible access lingish learners multiplicated in dual enrollment courses student environment limprove school climate lingible access lingish learners lin	•	creating a	in dual enrollment courses					
access motivated entits to environment a large presented increase ge. dual increase course access leavent earling a highly the increase environment indivated environment increase school climate in dual enrollment courses student environment in dual enrollment courses in dual enrollment e	Provide early	highly						
ents to environment gaing gaing school climate swho are sudent ent ent ent tlext and Other student highly highly motivated environment limprove school climate sudent student highly motivated environment limprove school climate sudent student student student student student exating a first opportunity to enroll highly limprove school climate limprove school climate sudent student	college access	motivated						
going going carbool climate shool climate shool amongst school climate shool amongst school climate shool amongst sudent presented student course access curse access to the student student achievement outcomes by creating a first opportunity to emoil highly in dual enrollment courses school climate student courses student in dual enrollment courses student engagement limprove student engagement engagement limprove student engagement	for students to	environment						
gening suchool climate sunongst school climate suboare presented Increase sudent sudent sudent student with achievement by the highly in dual enrollment courses scool climate student enprove school climate Increase sudent in dual enrollment courses sudent engagement Improve school climate Increase course access Increase Increase course access Increase Increase course access Increase In	increase a							
swho are Increase student ernt cent with achievement blightly in dual enrollment courses excess languagement Improve scoess languagement environment languagement environment environment engagement engagement languagement environment engagement engagement environment env	college going	improve						
presented Increase ge. student ge. lncrease course access lext and Other student reating a highly the lmoitvated environment Improve school climate lncrease lncrease lncrease ltythe lncrease l	students who are							
ge. student cragagement Increase dual Increase ent with student rent course access learners learners to support by the creating a highly Improve school climate Increase student Increase Increase student Increase Incre	underrepresented	Increase						
Increase course access Increase cut with lext and Other student lighty highly Improve student Improve student Improve student Increase Increase Increase Increase Improve student Improve student Increase Increas	at college.	student						
Increase dual Increase cut student student with other student expopert outcomes by liby the Improve school climate Increase Increase Low income students, School student student wide at chievement wouth, and re-designated creating a liby the limptove school climate Increase Increase Increase Course access Low income students, School sude at reprographic support: \$30,000 (Lottery) Murrieta Pree and reduced will have HS Improve school climate Increase Increase Course access Low income students, School Dual enrollment textbook and reprographic support: \$30,000 (Lottery) Increase Increase Course access Increase Low income students, School Dual enrollment textbook and reprographic support: \$30,000 (Lottery) Increase Increase Increase Course access	,	engagement						
course access Increase cut with lext and of creating a bighly the crowincome student Improve school climate Increase Increase Increase course access Low income students, School wide at student student courses by first opportunity to caroll in dual enrollment courses student engagement Increase course access Low income students, School wide at wide at voice at course student student courses in dual enrollment courses School Dual enrollment textbook and reprographic support: \$30,000 (Lottery) Murrieta HS Improve school climate Increase course access		Increase						
dual cent Increase Low income students, wide at with with achievement text book and of text achievement with achievement outcomes by creating a highly motivated environment County in dual enrollment courses student text book and reprographic support: \$30,000 Dual enrollment textbook and reprographic support: \$30,000 Improve school climate Improve school climate Increase student engagement Increase course access Increase course access		course access						
ent with achievement with achievement outcomes by the creating a highly motivated environment largement courses student course access	Support dual	ncrease	Low income students	School		Dual enrollment textbook and	Continue to arovida Dual	Continue to provide Duel
with achievement designated outcomes by le support creating a highly motivated environment largement course student cngagement course course access largement largement courses course access largement courses course access (Lottery) Vista (Lottery) Wurrieta HS Wurrieta Vista (Lottery) Murrieta Wurrieta HS Increase creasing a first opportunity to enroll in dual enrollment courses shool climate courses student courses course access	enrollment	student	English Learners, Foster	wide at		reprographic support: \$30,000	enrollment textbook and	continue to provide Dual
lext and Other student e support outcomes by creating a highly motivated environment limited environment l	courses with	achievement	youth, and re-designated	Vista		(Lottery)	reprographic support: \$30,000	reprographic support: \$30,000
by the creating a first opportunity to enroll highly in dual enrollment courses motivated environment Improve school climate lncrease student engagement Increase course access	required text and	Other student	English learners	Murrieta			(Lottery)	(Lottery)
highly motivated environment Improve school climate Increase student engagement Increase course access	required by the	creating a	first concernity to secoll	TI-S				
motivated environment Improve school climate Increase student engagement Increase course access	college	highly	in dual enrollment courses					
Improve school climate Increase student engagement Increase course access		motivated environment						
Improve school climate Increase student engagement Increase course access								
Increase student engagement Increase course access		Improve	2					
Increase student engagement Increase course access		school cilibate						
student engagement Increase course access		Increase						
Increase course access		student						
Increase course access		engagement						
course access		ncrease						
		course access						

Goal (Include and identify all	Related State and Local Priorities	Actions and Services	Level of Service (Indicate	Annual Update: Review of	What actions are performed or provided in years 2 and 3)? Wi funding source)?	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)?	and are projected to be ures for each action (including
goals from Section 2)	(from Section 2)		if school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Support dual	Increase	Low income students,	School		Provide anti- plagiarism	Continue to provide anti-	Continue to provide anti-
enrollment	student	English Learners, Foster	wide at		service for Dual enrollment:	plagiarism service for Dual	plaginism service for Dual
courses with	achievement	youth, and re-designated	Vista		\$8355 (Lottery)	enrollment: \$8355 (Lottery)	enrollment: \$8355 (Lottery)
required text		English learners	Мипіста		* * * * * * * * * * * * * * * * * * * *		
and software	Improve	Free and reduced will have	SH				
support required	school climate	first opportunity to enroll					
by the college		in dual enrollment courses					
	Increase						
	student						
	engagement						
Support dual	Increase	Low income students,	School		Release time for training:	Continue to provide release	Continue to provide release
enrollment	student	English Learners, Foster	wide at		\$15,000 (LCFF Supplemental)	time for training: \$15,000	time for training: \$15,000
courses with	achievement	youth, and re-designated	Vista		:	(LCFF Supplemental)	(LCFF Supplemental)
required text		English learners	Murricta			•	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
and software	Other student	Free and reduced will have	SH				
support required	outcomes by	first opportunity to enroll					
by the college	creating a	in dual enrollment courses					
	highly						
	motivated						
	environment						

Materials and supplies for	Substitute and team meeting days: Training (10 x 10 x 110): \$11000 (Title 1, 2) Materials and supplies for
	nd team meeting ng (10 x 10 x 110): le 1, 2)
	ing (10 x 10 x 110): tlc 1, 2)
	Substitute and team meeting days: Training (10 x 10 x 110): \$11000 (Title 1, 2)
	and team meeting ing (10 x 10 x 110): tle 1, 2)
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	and team meeting ling (10 x 10 x 110): ttle 1, 2)
	and team meeting ning (10 x 10 x 110): ide 1. 2)
T) 000 (T	and team meeting
days: Train	
100	
	•
Supplemen	
benefits: \$	550,000 (LCFF
50% teach	er salaries and
1	H 1. 4014-4019
Veal	1. 2014-2015
funding of	mrcal?
provided i	n vears 2 and 3)? W
What act	ions are performed or
	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 Fund 75% 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)

Goal (Include and identify all	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if	Annual Update: Review of	What actions are performed on provided in years 2 and 3)? What funding source)?	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)?	and are projected to be ires for each action (including
goals from Section 2)	(from Section 2)		school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	outcomes by	interventions if needed	mids)				
	creating a						
	highly	All students below grade					
	motivated	level as measures on the					
	environment	Scholastic Reading and					
	Improve school	Terror and the control of					
	climate						
	Increase						
	student						
	engagement						
	Increase parent						
	involvement				1.5		
Purchase	Increase	Low income students,	All		Intervention materials:	Intervention materials:	Intervention materials:
intervention	student	English Learners, Foster	elementary		Math 180: \$50,000 (Common	Math 180: \$50,000 (Common	Math 180: \$50,000 (Common
materials that	achievement	youth, and re-designated	schools		Core)	Core)	Core)
consistently	Other student	first opportunity for			Read 180 unorade: \$110 000	Read 180: \$203 315 (Title 1)	Pead 180: \$203 315 (Tide 1)
across the	outcomes by	interventions if needed			(PI Year 3)		
District	creating a				Read 180: \$203,315 (Title 1)		
	highly	All students below grade					
	motivated	level as measures on the					
	environment	Scholastic Reading and Scholastic Math Inventories					
	Improve school						
	climate						
	Increase						
	student						
	cheagement						

Goal (Include and identify all	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if	Annual Update: Review of	What actions are performed or provided in years 2 and 3)? Wi funding source)?	formed or services provided in each year (and are projected to be ind 3)? What are the anticipated expenditures for each action (including	nd are projected to be res for each action (including
goals from Section 2)	(from Section 2)		school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Provide release	Increased	Low income students,	School		2 Sections support for	Continue 2 Sections support for	Continue 2 Sections support for
for IB	Student	English Learners, Foster	wide -		Coordination of IB program:	Coordination of IB program:	Coordination of IB program:
coordination	Achievement	youth, and re-designated	Murricta		(see intervention page) (LCFF	(see intervention page) (LCFF	(see intervention page) (LCFF
	School Climate	will have first opportunity	Valley High		Supplemental)	Supplemental)	Supplemental)
		to participate in the IB	School				_
	Course Access	middle years program and				,	
	Increase	cam the Le Diproma					
	Student						
	Engagement				4		
Institute the	Increased	Low income students,	School		International Baccalaureate-	Continue International	Continue International
International	Student	English Learners, Foster	wide -		Middle Years Program staff	Baccalaureate- Middle Years	Baccalaureate- Middle Years
Baccalaureate	Achievement	youth, and re-designated	Миггіста		development: \$11,000 (LCFF	Program staff development:	Program staff development:
December 1	Cahaol Climata	English learners	Valley		Supplemental)	\$11,000 (LCFF Supplemental)	\$11,000 (LCFF Supplemental)
utilize IB	CHIDE	to participate in the IB	School				
strategies in all	Course Access	middle years program and					₹
District,	Increase	Call and the Principal					
Advanced,	Student						
Placement, and	Engagement						
10 000000							
Train core							
academic							
teachers in the					-		
Years Program							
Provide	Student	Low income students.	School		International Baccalaureate-	Continue support of	Continue support of
materials and	Achievement	English Learners, Foster	wide -			International Baccalaureate-	International Baccalaureate-
supplies for IB	School Climate	youth, and re-designated	Murrieta		textbooks: \$15,000 (Restricted	Middle Years Course	Middle Years Course
printingingingingingingingingingingingingingi	periodi Cililiare	will have first constantiation	Valley		Lottery)	textbooks: \$15,000 (Restricted	textbooks: \$15,000 (Restricted
Provide	Course Access	to participate in the IB	School		"l'um it in" anti- plagiarism	"Turn It in" anti-plantarism	Lottery)
funding for IB		middle years program and			\$2135 (I ottom)	Comic CO225 (Louis Plagarism	ms-plagiansm
exams	Increase	cam the IB Diploma			Ouestia web service:	Ouestin web service:	Ouestin web service:
	Student				\$6,000(Lottery)	\$6,000(Lottery)	\$6,000(Lottery)
	Engagement				IB Test fees: \$7500 (Lottery)	IB Test fees: \$7500 (Lottery)	IB Test fees: \$7500 (Lottery)

Goal (Include and	Related State and Local	Actions and Services	Level of Service	Annual Update:	What actions are performed or provided in years 2 and 3)? Wh	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	nd are projected to be res for each action (including
goals from Section 2)	Section 2)		school- wide or LEA- wide)	actions/ services	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Increase middle school	Increase student achievement	Low income students, English Learners, Foster	LEA Wide		Zero period pay: \$225,000	Zero period pay: \$400,000	Zero period pay: \$600,000
purposeful		youth, and re-designated	School		Sub Release time: \$35,000	Sub release time: \$35,000	Benefits: \$75,000
elective	Other student	English learners	level		(LCFF Supplemental)	(LCFF Supplemental)	(LCFF Supplemental)
opportunities	creating a highly	have first opportunity to				Materials and supplies	Materials and supplies
in the arts,	motivated	enroll in zero period			(LCFF Supplemental)	(I.CFF Sunnlemental)	(If CEF Supplemental)
STEM and	environment	sections			Books: \$1,000	Books: \$2,000	Books: \$3,000
programs that	Improve school				(ECFF Supplemental)	(LCrr supplemental)	(LCFF Supplemental)
connect	climate						
students to school	Increase course						
through the	1						
use of zero	Increase student						
period	engagement						
sections	Increase parent involvement						
Create a three season middle	Increase student achievement	Low income students, English Learners, Foster	LEA Wide at Middle		Teacher Stipends: \$13,000 (LCFF Supplemental)	Teacher Stipends: \$16,000 (LCFF Supplemental)	Teacher Stipends: \$19,000 (LCFF Supplemental)
intermural	Other student	youth, and re-designated English learners	School level		Materials and supplies: (Included above)	Materials and supplies: (Included above)	Materials and supplies: (Included above)
sports	outcomes by creating a highly	Free and reduced will have first opportunity for			Bus transportation: \$15,000 (LCFF Supplemental)	Bus transportation: \$15,000	Bus transportation: \$15,000
program	motivated environment	interventions if needed			Mileage:\$1000 (LCFF Supplemental)	Mileage:\$1000 (LCFF Supplemental)	Mileage:\$1000 (LCFF Supplemental)
	Improve school climate						
	Increase course access						
	Increase student engagement						

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.) funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or 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 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

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

Summary Supplemental & Concentration Grant & MPP

	2014-15	2015-16	2016-17
1	4,168,986	4,482,662	
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)
- benefit from academic supports, and related interventions. (LCFF funds) * Student access to interventions (academic, behavioral, and social): Through a multi-tiered system of support, all students, including unduplicated students will
- systematic process focused on meeting graduation requirements, entry requirements for college, and a broad course of study supported by AVID, International • Preparation for College and Career through successful completion of a broad course of study: All students, including unduplicated, will benefit from a 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

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

pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils. foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding 3D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils

Summary Supplemental & Concentration Grant & MPP	MPP		
	2014-15	2015-16	2016-17
Current year estimated supplemental and	A 160 DOC	100000	221400
concentration grant funding in the LCAP year	4,108,980	4,482,062	3,314,296
Current year Minimum Proportionality Percentage (MPP)	2,86%	2.88%	2.04%

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

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

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