Introduction:

LEA: Murrieta Valley Unified Scool District **Contact (Name, Title, Email, Phone Number):** Patrick Kelley, Superintendent, pkelley@murrieta.k12.ca.us, (951) 696-1600 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

Murrieta Valley Unified School District educates 23,400 students from transitional kindergarten through high school with an excellent, comprehensive academic program. Students participate in highly acclaimed visual and performing arts programs, championship interscholastic athletic programs and nationally recognized student activities programs. The student-centered educational program emphasizes a commitment to the academic success of each and every student. MVUSD is one of the highest performing districts in Riverside County with eleven California Distinguished Schools and a district Academic Performance Index of 854. Eighteen out of twenty schools exceed 800 on the API, a mark of excellence in California's accountability system. Highly qualified teachers and staff provide a world-class education that integrates academic and vocational skills and prepares students for the challenges and opportunities of a competitive global society.

Schools
11 K-5 Elementary Schools
4 6-8 Middle Schools
3 Comprehensive High Schools
1 Continuation High School
1 Independent Study Academy
The district also offers adult and community education, early childhood education, child care and a parent center.

Students
The student population is diverse, representing more than 8 ethnic groups and 39 languages and dialects. There are seven Title 1 schools in the district. Four percent of the students are English Learners and 27% qualify for free or reduced lunches. About 80% of 2014 graduates planned to pursue higher education at colleges and universities across the state and nation.

Ethnic/Racial Distribution:
American Indian or Alaska Native .4%
Asian 4.4%
Pacific Islander .6%
Filipino 3.9%
Hispanic or Latino 33.5%
African American 5.5%
White (not Hispanic) 46.8%
Multiple or No Response 5.2%

Instructional Programs:
*Alternative Education *After-school Enrichment Programs * Arts-Oriented Elementary and Middle School * Career Technical Education * Career Pathways and Internships * Credit Recovery Opportunities * Dual Enrollment with local community colleges * English Language Development * English Language Acquisition Program * Gifted and Talented Education (GATE) *Home/Hospital Instruction * Honors & Advanced Placement Courses * International Baccalaureate * Special Education * Summer School * Vocal and Instrumental Music for Elementary - High School * Visual and Performing Arts*

Technology
MVUSD has shifted from teaching and learning about technology to teaching and learning with technology. A district-wide wireless system provides technology access at all schools. Technology is used extensively to improve student achievement through data assessment and computer-based intervention programs. A district-wide Learning Management System enables teachers and students to access a full suite of cloud based digital tools. School libraries have also gone mobile and students can search for books in their school library anytime, anywhere, from computers or their mobile device.

Communications
Multiple methods of communication are used to keep the public aware of educational programs and student achievement. School web sites and teacher pages provide information on school events, contact information for administrators & teachers and class assignments. The district web site contains contact information for administrators and a wealth of updated information for parents, students and staff. An online parent portal provides access to secondary school students' grades. An automated parent notification system is used to keep parents informed about school news and emergency situations. Social media sites are regularly utilized by the district and schools to provide timely updates.

Parent Engagement
Parents play an important role in the education of their children. Every child benefits from a strong partnership between home and school and research shows when parents get involved, children do better in school. Parents can serve many different roles in the educational process: advocates, volunteers, fundraisers, and boosters. Parents can even serve in decision-making and oversight roles for the school. Parents are encouraged to join PTA and attend school events and activities.

Safety and Security
Student, staff & visitor safety is a primary concern at MVUSD. Prevention and response strategies include strong and effective school and law enforcement partnerships. Murrieta Police officers assigned to schools are highly trained and qualified to respond to any crisis or threat to student safety. All schools have an emergency plan, audible and silent alarm systems and video surveillance cameras. Students are encouraged to report any bullying, harassment, threats, and illegal or suspicious activities to school administrators through Sprigeo or the anonymous We-Tip Line, 1-800-78-CRIME.

The Board of Education
Elected members of the Board of Education are residents and taxpayers in the community. The Board of Education represents the interests of district stakeholders and they establish and oversee the District's educational and operational policies. Regular meetings of the Board of Education are generally held on the second Thursday of each month at 7:00 p.m. at the District Support Center. Board agendas and minutes are posted on the District web site.

Location
Murrieta Valley Unified School District is located in Murrieta, California. According to the FBI in 2013 Murrieta was ranked the second safest city in the country based on violent crime statistics among U.S. cities with a population of at least 100,000. On the southwestern edge of Riverside County, Murrieta is easily reached via the I-15 and I-215 freeways and is in close proximity to San Diego and Orange Counties.

District Employees:
2014/15 2,012

Fiscal Information:
2014/2015 Adopted Budget
Revenue $177,988,282
Expenditures $180,951,197

District Leadership:
Patrick Kelley Superintendent

Assistant Superintendents
Stacy Coleman, Business Services
Bill Olien, Facilities & Operational Services
Pamela Wilson, Educational Services
Darren Daniel, Human Resources

The 2013-2014 California State Budget introduced a new methodology in the funding of public education with the Local Control Funding Formula (LCFF). The LCFF eliminates mots 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/or 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 towards 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.

In Murrieta Valley Unified, our plan is scheduled to be reviewed at a public hearing on June 18th, and will be presented for approval to the Riverside County Office of Education by June 25th

Approved by the Murrieta Valley Unified School District Board of Education on June 25, 2015

School districts then review progress and update their plans annually.

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
1. The Stakeholder Advisory Council consisted of a total of 10 parent representatives. These parents represented the following stakeholder groups: English Learners Advisory, Title 1, Foster Youth and advocates, Special Education, PTA, Community College Dean, President of the Chamber of Commerce, Military. The LCAP advisory also included 5 student representatives and 21 representatives from: Site Administration (3), District administration (8), Classified staff (4), CSEA (1), Teachers from preschool, K-5, middle, and high school (4), and Teachers Bargaining Unit (1).	1. It was determined that we needed to extend the participation of stakeholders to include more student representatives and families of diverse backgrounds. • During the reflection process and annual review, staff determined that the targeted parent group to engage in 2015-2016 will be English Learner parents/community members and students. The district will re-establish the District English Language Advisory Council.

	Stakeholder feedback indicated the need to continue the Actions and Services outlined in the 2014-2015 LCAP. • Maintain support for all thirteen Actions and Services outlined in the 2014-25 LCAP The feedback from the Stakeholder Survey indicated an interest to afford a focus on the Arts, Career-Technical Education, enhanced counseling services, and support for Early Childhood Education • Hire a TOSA – District Arts Coordinator • Provide student access to arts curriculum and enhanced visual and performing arts opportunities (81.0% interested or very interested) • Provide student access to internships, continuing education, certificate programs, and trade schools (85.6% interested or very interested) • Provide support to CTE programs that do not qualify for Perkins funds • Add a counselor to each comprehensive high school, investigate the opportunity to grow elementary counseling services • Provide resources to Pre-School Program for teacher training, materials and support • Expand Arts, IB, STEM, and AVID site-based programs to identified schools A review of the thirteen initiatives indicated the need to establish one to four goals that would capture the Actions and Services provided within the thirteen initiatives. • Established four goal areas to include: achievement, prevention/intervention/acceleration, professional development and school culture/climate.
2. Senior Cabinet, Cabinet, Administrative Council, Principals Focus Groups, and Assistant Principals Council met weekly or monthly between August 2014 and May 2015. Both qualitative and quantitative data were reviewed in these settings through PowerPoint presentations. This data included: Review of a-g rates, EAP/SAT/ACT/AP data, K-5 reading and math proficiency rates, College Bound Program presentation, Stakeholder Feedback Survey Results, College-Going rates, Attendance Report and GPA Report MS/HS, Suspension/Expulsion	2. It was determined that the student achievement and attendance/discipline data shared with internal stakeholder groups should be shared within the Stakeholder Advisory Council. It was additionally determined, that we need to revise the structure and design of the Stakeholder Survey in order to receive better participation and feedback from stakeholders. It finally determined that we need to review the analysis of achievement/attendance/discipline of all students and specifically the under-performing/unduplicated students. As a result:

rates, Actions/Services Priorities and SWOT Analysis, SED Student Population and Systems Discussion and RCOE Presentation - Leading/Lagging Indicators.	• Established four goal areas to include: achievement, prevention/intervention/acceleration, professional development and school culture/climate. • Established baseline metrics in achievement, a-g completion, suspension, chronic absenteeism, site-based program participation by Subgroups, CTE participation and completion rates
Agenda items would include but not be limited to: review of data, solicitation of ideas on how to better engage stakeholders, updates on changes to the LCAP development process, opportunities to "dig deeper" into an LCAP action or service using strategies such as the "Reflection Protocol" to assist with establishing goals for the 2015-2016 school year. The "Reflection Protocol" process was used with several internal stakeholder groups as well.	Offered opportunity to use the Reflection Protocol with stakeholder groups as part of the Annual Review Process. These activities occurred over a period of five sessions in March. The sessions focused on: Elementary Intervention, Elementary STEM - EHC, Middle School Transformation, AVID Demo WSM, High School Intervention and College Career Readiness and Dual Enrollment. • Continue the implementation of Actions and Services noted above • Establish participation/enrollment baseline data for unduplicated students for Actions and Services noted above • Provide resources to sites for parent stakeholder engagement activities • Middle Schools will receive up to six (6) sections to offer mathematics intervention and acceleration classes to students. • High schools will maintain sections provided for intervention and acceleration program use. • Maintain the Coordinator of Assessment Accountability and Special Projects • Maintain the PBIS program within the district and provide anti-bullying training for staff • Hire a Behavior Intervention Aide to work with Foster Youth and students with chronic absenteeism rates. • Purchase student licenses for I Read and provide teachers training in the use of the program. • Employ the "Reading by Nine" progress monitoring system.

3. Parent Initiated Small Group Discussions: African-American parents met with the district and RCOE representatives to discuss the college-readiness of African-American students, specifically young men.	3. Small Group Stakeholders meetings were held with the following agenda topics: College going rates for under-represented student populations. • To this end, senior staff identified African-American families as the targeted stakeholder group to better engage in 2014 - 2015 and beyond. Two meetings were held with a small group of parents who expressed interest on preparation of their students (particularly their male students) for college readiness. These parents brought to the district's attention a program called, College Bound. The district engaged RCOE in the conversation and from that small group meeting RCOE forged a partnership with College Bound and later provided information about the program to school districts throughout the county. The district held a parent information night for the College Bound presentation. Over fifty families were in attendance. The district will provide "scholarships" to families who apply for and meet criteria.
4. During weekly meetings with Association Leaders (MTA and CSEA), Senior Educational Services and Human Resource Services staff provided updates and solicited input on the progress of Actions and Services as well as planning considerations for the 2015-2016 school year. The updates were provided through discussions regarding the progress of teacher training related activities to implementation of new standards and teaching strategies, training related the use of data to inform instructional practices, progress of teacher math and ELA curriculum development and vetting teams, expansion of actions and services, the creation of district benchmark assessments, and the adoption of mathematics textbooks and materials for grades 6-9.	4. Stakeholder Survey Data indicated the continued support of Actions and Services currently offered. • Maintain support of site program coordination provided by identified teachers and the required training for those teachers. • Maintain support of the Beginning Teacher Induction Program and related training for providers • Ensure that LCAP related activities become a standing agenda item on each Weekly Meeting Agenda
Teacher Professional Development surveys were conducted to guide planning for staff development activities.	Based upon the needs identified through the Teacher Professional Development Surveys (Include classified instructional staff members): • Training in district created ELA units and adopted Mathematics curriculums were planned for June 2015, August 2015 and at various times during the school year. • Training in proven instructional strategies for identified disciplines: ELA and Mathematics (at times indicated above) • Training in the Learning Management Systems used by the District: Haiku and EADMS (at times indicated above)

Teacher Instructional Coaches (TOSAs), Teacher Work Teams (Curriculum Developers) and Steering Committees (Unit Vetting Teams) indicated the need for district scoring teams for benchmark examinations.	Based upon input provided by TOSAs and Curriculum Work Teams: • Benchmark Performance Assessment Scoring Teams will be trained and paid to score exams • Maintain support of costs related to Junior Reflective Essay scoring teams will be trained and paid to score exams • Continue the process to provide school site-based instructional coach release time to ensure implementation of new standards aligned curriculums/strategies
5. Secondary School Site Student/Parent Surveys were provided. These surveys focused on the implementation of school-based site specific programs such as AVID, Dual Enrollment, STEM, Zero-Period at the Middle Schools and Intermurals at the Middle Schools. The results of the data from these surveys were shared in principal focus group meetings, school site council meetings and Board of Education meetings. The results were delivered by PowerPoint presentations.	5. The feedback from the school site Stakeholder Surveys indicated the continued support of Actions and Services currently offered. • Maintain zero period options at the middle school level • Maintain intermural sports programs at the middle school level • Expand STEM program opportunities to the feeder middle school (EHC to SMS)
Although student representation exists on the LCAP Advisory Council, interviews with selected student representative groups were not conducted in 2014-2015. However, survey feedback indicates an interest on the part of high school students to participate in small group consultation settings.	Based upon the interest and the desire to better engage students in the development of our LCAP • Student Consultation Groups will be formed in 2015-2016 using RCOE outreach services
6. Parents were involved in the development of the District LCAP through discussions held in School Site Council meetings. In these settings the LCAP Process was explained as well as the site based related programs. Stakeholder survey results, quantitative and qualitative data were shared and reviewed. This information was shared through discussion and PowerPoint presentations.	6. The feedback from School Site Council Meetings indicated the continued support of Actions and Services currently offered. • Make efforts to better engage with site ELAC parent groups • Provide training to principals on how to better engage parent and community stakeholder groups • Ensure that LCAP related activities become a standing agenda item at all parent and community stakeholder meetings: Coffee with the Principals, PTA/PTSA
7. School-site Leadership teams were involved in the development of the District LCAP through discussion held in Leadership Team Meetings. In these settings the LCAP Process was explained as well as the site based related	7. The feedback from School Site Leadership Meetings indicated the continued support of Actions and Services currently offered.

programs. Stakeholder survey results, quantitative and qualitative data were shared and reviewed. This information was shared through discussion and PowerPoint presentations.	• Ensure that LCAP related activities become a standing agenda item on all site Leadership Team meeting agendas.
Annual Update: 1. The Stakeholder Advisory Council met four times this year from December 2014 through May 2015. Staff, parents, students and community representatives reviewed qualitative and quantitative data through PowerPoint presentations. Examples of qualitative data included: a review of the 2014-2015 LCAP and Thirteen Initiatives; budget review of LCFF; Governor's Budget Proposal and Gap Funding Percentages; the LCAP process and changes to the process; a review of the Stakeholder Survey instrument; review of the 2015 LCAP Survey Results; School Site-Parent/Student Survey results; identified barriers and accelerators to implementation of actions and services and discussion of the 2015 LCAP Four Goal areas. The quantitative data reviewed included: a-g completion rates; suspension and expulsion rates; 2013-2014 Early Assessment Program (EAP) results; 2013-2014 California High School Exit Exam (CAHSEE) results; 2013-2014 Truancy Rate; 2013 College Attendance rate; 2013-2014 Attendance Report; 2013-2014 Grade Reports for Middle School and High School; 2013-2014 Grade Point Average Reports; RCOE Leading and Lagging Indicators Presentation; and Academic Achievement Goals for 2015-2016.	**Annual Update:** 1. Stakeholders suggested the following additions/changes at the various meetings held from December 2014 through May 2015. • Revision of stakeholder survey • Development of Four Goals: Place Thirteen Initiatives from 2014-2015 LCAP appropriately under new goals. • Based upon Stakeholder feedback, add three (3) FTEs Counseling positions, one to each comprehensive high school in order to increase services to targeted sub-group student populations with a focus on a-g completion, attendance, D/F grades, FASFA completion, participation and pass rates in site specific prevention/intervention and acceleration programs/courses. • Based upon Stakeholder feedback, add one (1) FTE Counselor on Special Assignment to serve as liaison to Middle and High School Counseling Services; A-G/CTE completion rates; EAP college readiness rates; Graduation Rates; AP/IB/DE enrollment and pass rates; and liaison to English Learner families. • Based upon Stakeholder feedback, add one (1) FTE Teacher on Special Assignment, Arts Focus to serve as the coordinator of K-12 Arts Integration efforts. • Based upon Stakeholder feedback, add resources to support Outsourced Special Programs for targeted sub-group student populations. • Provide an electronic comprehensive guidance program (California Colleges) in grades 6-12 to provide students with career and college interests inventories, create a resume (brag sheet), and create a plan of study based upon their skill strengths. • Based upon Stakeholder feedback, provide a comprehensive professional development plan for teachers, instructional support staff and administrators. • Based upon CELDT data increase staff development on ELD instruction through the new ELA/ELD framework/standards.

	• Maintain 2014-2015 implementation levels of all actions and services. • Establish baseline metrics for student achievement and school culture and climate based upon quantitative data analysis outcomes. • Provide school sites with additional resources to better engage parents. • Establish organized student focus groups to gather feedback on actions and services outlined in the LCAP.
2. School District Administrative Forums meet weekly and monthly depending on the group. In these settings throughout the school year, the LCAP process and related information is placed as a standing agenda item. Staff, parents, students and community representatives reviewed qualitative and quantitative data through PowerPoint presentations. Examples of qualitative data included: a review of the 2014-2015 LCAP and Thirteen Initiatives; budget review of LCFF; Governor's Budget Proposal and Gap Funding Percentages; the LCAP process and changes to the process; a review of the Stakeholder Survey instrument; review of the 2015 LCAP Survey Results; School Site-Parent/Student Survey results; identified barriers and accelerators to implementation of actions and services and discussion of the 2015 LCAP Four Goal areas. The quantitative data reviewed included: a-g completion rates; suspension and expulsion rates; 2013-2014 Early Assessment Program (EAP) results; 2013-2014 California High School Exit Exam (CAHSEE) results; 2013-2014 Truancy Rate; 2013 College Attendance rate; 2013-2014 Attendance Report; 2013-2014 Grade Reports for Middle School and High School; 2013-2014 Grade Point Average Reports; RCOE Leading and Lagging Indicators Presentation; and Academic Achievement Goals for 2015-2016.	2. School District Stakeholders: Senior Staff, School Principals and Board of Education • Based upon the data analysis, staff identified the need to create a Secondary Mathematics Pathway which will allow for intervention and acceleration options for students grades 6-12. Staff engaged parent, teacher and community stakeholders in the design of the mathematics pathways. • Based upon the data analysis, staff determined the need to create systems to tag students participating in Actions and Services, upload data related to student progress within those Actions and Services, and identify key points within the system to pull data to progress monitor student performance. • Based upon the data analysis, staff determined the need to continue Positive Behavior Intervention efforts as suspension and expulsion rates were lower. However the data indicates the need to focus on suspension and expulsion rates of subgroups. • Based upon the data analysis, staff determined the need to strategically address the leading indicators of chronic absenteeism by developing systems to input, review and address chronic absenteeism in grades K-3. • Based upon the data analysis, staff determined the need to develop systemic progress monitoring efforts in grades K-3, with 3rd grade being the capstone grade to achieve reading proficiency for all students.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

Scope of Service**:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Student Achievement: Ensure all students learn through access to high quality actions and services that increase school readiness, academic achievement, and civic/career/college readiness.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :

Through the analysis of our academic achievement data such as local assessments of student performance, high stakes test results (CST results 13-14), a-g completion rates, Advanced Placement enrollment in grades 11 and 12 and pass rates (AP), graduation rates, Early Assessment Program (EAP) results, attendance, and other metrics; our district has identified the need to increase school readiness, academic achievement, and civic, career and college readiness particularly with our underperforming student populations. Local assessment results help drive instruction. Although 94.4% of students are graduating, only 46.7% of students completed a-g requirements in 2013-14. With the latest 2014-15 projected data, 65% students are on track to complete a-g requirements. In 2013-2014, 54% of students were ready or conditionally ready in ELA while math dropped from 65% of students ready or conditionally ready to 54% of students ready or conditionally ready; English Learner Reclassification rate in 2013-2014 was 15.9% while the 2014-2015 English Learner reclassification rate is 5.4%; English Language Proficiency rates in 2013-2014 were 37%; AP participation rates in 2013-2014 were 25.6% of students; IB participation rates in 2013-2014 were 3.28% of secondary students enrolled; Dual Enrollment participation rates in 2013-2014 were 3.9% of students enrolled . In all areas, the dis-aggregated data indicates the need to focus specifically on the progress and participation rates of our SED, EL, Foster Youth, and students of ethnic backgrounds.

Participation Rates

- Advanced Placement identified need is English Learners and Foster Youth
- Dual Enrollment identified need includes Subgroups: English Learner, Foster Youth, SED, African-American, and Hispanic
- International Baccalaureate and Middle Years Program identified need includes Subgroups: English Learner, Foster Youth, SED, African-American
- Elementary STEM, IB and Arts programs identified need is to develop baseline proficiency rates in reading and math by all Subgroups
- Middle School STEM and Arts programs identified need is to develop baseline proficiency rates in reading and math by all Subgroups
- AVID Demo identified need includes Subgroups: Foster Youth, SED and American Indian
- AVID Non-Demo identified need includes Subgroups: English Learner, Foster Youth, SED, African-American, American Indian and Hispanic
- CTE

Achievement Rates

- a-g identified need includes Subgroups: English Learner, Foster Youth, SED, African-American, American Indian and Hispanic

Goal Applies to:	Schools:	All Schools Pre/K-12
	Applicable Pupil Subgroups:	All Students with a focus on ELL, SED, Foster Youth, Special Education, Identified Ethnic Student Groups (African American, Hispanic and American Indian)

LCAP Year 1: 2015-2016	
Expected Annual Measurable Outcomes:	1) Program participation rates: (Refer to appendix chart for specific data) A. Increase total AP, IB, and Dual Enrollment participation rate from 31% in 2014-15 to 34% in 2015-16. B. Increase AP enrollment from 23.7% in 2014-15 to at least 25% in 2015-16 at all high schools while ensuring an emphasis on equal or greater proportional representation for targeted subgroups SED AP enrollment: Increase 19% in 2014-15 to 22% in 2015-16 EL AP enrollment: Increase 8.9% in 2014-15 to 12% in 2015-16 Foster Youth AP enrollment: Increase 0% in 2014-15 to 9% (11 total students) African American AP enrollment from 21.8% in 2014-15 to 25% in 2015-16. Hispanic AP enrollment from 20.3% in 2014-15 to 23% in 2015-16. American Indian AP enrollment from 40% in 2014-15 to 43% in 2015-16 (40 total students). C. Increase VMHS Dual Enrollment participation from 9.14% in 2014-15 to 12% in 2015-2016 while ensuring an emphasis on equal or greater proportional representation for targeted subgroups SED DE enrollment: Increase 5.8% in 2014-15 to 9% in 2015-16 EL DE enrollment: Increase 0% in 2014-15 to 2% in 2015-16 Foster Youth DE enrollment: Increase 0% in 2014-15 to 25% (4 total students) African American DE enrollment from 6.3% in 2014-15 to 9.3% in 2015-16. Hispanic DE enrollment from 7.1% in 2014-15 to 10% in 2015-16. American Indian DE enrollment from 14.3% in 2014-15 to 21% in 2015-16 (14 total students). D. Increase MVHS International Baccalaureate (IB) diploma program participation from 10.9% in 2014-15 to 13% in 2015-16 while ensuring an emphasis on equal or greater proportional representation for targeted subgroups SED IB enrollment: Increase 6.7% in 2014-15 to 10% in 2015-16 EL IB enrollment: Increase 0% in 2014-15 to 3% in 2015-16 Foster Youth IB enrollment: Increase 0% in 2014-15 to 25% (4 total students) African American IB enrollment from 8% in 2014-15 to 11% in 2015-16. Hispanic IB enrollment from 9.7% in 2014-15 to 13% in 2015-16. American Indian IB enrollment from 20% in 2014-15 to 30% in 2015-16 (10 total students). E. Continue full-school participation in STEM program at E. Hale Curran. F. Determine the baseline participation in STEM at Shivela Middle in STEM related projects and programs G. Continue the full-school participation in Arts program at Lisa J. Mails Elementary School and Dorothy McElhinney Middle School. H. CTE Pathway Participation: 2013-14 12th grade from 777 to 800 in 2014-15 and to 830 in 2015-16 I. Begin school-wide implementation of International Baccalaureate program at Cole Canyon Elementary School with participation of all students.

J. Increase MMHS/ WSMS AVID Demo School participation while ensuring an emphasis on equal or greater proportional representation for targeted subgroups
All Student AVID participation: Increase from 20% in 2014-15 to 25% in 2015-16
SED AVID participation: Increase 15.7% in 2014-15 to 20% in 2015-16
EL AVID participation: Increase 43% in 2014-15 to 50% in 2015-16
Foster Youth AVID participation: Increase 16.7% in 2014-15 to 20% in 2015-16(6 total students)
African American AVID participation from 48.2% in 2014-15 to 53% in 2015-16.
Hispanic AVID participation from 25% in 2014-15 to 30% in 2015-16.
American Indian AVID participation from 18.2% in 2014-15 to 25% in 2015-16.

K. Increase AVID participation at all participating non-demonstration schools while ensuring an emphasis on equal or greater proportional representation for targeted subgroups
All Student AVID participation: Increase from 8.4% in 2014-15 to 10% in 2015-16
SED AVID participation: Increase 12.3% in 2014-15 to 15% in 2015-16
EL AVID participation: Increase 12.5% in 2014-15 to 15% in 2015-16
Foster Youth AVID participation: Increase 0% in 2014-15 to 10% in 2015-16(10 total students)
African American AVID participation from 13.6% in 2014-15 to 20% in 2015-16.
Hispanic AVID participation from 12.8% in 2014-15 to 20% in 2015-16.
American Indian AVID participation from 9.4% in 2014-15 to 15% in 2015-16.

2) Student achievement rates: (Refer to appendix for additional data)

A. Will set goals as new API is defined.

B. By 2017-2018, 70% or more of English Learners will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test. (CELDT)
EL Reclassification rate to increase: 5.4% in 2014-15 to 12% in 2015-16
English Language Proficiency increase: 37% in 2014-15 to 42% in 2015-16

C. All Student a-g completion: Increase from 51.7% in 2013-14 to 55.0% in 2014-15
SED a-g Completion: Increase 42.1% in 2013-14 to 47.0% in 2014-15
EL a-g Completion: Increase 2/15 students in 2013-14 to 6/22 students in 2014-15 completing a-g requirements
Foster Youth a-g Completion to be calculated when available
African American a-g Completion: Increase 39.5% in 2013-14 to 45% in 2014-15
Hispanic a-g Completion: Increase 42.7% in 2013-14 to 47.0% in 2014-15
American Indian a-g Completion: Increase 0% in 2013-14 to 30% in 2014-15 (9 total graduating students)

D. CTE Pathway Completer: 2013-14 12th grade from 143 to 155 in 2014-15
CTE Pathway Concentrator and Completer: 2013-14 12th grade from 388 to 400 in 2014-15

E. AP pass rate: Incremental increases from 68.6% in 2013-14 to 70% in 2014-15 to 73% in 2015-16.

F. EAP ELA College Readiness: Increase 51% ready or conditionally ready to 56% ready or conditionally ready
SED EAP ELA ready/conditional rate: Increase from 41% in 2013-14 to 49% in 2014-15
EL EAP ELA ready/conditional rate: Increase from 6% in 2013-14 to 15% in 2014-15
Foster Youth EAP ELA ready/conditional rate to be calculated when available
African American EAP ELA ready/conditional rate: Increase from 42% in 2013-14 to 48% in 2014-15
Hispanic EAP ELA ready/conditional rate: Increase from 42% in 2013-14 to 49% in 2014-15
American Indian EAP ELA ready/conditional rate: Increase from 54% in 2013-14 to 56% in 2014-15 (40 total students)

EAP Math College Readiness: Increase 54% ready or conditionally ready to 59% ready or conditionally ready
SED EAP Math ready/conditional rate: Increase from 48% in 2013-14 to 55% in 2014-15
EL EAP Math ready/conditional rate: Increase from 0% in 2013-14 to 15% in 2014-15
Foster Youth EAP Math ready/conditional rate to be calculated when available
African American EAP Math ready/conditional rate: Increase from 42% in 2013-14 to 48% in 2014-15
Hispanic EAP Math ready/conditional rate: Increase from 48% in 2013-14 to 54% in 2014-15
American Indian EAP Math ready/conditional rate: Increase from 0% in 2013-14 to 20% in 2014-15 (40 total students).

G. PSAT Scores: Baseline and target to be established during the 2015-16 school year

H. FAFSA Completion: increase from 67% in 2014-15 to 75% in 2015-16

I. Graduation rate from 94.03% in 2013-14, 95% in 2014-15 to 96% in 2015-16
SED graduation rate: Increase from 91.6% in 2013-14, 93% in 2014-15 to 94% in 2015-16
EL graduation rate: Increase from 89.2% in 2013-14, 92%% in 2014-15 to 93% in 2015-16
Foster Youth graduation rate to be calculated when available
African American graduation rate: Increase from 94.9% in 2013-14, 95% in 2014-15 to 96% in 2015-16
Hispanic graduation rate: Increase from 93.3% in 2013-14, 94.3% in 2014-15 to 95% in 2015-16
American Indian graduation rate: Increase from 81.8% in 2013-14, 85% in 2014-15 to 90% in 2015-16

J. Dropout rate from 4.4% in 2013-14 to 4.0% in 2014-15 to 3.5% in 2015-16
SED dropout rate: Decrease from 6.1% in 2013-14 to 5% in 2014-15 to 4.5% in 2015-16
EL dropout rate: Decrease from 8.4% in 2013-14 to 7% in 2014-15 to 6.5% in 2015-16
Foster Youth dropout rate to be calculated when available
African American dropout rate: Decrease from 1.5% in 2013-14 to 1% in 2014-15 and continue at 1% in 2015-16
Hispanic graduation dropout rate: Decrease from 5.7% in 2013-14 to 4.5% in 2014-15 to 4% in 2015-16
American Indian dropout rate: Decrease from 18.2% in 2013-14 to 14% in 2014-15 to 12% in 2015-16 (11 total students)

K. Decrease the percentage of students in Grades 6-8 failing two or more classes (by subgroups): 14.24% in 2014-15 reduced to 12% in 2015-16
SED students failing two or more classes: 24.6% in 2014-15 reduced to 21% or lower in 2015-16.
EL students failing two or more classes: 22.73% in 2014-15 reduced to 17% or lower in 2015-16.
Foster Youth students failing two or more classes: 30.77% in 2014-15 reduced to 25% or lower in 2015-16.
African American students failing two or more classes: 12.1% in 2014-15 to 10% or lower in 2015-16.
Hispanic students failing two or more classes: 19.7% in 2014-15 to 17% or lower in 2015-16.
American Indian students failing two or more classes: 46.7% in 2014-15 to 40% or lower in 2015-16 (15 students).

L. Decrease the percentage of students in Grades 9-12 failing two or more classes (by subgroups): 22.9% in 2014-15 reduced to 20% or lower in 2015-16
SED students failing two or more classes: 33.3% in 2014-15 reduced to 30% or lower in 2015-16.
EL students failing two or more classes: 29.8% in 2014-15 reduced to 27% or lower in 2015-16.
Foster Youth students failing two or more classes: 58.3% in 2014-15 reduced to 50% or lower in 2015-16 (12 students)
African American students failing two or more classes: 32.3% in 2014-15 to 29% or lower in 2015-16.
Hispanic students failing two or more classes: 27.4% in 2014-15 to 23% or lower in 2015-16.
American Indian students failing two or more classes: 48.8% in 2014-15 to 45% or lower in 2015-16 (43 students).

Literacy Targets:

Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal. (State and Local Assessments) The percentage of Third Graders scoring at proficiency on the SRI will increase annually by 5% or more for all students and by 7% or more for identified sub-groups.

M. K - 2 literacy will be monitored using the iRead program. End of year 2014 - 2015 school year data will be used to develop a benchmark for proficiency based on completion of applicable iRead level. Growth targets will be developed from there.

N. Increase the percentage of students in Grades 3 - 5 meeting proficiency targets in SRI to be determined based on end of 2014 - 2015 school year data.

O. Increase Grades 6-8 proficiency rates in SRI to be determined based on end of the 2014 - 2015 school year data.

Math Targets:

Students will demonstrate grade level proficiency in math with Eighth Grade performance serving as the district indicator of progress toward this goal. (State and Local Assessments) The percentage of Eighth Graders scoring at proficiency on the SMI will increase annually by 5% or more for all students and by 7% or more for identified sub-groups.

	P. Increase the percentage of students in Grades 3 - 5 meeting proficiency targets in SMI to be determined based on end of 2014 - 2015 school year data. Q. Increase Grades 6-8 proficiency rates in SMI to be determined based on end of 2014 - 2015 school year data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1 A) Maintain site-based programs. Site based programs offer priority registration to students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students). The programs are designed to ensure student achievement, civic, college, and career readiness. EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, P, Q	Cole Canyon Elementary, E. Hale Curran, Lisa J. Mails Elementary, Avaxat Elementary, Shivela Middle, Warm Springs Middle, Murrieta Mesa, Vista Murrieta High, Murrieta Valley High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	E. Hale Curran/Shivela STEM professional development 1000-1999: Certificated Personnel Salaries LCFF $14,369 E. Hale Curran/Shivela STEM supplies 4000-4999: Books And Supplies LCFF $5,000 International Baccalaureate (IB) program textbooks (restricted lottery) 4000-4999: Books And Supplies Lottery $15,000 Turn-It-In, Questia, IB test fees (restricted lottery) 5000-5999: Services And Other Operating Expenditures Lottery $21,835 Six (6) additional sections per high school to offer intervention and acceleration programs: MVHS International Baccalaureate, VMHS Dual Enrollment, MMHS Intervention 1000-1999: Certificated Personnel Salaries LCFF $230,214 LJM/DMMS Integrated Arts Program 1000-1999: Certificated Personnel Salaries LCFF $8,709 Avaxat Elementary AVID Program 1000-1999: Certificated Personnel Salaries LCFF $4,354 Cole Canyon International Baccalaureate Program (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $36,000 VMHS Dual Enrollment and Junior Reflective Essay 4000-4999: Books And Supplies Lottery $15,000 MVHS Middle Years Program (Restricted Lottery) 4000-4999: Books And Supplies Lottery $15,000
2) Continue implementation efforts Advancement Via Individual Determination (AVID) and AVID strategies. Offer priority registration to students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students). EAMO: 1) J, K and 2) B, C, D, E, F, G, H, I, J, K, L, M, N, P, Q	All Middle and High Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient	All Schools - All conference and travel to include: Summer Institute, Path Training, Site Team Training and AVID Coordinator Meetings 5000-5999: Services And Other Operating Expenditures LCFF $62,081 All Schools - AVID Tutors 2000-2999: Classified Personnel Salaries LCFF $121,920

		X Other Subgroups: (Specify) African American; Latino American; Native American	All Schools - College Field Trips 5000-5999: Services And Other Operating Expenditures LCFF $28,000 All Schools - Supplies 4000-4999: Books And Supplies LCFF $11,928 All Schools - AVID Licenses 5000-5999: Services And Other Operating Expenditures LCFF $13,570 All Schools - All conference and travel to include: Summer Institute, Path Training, Site Team Training and AVID Coordinator Meetings 1000-1999: Certificated Personnel Salaries LCFF $31,489 All Schools - All conference and travel to include: Summer Institute, Path Training, Site Team Training and AVID Coordinator Meetings 3000-3999: Employee Benefits LCFF $4,667 All Schools - AVID Tutors 3000-3999: Employee Benefits LCFF $27,004
3) Provide Counselor on Special Assignment at the District Office to assist with the design and oversight of completion rates: A-G, FAFSA, CTE, and Outsourced Programs for targeted student populations, College Board Related Efforts etc... EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, P, Q	All Middle Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American; Latino American; Native American	50% of salary for Counselor on Special Assignment 1000-1999: Certificated Personnel Salaries LCFF $48,664 50% of salary for Counselor on Special Assignment (Grant Funded) 1000-1999: Certificated Personnel Salaries California Career Pathways Trust $48,664 50% of benefits for Counselor on Special Assignment 3000-3999: Employee Benefits LCFF $8,127 50% of benefits for Counselor on Special Assignment 3000-3999: Employee Benefits California Career Pathways Trust $8,127
4) Provide additional counseling support services. Offer priority services to students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students) to ensure academic achievement, college, and career readiness. EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, P, Q	All High Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American; Latino American and Native American	One additional counselor at each comprehensive high school 1000-1999: Certificated Personnel Salaries LCFF $291,984 Benefits for one additional counselor at each comprehensive high school 3000-3999: Employee Benefits LCFF $71,126

5) Provide support Early Childhood Education: Focus on participation and proficiency rates of students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students) to ensure kindergarten readiness. EAMO: 2) M, P	Early Childhood Education Programs	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American, Latino American and Native American	Professional development in the use of early childhood programs and assessments (onetime unrestricted) 1000-1999: Certificated Personnel Salaries Other $9,940 Employee Benefits (onetime unrestricted) 3000-3999: Employee Benefits Other $1,474 TK Textbooks Big Day 2 sets (one-time unrestricted) 4000-4999: Books And Supplies Other $7,000
6) Provide outsourced/supplemental special programs. Offer priority participation to students from the underrepresented targeted populations to ensure academic achievement, civic, college, and career readiness. EAMO: 1) A, B, C, D, F, H, J, K and 2) A, C, D, E, F, G, H, I, J, K, L, O, Q	All Middle and High Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Latino American; Pacific Islander; Native American, and Latino males	College Bound Program; CSU San Marcos Alliance, Arts related programs 5000-5999: Services And Other Operating Expenditures LCFF $25,000
7) Adopt high quality middle school math textbooks, middle school manipulative materials, and high school supplemental materials. EAMO: 1) A, B, C, D, F, H, J, K, and 2) A, B, C, D, E, F, G, H, I, J, K, L, O, Q	All Secondary School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Middle school math textbooks, middle school manipulative materials, and high school supplemental materials (One-time unrestricted) 4000-4999: Books And Supplies Other $1,000,000
8). Principals share trends monthly at Administrative Council to report on progress monitoring of all students and by identified targeted students. EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O P, Q	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	No cost

		_ Other Subgroups: (Specify)	
9). Maintain support of District Library Plan EAMO: 2) B, F, I, J, M, N, O, P, Q	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Implementation of Year 2 of District Library Plan: Includes Cost for Over Drive in support of New Standards Implantation 4000-4999: Books And Supplies LCFF $96,000 Implementation of Year 2 of District Library Plan: Includes Cost for Over Drive in support of New Standards Implantation 5000-5999: Services And Other Operating Expenditures LCFF $1,500
10). Maintain support of costs associated with Assessment: State Exams, Pre-ID Services, A/P and I/B Test Fees and Exam Rooms EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O P, Q	All School Sites and all High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Assessment Related Costs: Proctors 1000-1999: Certificated Personnel Salaries LCFF $8,709 Assessment Related Costs: State Assessments Pre-ID 5000-5999: Services And Other Operating Expenditures LCFF $8,500 Assessment Related Costs: Proctors 3000-3999: Employee Benefits LCFF $1,291 A/P and I/B Test Fees and Exam Rooms (Unrestricted Lottery) 5000-5999: Services And Other Operating Expenditures Lottery $20,000
11). Provide support for Career Technical Education Implementation at all high schools. EAMO: 1) H and 2) D, H, I, J, L	All High Schools and Alternative Education	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Program Support for Career Technical Education (one-time unrestricted) 4000-4999: Books And Supplies Other $115,407 Program Support for Career Technical Education (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $3,520 Program Support for Career Technical Education (one-time unrestricted) 3000-3999: Employee Benefits Other $523 Program Support for Career Technical Education (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $3,000
12). Provide resources for costs associated with implementation of District-wide PSAT at grades 8 and 10. EAMO: 1) A, B, C, D, H, J, K and 2) A, B, C, D, E, F, G, H, I, J, K, L	Middle Schools, Highs and Alternative Ed.	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PSAT Implementation at 8th and 10th Grades 5000-5999: Services And Other Operating Expenditures LCFF $38,000

13). Coordinator of Assessment, Accountability and Special Projects EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O P, Q	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Coordinator of Assessment, Accountability and Special Projects 2000-2999: Classified Personnel Salaries LCFF $81,501 Coordinator of Assessment, Accountability and Special Projects 3000-3999: Employee Benefits LCFF $18,512
14). Maintain Reproduction Support of Print Level Readers/ELA-Math Benchmarks K-12 EAMO: 2) B, F, I, J, K, L, M, N. O, P, Q	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Reprographic Costs (Restricted Lottery) 5000-5999: Services And Other Operating Expenditures Lottery $150,000
15). Provide Site LCFF Allocations tied to SPSA's EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O P, Q	All School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American, Latino/Hispanic and Native American	Site LCFF Allocations based upon Unduplicated Student Numbers 5000-5999: Services And Other Operating Expenditures LCFF $185,168 Site LCFF Allocations based upon Unduplicated Student Numbers 4000-4999: Books And Supplies LCFF $1,000,000 Site LCFF Allocations based upon Unduplicated Student Numbers 2000-2999: Classified Personnel Salaries LCFF $29,336 Site LCFF Allocations based upon Unduplicated Student Numbers 3000-3999: Employee Benefits LCFF $10,496
1 B). Maintain site-based programs. Site based programs offer priority registration to students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students). The programs are designed to ensure student achievement, civic, college, and career readiness. EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, P, Q	Cole Canyon Elementary, E. Hale Curran, Lisa J. Mails Elementary, Avaxat Elementary, Shivela Middle,	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	E. Hale Curran/Shivela STEM professional development 3000-3999: Employee Benefits LCFF $2,132 Six (6) additional sections per high school to offer intervention and acceleration programs: MVHS International Baccalaureate, VMHS Dual Enrollment, MMHS Intervention 3000-3999: Employee Benefits LCFF $58,310 LJM/DMMS Integrated Arts Program 3000-3999: Employee Benefits LCFF $1,291

	Warm Springs Middle, Murrieta Mesa, Vista Murrieta High, Murrieta Valley High		Avaxat Elementary AVID Program 3000-3999: Employee Benefits LCFF $646 Cole Canyon International Baccalaureate Program (one-time unrestricted) 3000-3999: Employee Benefits Other $5,339

LCAP Year 2: 2016-2017	
Expected Annual Measurable Outcomes:	1) Program participation rates: (Refer to appendix chart for specific data) A. Increase total AP, IB, and Dual Enrollment participation rate from 34% in 2015-16 to 37% in 2016-17. B. Increase AP enrollment from 25% in 2015-16 to at least 28% in 2016-17 at all high schools while ensuring an emphasis on equal or greater proportional representation for targeted subgroups SED AP enrollment: Increase from 22% in 2015-16 to 25% in 2016-17 EL AP enrollment: Increase from 12% in 2015-16 to 15% in 2016-17 Foster Youth AP enrollment: Increase 9% in 2015-16 to 12% in 2016-17 (11 total students) African American AP enrollment from 25% in 2015-16 to 28% in 2016-17. Hispanic AP enrollment from 23% in 2015-16 to 26% in 2016-17. American Indian AP enrollment from 43% in 2015-16 to 46% in 2016-17 (40 total students). C. Increase VMHS Dual Enrollment participation from 12% in 2015-16 to 15% in 2016-17 while ensuring an emphasis on equal or greater proportional representation for targeted subgroups SED DE enrollment: Increase 9% in 2015-16 to 12% in 2016-17 EL DE enrollment: Increase 2% in 2015-16 to 5% in 2016-17 Foster Youth DE enrollment: Increase 25% in 2015-16 to 25% in 2016-17 (4 total students) African American DE enrollment from 9.3% in 2015-16 to 12% in 2016-17. Hispanic DE enrollment from 10% in 2015-16 to 13% in 2016-17. American Indian DE enrollment from 21% in 2015-16 to 24% in 2016-17 (14 total students). D. Increase MVHS International Baccalaureate (IB) participation from 12% in 2015-16 to 15% in 2016-17 while ensuring an emphasis on equal or greater proportional representation for targeted subgroups SED IB enrollment: Increase 10% in 2015-16 to 13% in 2016-17 EL IB enrollment: Increase 3% in 2015-16 to 6% in 2016-17 Foster Youth IB enrollment: Increase 25% in 2015-16 to 25% in 2016-17(4 total students) African American IB enrollment from 11% in 2015-16 to 14% in 2016-17. Hispanic IB enrollment from 13% in 2015-16 to 16% in 2016-17. American Indian IB enrollment from 30% in 2015-16 to 30% in 2016-17 (10 total students). E. Increase participation in STEM at E. Hale Curran Elementary as determined by the baseline data from the 2014-15 school year while ensuring an emphasis on equal or greater proportional representation for targeted subgroups H. CTE Pathway Participation: Increase from 830 12th grade students in 2015-16 to 860 12th grade student in 2016-17

I. Set base line achievement data of International Baccalaureate program at Cole Canyon Elementary School with participation of all students.

J. Increase MMHS/ WSMS AVID Demo School participation while ensuring an emphasis on equal or greater proportional representation for targeted subgroups
All Student AVID participation: Increase from 25% in 2015-16 to 28% in 2016-17.
SED AVID participation: Increase 20% in 2015-16 to 23% in 2016-17.
EL AVID participation: Increase 50% in 2015-16 to 53% in 2016-17.
Foster Youth AVID participation: Increase 20% in 2015-16 to 23% in 2016-17 (6 total students)
African American AVID participation from 53% in 2015-16 to 56% in 2016-17.
Hispanic AVID participation from 30% in 2015-16 to 33% in 2016-17.
American Indian AVID participation from 25% in 2015-16 to 28% in 2016-17.

K. Increase AVID participation at all participating non-demonstration schools while ensuring an emphasis on equal or greater proportional representation for targeted subgroups
All Student AVID participation: Increase from 10% in 2015-16 to 13% in 2016-17.
SED AVID participation: Increase 15% in 2015-16 to 18% in 2016-17.
EL AVID participation: Increase 15% in 2015-16 to 18% in 2016-17.
Foster Youth AVID participation: Increase 10% in 2015-16 to 15% in 2016-17 (10 total students)
African American AVID participation from 20% in 2015-16 to 23% in 2016-17.
Hispanic AVID participation from 20% in 2015-16 to 23% in 2016-17.
American Indian AVID participation from 15% in 2015-16 to 18% in 2016-17.

2) Student achievement rates: (Refer to appendix chart for specific data)

A. Will set goals as new API is defined.

B. By 2017-2018, 70% or more of English Learners will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test. (CELDT)
EL Reclassification rate to increase: 12% in 2015-16 to 15% in 2016-17
English Language Proficiency increase: 42% in 2015-16 to 45% in 2016-17

C. All Student A-G completion: Increase from 55% in 2015-16 to 58.0% in 2016-17
SED A-G Completion: Increase 47% in 2015-16 to 50.0% in 2016-17
EL A-G Completion: Increase 6/22 students in 2015-16 to 30% in 2016-17
Foster Youth A-G Completion: to be calculated when available
African American A-G Completion: Increase 45% in 2015-16 to 48% in 2016-17
Hispanic A-G Completion: Increase 47% in 2015-16 to 50% in 2016-17
American Indian A-G Completion: Increase 30% in 2015-16 to 40% in 2016-17 (9 total graduating students)

D. CTE Pathway Completer: Increase from 155 12th grade students in 2015-16 to 170 in 2016-17
CTE Pathway Concentrator and Completer: Increase from 400 12th grade students in 2015-16 to 420 in 2016-17

E. AP pass rate: Incremental increases from 73% in 2015-16 to 75% in 2016-17

F. EAP ELA College Readiness: Increase 51% ready or conditionally ready to 56% ready or conditionally ready
EAP math College Readiness: Increase 54% ready or conditionally ready to 59% ready or conditionally ready

G. PSAT Scores: Needs to be reported

H. FAFSA Completion: increase from 67% to 75%

I. Graduation rate: Increase from 96% in 2015-16 to 97% in 2016-17
SED graduation rate: Increase from 94% in 2015-16 to 95% in 2016-17
EL graduation rate: Increase from 93% in 2015-16 to 94% in 2016-17
Foster Youth graduation rate: to be calculated when available
African American graduation rate: Increase from 96% in 2015-16 to 97% in 2016-17
Hispanic graduation rate: Increase from 95% in 2015-16 to 96% in 2016-17
American Indian graduation rate: Increase from 90% in 2015-16 to 91% in 2016-17

J. Dropout rate: Decrease from 3.5% in 2015-16 to 3% in 2016-17
SED dropout rate: Decrease from 4.5 % in 2015-16 to 4% in 2016-17
EL dropout rate: Decrease from 6.5% in 2015-16 to 6% in 2016-17
Foster Youth dropout rate: to be calculated when available
African American dropout rate: Maintain from 1% in 2015-16 to 1% in 2016-17
Hispanic graduation dropout rate: Decrease from 4% in 2015-16 to 3.5% in 2016-17
American Indian dropout rate: Decrease from 12% in 2015-16 to 10% in 2016-17 (11 total students)

K. Decrease % of students in Grades 6-8 failing two or more classes (by subgroups): 12% in 2015-16 reduced to 10% in 2016-17.
SED students failing two or more classes: 21% in 2015-16 reduced to 19% or lower in 2016-17.
EL students failing two or more classes: 17% in 2015-16 reduced to 15% or lower in 2016-17.
Foster Youth students failing two or more classes: 25% in 2015-16 reduced to 23% or lower in 2016-17.
African American students failing two or more classes:10% in 2015-16 to 10% or lower in 2016-17.
Hispanic students failing two or more classes:17% in 2015-16 to 15% or lower in 2016-17.
American Indian students failing two or more classes:40% in 2015-16 to 37% or lower in 2016-17 (15 students).

L. Decrease % of students in Grades 9-12 failing two or more classes (by subgroups):20% in 2015-16 reduced to 17% or lower in 2016-17.
SED students failing two or more classes: 30% in 2015-16 reduced to 27% or lower in 2016-17.
EL students failing two or more classes: 27% in 2015-16 reduced to 24% or lower in 2016-17.
Foster Youth students failing two or more classes: 50% in 2015-16 reduced to 45% or lower in 2016-17 (12 students).
African American students failing two or more classes: 29% in 2015-16 to 26% or lower in 2016-17.
Hispanic students failing two or more classes: 23% in 2015-16 to 20% or lower in 2016-17.
American Indian students failing two or more classes: 45% in 2015-16 to 40% or lower in 2016-17 (43 students).

Literacy Targets:

Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal. (State and Local Assessments) The percentage of Third Graders scoring at proficiency on the SRI will increase annually by 5% or more for all students and by 7% or more for identified sub-groups.

M. K - 2 literacy will be monitored using the iRead program. End of year 2014 - 2015 school year data will be used to develop a benchmark for proficiency based on completion of applicable iRead level. Growth targets for 2015 - 2016 and 2016 - 2017 will be developed from there.

N. Increase the percentage of students in Grades 3 - 5 meeting proficiency targets in SRI to be determined based on end of 2014 - 2015 school year data and targets for 2015 - 2016.

O. Increase Grades 6-8 proficiency rates in SRI to be determined based on end of the 2014 - 2015 school year data and targets for 2015 - 2016.

Math Targets:

Students will demonstrate grade level proficiency in math with Eighth Grade performance serving as the district indicator of progress toward this goal. (State and Local Assessments) The percentage of Eighth Graders scoring at proficiency on the SMI will increase annually by 5% or more for all students and by 7% or more for identified sub-groups.

P. Increase the percentage of students in Grades 3 - 5 meeting proficiency targets in SMI to be determined based on end of 2014 - 2015 school year data and targets for 2015 - 2016.

Q. Increase Grades 6-8 proficiency rates in SMI to be determined based on end of 2014 - 2015 school year data and targets for 2015 - 2016.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Maintain site-based programs. Site based programs offer priority registration to students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students). The programs are designed to ensure student achievement, civic, college, and career readiness. EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, P, Q	E. Hale Curran, Lisa J. Mails Elementary, Avaxat Elementary, Shivela Middle, Warm Springs Middle, Murrieta Mesa, Vista Murrieta High, Murrieta Valley High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	E. Hale Curran/Shivela STEM professional development 1000-1999: Certificated Personnel Salaries LCFF $14,369 E. Hale Curran/Shivela STEM supplies 4000-4999: Books And Supplies LCFF $5,000 International Baccalaureate (IB) program textbooks (restricted lottery) 4000-4999: Books And Supplies Other $15,000 Turn-It-In, Questia, IB test fees (restricted lottery) 5000-5999: Services And Other Operating Expenditures Other $21,835 Increase up to nine (9) additional sections per high school to offer intervention and acceleration programs: MVHS International Baccalaureate, VMHS Dual Enrollment, MMHS Intervention 1000-1999: Certificated Personnel Salaries LCFF $386,760 LJM/DMMS Integrated Arts Program 1000-1999: Certificated Personnel Salaries LCFF $8,709 Avaxat Elementary AVID Program 1000-1999: Certificated Personnel Salaries LCFF $15,387 Cole Canyon International Baccalaureate Program (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $43,927 VMHS Dual Enrollment and Junior Reflective Essay (Restricted Lottery) 1000-1999: Certificated Personnel Salaries Other $15,000.00 MVHS Middle Years Program (Restricted Lottery) 4000-4999: Books And Supplies Other $15,000
2) Continue implementation efforts Advancement Via Individual Determination (AVID) and AVID strategies. Offer priority registration to students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students). EAMO: 1) J, K and 2) B, C, D, E, F, G, H, I, J, K, L, M, N, P, Q	All Middle and High Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American; Latino American; Native American	All Schools - Summer Institute and Path Training 5000-5999: Services And Other Operating Expenditures LCFF $62,081 All Schools - AVID Tutors 2000-2999: Classified Personnel Salaries LCFF $121,920 All Schools - College Field Trips 5000-5999: Services And Other Operating Expenditures LCFF $28,000 All Schools AVID - Supplies 4000-4999: Books And Supplies LCFF $11,928 All Schools - Licenses 5000-5999: Services And Other Operating Expenditures LCFF $13,570

			All Schools - AVID Tutors 3000-3999: Employee Benefits LCFF $27,004 All Schools - Summer Institute and Path Training 1000-1999: Certificated Personnel Salaries LCFF $31,489 All Schools - Summer Institute and Path Training 3000-3999: Employee Benefits LCFF $4,667
3) Maintain Counselor on Special Assignment at the District Office to assist with the design and oversight of completion rates: A-G, FAFSA, CTE, and Outsourced Programs for targeted student populations, College Board Related Efforts etc... EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, P, Q	All Middle Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	50% of salary for Counselor on Special Assignment 1000-1999: Certificated Personnel Salaries LCFF $48,664 50% of salary for Counselor on Special Assignment (Grant Funded) 1000-1999: Certificated Personnel Salaries California Career Pathways Trust $48,664 Benefits for Counselor on Special Assignment 3000-3999: Employee Benefits LCFF $8,127 Benefits for Counselor on Special Assignment (Grant Funded) 3000-3999: Employee Benefits California Career Pathways Trust $8,127
4) Maintain additional counseling support services. Offer priority services to students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students) to ensure academic achievement, college, and career readiness. EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, P, Q	All High Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American; Latino American and Native American	One additional counselor at each comprehensive high school 1000-1999: Certificated Personnel Salaries LCFF $291,984 One additional counselor at each comprehensive high school 3000-3999: Employee Benefits LCFF $71,126
5) Maintain support Early Childhood Education: Focus on participation and proficiency rates of students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students) to ensure kindergarten readiness. EAMO: 2) M, P	Early Childhood Education Programs	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American, Latino American and Native American	Professional development in the use of early childhood programs and assessments (onetime unrestricted) 1000-1999: Certificated Personnel Salaries Other $9,940 Benefits (onetime unrestricted) 3000-3999: Employee Benefits Other $1,474 TK Textbooks Big Day 2 sets (one-time unrestricted) 4000-4999: Books And Supplies Other $7,000

6) Maintain outsourced/supplemental special programs. Offer priority participation to students from the underrepresented targeted populations to ensure academic achievement, civic, college, and career readiness. EAMO: 1) A, B, C, D, F, H, J, K and 2) A, C, D, E, F, G, H, I, J, K, L, O, Q	All Middle and High Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Latino American; Pacific Islander; Native American, and Latino males	College Bound Program; CSU San Marcos Alliance, Arts related programs 5000-5999: Services And Other Operating Expenditures LCFF $30,000.00
7) Adopt high quality high school math textbooks and related materials. Begin adoption process for ELA textbooks and related materials EAMO: 1) A, B, C, D, F, H, J, K, and 2) A, B, C, D, E, F, G, H, I, J, K, L, O, Q	All Secondary School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	High school math textbooks and related materials. Begin adoption process for ELA textbooks and related materials. (one-time unrestricted) 4000-4999: Books And Supplies Other $1,000,000
8). Principals share trends monthly at Administrative Council to report on progress monitoring of all students and by identified targeted students. EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O P, Q	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
9). Maintain support of District Library Plan EAMO: 2) B, F, I, J, M, N, O, P, Q	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Implementation of Year 2 of District Library Plan: Includes Cost for Over Drive in support of New Standards Implantation 4000-4999: Books And Supplies LCFF $96,000 Implementation of Year 2 of District Library Plan: Includes Cost for Over Drive in support of New Standards Implantation 5000-5999: Services And Other Operating Expenditures LCFF $1,500

10). Maintain support of costs associated with Assessment: State Exams, Pre-ID Services, A/P and I/B Test Fees and Exam Rooms EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O P, Q	All School Sites and High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Assessment Related Costs: Proctors 1000-1999: Certificated Personnel Salaries LCFF $8,709 Assessment Related Costs: State Assessments Pre-ID 5000-5999: Services And Other Operating Expenditures LCFF $8,500 Employee Benefits 3000-3999: Employee Benefits LCFF $1,291 A/P and I/B Test Fees and Exam Rooms (Unrestricted Lottery) 5000-5999: Services And Other Operating Expenditures Lottery $20,000
11). Maintain support for Career Technical Education Implementation at all high schools. EAMO: 1) H and 2) D, H, I, J, L	All High Schools and Alternative Education	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic Latino, Native American	Maintain program support for Career Technical Education (one-time unrestricted) 4000-4999: Books And Supplies Other $115,407 Maintain program support for Career Technical Education (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $3,520 Maintain program support for Career Technical Education (one-time unrestricted) 3000-3999: Employee Benefits Other $523 Maintain program support for Career Technical Education (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $3,000
12). Maintain resources for costs associated with implementation of District-wide PSAT at grades 8 and 10. EAMO: 1) A, B, C, D, H, J, K and 2) A, B, C, D, E, F, G, H, I, J, K, L	Middle Schools, Highs and Alternative Ed	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PSAT Implementation at 8th and 10th Grades 5000-5999: Services And Other Operating Expenditures LCFF $38,000
13). Coordinator of Assessment, Accountability and Special Projects EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O P, Q	All Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Coordinator of Assessment, Accountability and Special Projects 2000-2999: Classified Personnel Salaries LCFF $81,501 Employee Benefits 3000-3999: Employee Benefits LCFF $18,512

14). Maintain Reproduction Support of Print Level Readers/ELA-Math Benchmarks K-12 EAMO: 2) B, F, I, J, K, L, M, N. O, P, Q	All Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Reprographic Costs (Restricted Lottery) 5000-5999: Services And Other Operating Expenditures Lottery $150,000
15). Maintain Site LCFF Allocations tied to SPSA's EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O P, Q	All School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Site LCFF Allocations based upon Unduplicated Student Numbers 5000-5999: Services And Other Operating Expenditures LCFF $185,168 Site LCFF Allocations based upon Unduplicated Student Numbers 4000-4999: Books And Supplies LCFF $1,000,000 Site LCFF Allocations based upon Unduplicated Student Numbers 2000-2999: Classified Personnel Salaries LCFF $29,336 Site LCFF Allocations based upon Unduplicated Student Numbers 3000-3999: Employee Benefits LCFF $10,496
1 B). Maintain site-based programs. Site based programs offer priority registration to students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students). The programs are designed to ensure student achievement, civic, college, and career readiness. EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, P, Q	Cole Canyon Elementary, E. Hale Curran, Lisa J. Mails Elementary, Avaxat Elementary, Shivela Middle, Warm Springs Middle, Murrieta Mesa, Vista Murrieta High, Murrieta Valley High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	E. Hale Curran/Shivela STEM professional development 3000-3999: Employee Benefits LCFF $2,132 Six (6) additional sections per high school to offer intervention and acceleration programs: MVHS International Baccalaureate, VMHS Dual Enrollment, MMHS Intervention 3000-3999: Employee Benefits LCFF $84,422 LJM/DMMS Integrated Arts Programs 3000-3999: Employee Benefits LCFF $1,291 Avaxat Elementary School AVID Program 3000-3999: Employee Benefits LCFF $2,503 Cole Canyon International Baccalaureate (one-time unrestricted) 3000-3999: Employee Benefits Other $6,673

LCAP Year 3: 2017-2018	
Expected Annual Measurable Outcomes:	1) Program participation rates: (Refer to appendix chart for specific data) Increase total AP, IB, and Dual Enrollment participation rate from 37% in 2016-17 to 40% in 2017-18. A. Increase AP enrollment from 28% in 2016-17 to at least 31% in 2017-18 at all high schools while ensuring an emphasis on equal or greater proportional representation for targeted subgroups SED AP enrollment: Increase from 25% in 2016-17 to 28% in 2017-18 EL AP enrollment: Increase from 15% in 2016-17 to 18% in 2017-18 Foster Youth AP enrollment: Increase 12% in 2016-17 to 15% in 2017-18 (11 total students) African American AP enrollment from 28% in 2016-17 to 31% in 2017-18. Hispanic AP enrollment from 26% in 2016-17 to 29% in 2017-18. American Indian AP enrollment from 46% in 2016-17 to 49% in 201-18 (40 total students). B. Increase VMHS Dual Enrollment participation from 15% in 2016-17 to 18% in 2017-18 while ensuring an emphasis on equal or greater proportional representation for targeted subgroups SED DE enrollment: Increase 12% in 2016-17 to 15% in 2017-18 EL DE enrollment: Increase 5% in 2016-17 to 8% in 2017-18 Foster Youth DE enrollment: Increase 25% in 201-17 to 50% in 2017-18 (4 total students) African American DE enrollment from 12% in 2016-17 to 15% in 2017-18. Hispanic DE enrollment from 13% in 2016-17 to 16% in 2017-18. American Indian DE enrollment from 24% in 2016-17 to 27% in 2017-18 (14 total students). C. Increase MVHS International Baccalaureate (IB) participation from 15% in 2016-17 to 18% in 2017-18 while ensuring an emphasis on equal or greater proportional representation for targeted subgroups SED IB enrollment: Increase 13% in 2016-17 to 16% in 2017-18 EL IB enrollment: Increase 6% in 2016-17 to 9% in 2017-18 Foster Youth IB enrollment: Increase 25% in 2016-17 to 50% in 2017-18(4 total students) African American IB enrollment from 14% in 2016-17 to 17% in 2017-18. Hispanic IB enrollment from 16% in 2016-17 to 19% in 2017-18. American Indian IB enrollment from 30% in 2016-17 to 33% in 2017-18 (10 total students). D. Increase participation in STEM at E. Hale Curran Elementary as determined by the baseline data from the 2014-15 school year while ensuring an emphasis on equal or greater proportional representation for targeted subgroups E. Determine the baseline participation in STEM at Shivela Middle in STEM related projects and programs F. Determine the baseline participation rate in arts programs at DMMS and Lisa J. Mails while ensuring an emphasis on equal or greater proportional representation for targeted subgroups G. CTE Pathway Participation: Increase from 860 12th grade students in 2016-17 to 890 12th grade student in 2017-18

H Set growth achievement targets of International Baccalaureate program at Cole Canyon Elementary School.

I. Increase MMHS/ WSMS AVID Demo School participation while ensuring an emphasis on equal or greater proportional representation for targeted subgroups
All Student AVID participation: Increase from 28% in 2016-17 to 31% in 2017-18.
SED AVID participation: Increase 23% in 2016-17 to 26% in 2017-18.
EL AVID participation: Increase 53% in 2016-17 to 56% in 2017-18.
Foster Youth AVID participation: Increase 23% in 2016-17 to 26% in 2017-18 (6 total students)
African American AVID participation from 56% in 2016-17 to 59% in 2017-18.
Hispanic AVID participation from 33% in 2016-17 to 36% in 2017-18.
American Indian AVID participation from 28% in 2016-17 to 31% in 2017-18.

J. Increase AVID participation at all participating non-demonstration schools while ensuring an emphasis on equal or greater proportional representation for targeted subgroups
All Student AVID participation: Increase from 13% in 2016-17 to 16% in 2017-18.
SED AVID participation: Increase 18% in 2016-17 to 21% in 2017-18.
EL AVID participation: Increase 18% in 2016-17 to 21% in 2017-18.
Foster Youth AVID participation: Increase 15% in 2016-17 to 18% in 2017-18 (10 total students)
African American AVID participation from 23% in 2016-17 to 26% in 2017-18.
Hispanic AVID participation from 23% in 2016-17 to 26% in 2017-18.
American Indian AVID participation from 18% in 2016-17 to 21% in 2017-18.

2) Student achievement rates: (Refer to appendix chart for specific data)

A. Will set goals as new API is defined.

B. EL Reclassification rate to increase: 5.4% to 10%
English Language Proficiency increase:

C. All Student A-G completion: Increase from 58% in 2016-17 to 61% in 2017-18
SED A-G Completion: Increase 50% in 2016-17 to 53% in 2017-18
EL A-G Completion: Increase 30% students in 2016-17 to 40% in 2017-18
Foster Youth A-G Completion: to be calculated when available
African American A-G Completion: Increase 48% in 2016-17 to 51% in 2017-18
Hispanic A-G Completion: Increase 50% in 2016-17 to 53% in 2017-18
American Indian A-G Completion: Increase 40% in 2016-17 to 50% in 2017-18 (9 total graduating students)

D CTE Pathway Completer: Increase from 170 12th grade students in 2016-17 to 190 in 2017-18
CTE Pathway Concentrator and Completer: Increase from 420 12th grade students in 2016-17 to 440 in 2017-18

E. AP pass rate: Incremental increases from 75% in 2016-17 to 77% in 2017-18

F. EAP ELA College Readiness: Increase 51% ready or conditionally ready to 56% ready or conditionally ready
EAP math College Readiness: Increase 54% ready or conditionally ready to 59% ready or conditionally ready

G. PSAT Scores: Needs to be reported

H. FAFSA Completion: increase from 67% to 75%

I. Graduation rate: Increase from 97% in 2016-17 to 98% in 2017-18
SED graduation rate: Increase from 95% in 2016-17 to 96% in 2017-18
EL graduation rate: Increase from 94% in 2016-17 to 95% in 2017-18
Foster Youth graduation rate: to be calculated when available
African American graduation rate: Increase from 97% in 2016-17 to 98% in 2017-18
Hispanic graduation rate: Increase from 96% in 2016-17 to 97% in 2017-18
American Indian graduation rate: Increase from 91% in 2016-17 to 92% in 2017-18

J. Dropout rate: Decrease from 3% in 2016-17 to 2.5% in 2017-18
SED dropout rate: Decrease from 4% in 2016-17 to 3.5% in 2017-18
EL dropout rate: Decrease from 6% in 2016-17 to 5.5% in 2017-18
Foster Youth dropout rate: to be calculated when available
African American dropout rate: Maintain 1% in 2016-17 to 1% in 2017-18
Hispanic graduation dropout rate: Decrease from 3.5% in 2016-17 to 3% in 2017-18
American Indian dropout rate: Decrease from 10% in 2016-17 to 8% in 2017-18 (11 total students)

K Decrease % of students in Grades 6-8 failing two or more classes (by subgroups): 10% in 2016-17 reduced to 8% in 2017-18.
SED students failing two or more classes: 19% in 2016-17 reduced to 16% or lower in 2017-18.
EL students failing two or more classes: 15% in 2016-17 reduced to 12% or lower in 2017-18.
Foster Youth students failing two or more classes: 23% in 2016-17 reduced to 20% or lower in 2017-18.
African American students failing two or more classes:10% in 2016-17 to 8% or lower in 2017-18.
Hispanic students failing two or more classes:15% in 2016-17 to 12% or lower in 2017-18.
American Indian students failing two or more classes: 37% in 2016-17 to 34% or lower in 2017-18 (15 students).

L. Decrease % of students in Grades 9-12 failing two or more classes (by subgroups): 17% in 2016-17 reduced to 14% or lower in 2017-18.
SED students failing two or more classes: 27% in 2016-17 reduced to 24% or lower in 2017-18.
EL students failing two or more classes: 24% in 2016-17 reduced to 21% or lower in 2017-18.
Foster Youth students failing two or more classes: 45% in 2016-17 reduced to 40% or lower in 2017-18 (12 students).
African American students failing two or more classes: 26% in 2016-17 to 23% or lower in 2017-18.
Hispanic students failing two or more classes: 20% in 2016-17 to 17% or lower in 2017-18.
American Indian students failing two or more classes: 40% in 2016-17 to 35% or lower in 2017-18 (43 students).

Literacy Targets:

Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal. (State and Local Assessments) The percentage of Third Graders scoring at proficiency on the SRI will increase annually by 5% or more for all students and by 7% or more for identified sub-groups.

M. K - 2 literacy will be monitored using the iRead program. End of year 2014 - 2015 school year data will be used to develop a benchmark for proficiency based on completion of applicable iRead level. Growth targets for 2015 - 2016, 2016 - 2017, and 2017 - 18 will be developed from there.

N. Increase the percentage of students in Grades 3 - 5 meeting proficiency targets in SRI to be determined based on end of 2014 - 2015 school year data and targets for 2015 - 2016 and 2016 - 2017.

O. Increase Grades 6-8 proficiency rates in SRI to be determined based on end of the 2014 - 2015 school year data and targets for 2015 - 2016 and 2016 - 2017.

Math Targets:

Students will demonstrate grade level proficiency in math with Eighth Grade performance serving as the district indicator of progress toward this goal. (State and Local Assessments) The percentage of Eighth Graders scoring at proficiency on the SMI will increase annually by 5% or more for all students and by 7% or more for identified sub-groups.

P. Increase the percentage of students in Grades 3 - 5 meeting proficiency targets in SMI to be determined based on end of 2014 - 2015 school year data and targets for 2015 - 2016 and 2016 - 2017.

Q. Increase Grades 6-8 proficiency rates in SMI to be determined based on end of 2014 - 2015 school year data and targets for 2015 - 2016 and 2016 - 2017.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Maintain site-based programs. Site based programs offer priority registration to students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students). The programs are designed to ensure student achievement, civic, college, and career readiness.	E. Hale Curran, Lisa J. Mails Elementary, Avaxat Elementary, Cole Canyon Elementary, Shivela Middle, Warm Springs	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	E. Hale Curran/Shivela STEM professional development 1000-1999: Certificated Personnel Salaries LCFF $14,369 E. Hale Curran/Shivela STEM supplies 4000-4999: Books And Supplies LCFF $5,000 International Baccalaureate (IB) program textbooks (restricted lottery) 4000-4999: Books And Supplies Other $15,000 Turn-It-In, Questia, IB test fees (restricted lottery) 5000-5999: Services And Other Operating Expenditures Other $21,835 Maintain up to nine (9) additional sections per high school to offer intervention and acceleration programs: MVHS International Baccalaureate, VMHS Dual Enrollment, MMHS

EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, P, Q	Middle, Murrieta Mesa, Vista Murrieta High, Murrieta Valley High		Intervention 1000-1999: Certificated Personnel Salaries LCFF $386,760 LJM/DMMS Integrated Arts Program 1000-1999: Certificated Personnel Salaries LCFF $8,709 Avaxat Elementary AVID Program 1000-1999: Certificated Personnel Salaries LCFF $10,194 Cole Canyon International Baccalaureate Program (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $25,952 VMHS Dual Enrollment and Junior Reflective Essay (Restricted Lottery) 1000-1999: Certificated Personnel Salaries Other $15,000 MVHS Middle Years Program (Restricted Lottery) 4000-4999: Books And Supplies Other $15,000
2) Continue implementation efforts Advancement Via Individual Determination (AVID) and AVID strategies. Offer priority registration to students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students). EAMO: 1) J, K and 2) B, C, D, E, F, G, H, I, J, K, L, M, N, P, Q	All Middle and High Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American; Latino American; Native American	All Schools - Summer Institute and Path Training 5000-5999: Services And Other Operating Expenditures LCFF $62,081 All Schools - AVID Tutors 2000-2999: Classified Personnel Salaries LCFF $121,920 All Schools - College Field Trips 5000-5999: Services And Other Operating Expenditures LCFF $28,000 All Schools - Supplies 4000-4999: Books And Supplies LCFF $11,928 All Schools - AVID Licenses 5000-5999: Services And Other Operating Expenditures LCFF $13,570 All Schools - Summer Institute and Path Training 1000-1999: Certificated Personnel Salaries LCFF $31,489 All Schools - Summer Institute and Path Training 3000-3999: Employee Benefits LCFF $4,667 All Schools - AVID Tutors 3000-3999: Employee Benefits LCFF $27,004
3) Maintain Counselor on Special Assignment at the District Office to assist with the design and oversight of completion rates: A-G, FAFSA, CTE, and Outsourced Programs for targeted student populations, College Board Related Efforts etc... EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, P, Q	All Middle Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	50% of salary for Counselor on Special Assignment 1000-1999: Certificated Personnel Salaries LCFF $48,664 50% of salary for Counselor on Special Assignment (Grant Funded) 1000-1999: Certificated Personnel Salaries California Career Pathways Trust $48,664 50% of benefits for Counselor on Special Assignment 3000-3999: Employee Benefits LCFF $8,127

			50% of benefits for Counselor on Special Assignment 3000-3999: Employee Benefits California Career Pathways Trust $8,127
4) Maintain additional counseling support services. Offer priority services to students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students) to ensure academic achievement, college, and career readiness. EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, P, Q	All High Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American; Latino American and Native American	One additional counselor at each comprehensive high school 1000-1999: Certificated Personnel Salaries LCFF $291,984 One additional counselor at each comprehensive high school 3000-3999: Employee Benefits LCFF $71,126
5) Maintain support Early Childhood Education: Focus on participation and proficiency rates of students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students) to ensure kindergarten readiness. EAMO: 2) M, P	Early Childhood Education Programs	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American, Latino American and Native American	Professional development in the use of early childhood programs and assessments (onetime unrestricted) 1000-1999: Certificated Personnel Salaries Other $9,940 Professional development in the use of early childhood programs and assessments (onetime unrestricted) 3000-3999: Employee Benefits Other $1,474 TK Textbooks Big Day 2 sets (one-time unrestricted) 4000-4999: Books And Supplies Other $7,000.00
6) Maintain outsourced/supplemental special programs. Offer priority participation to students from the underrepresented targeted populations to ensure academic achievement, civic, college, and career readiness. EAMO: 1) A, B, C, D, F, H, J, K and 2) A, C, D, E, F, G, H, I, J, K, L, O, Q	All Middle and High Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Latino American; Pacific Islander; and Native American	College Bound Program; CSU San Marcos Alliance, Arts related programs 5000-5999: Services And Other Operating Expenditures LCFF $30,000

7) Adopt high quality ELA textbooks and related materials. EAMO: 1) A, B, C, D, F, H, J, K, and 2) A, B, C, D, E, F, G, H, I, J, K, L, O, Q	All Secondary School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELA textbooks and related materials (one-time unrestricted) 4000-4999: Books And Supplies Other $2,000,000
8). Principals share trends monthly at Administrative Council to report on progress monitoring of all students and by identified targeted students. EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O P, Q	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
9). Maintain support of District Library Plan EAMO: 2) B, F, I, J, M, N, O, P, Q	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Implementation of Year 3 of District Library Plan: Includes Cost for Over Drive in support of New Standards implementation. 4000-4999: Books And Supplies LCFF $96,000 Implementation of Year 3 of District Library Plan: Includes Cost for Over Drive in support of New Standards implementation. 5000-5999: Services And Other Operating Expenditures LCFF $1,500
10). Maintain support of costs associated with Assessment: State Exams, Pre-ID Services, A/P and I/B Test Fees and Exam Rooms EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O P, Q	All School Sites and High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Assessment Related Costs: Proctors 1000-1999: Certificated Personnel Salaries LCFF $8,709 Assessment Related Costs: State Assessments Pre-ID 5000-5999: Services And Other Operating Expenditures LCFF $8,500 Assessment Related Costs: Proctors 3000-3999: Employee Benefits LCFF $1,291 A/P and I/B Test Fees and Exam Rooms (Unrestricted Lottery) 4000-4999: Books And Supplies Lottery $20,000

11). Provide support for Career Technical Education Implementation at all high schools. EAMO: 1) H and 2) D, H, I, J, L	All High Schools and Alternative Education	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American, Latino American and Native American	Program Support for Career Technical Education (one-time unrestricted) 4000-4999: Books And Supplies Other $115,407 Maintain program support for Career Technical Education (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $3,520 Maintain program support for Career Technical Education (one-time unrestricted) 3000-3999: Employee Benefits Other $523 Maintain program support for Career Technical Education (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $3,000
12). Provide resources for costs associated with implementation of District-wide PSAT at grades 8 and 10. EAMO: 1) A, B, C, D, H, J, K and 2) A, B, C, D, E, F, G, H, I, J, K, L	Middle Schools, Highs and Alternative Ed	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PSAT Implementation at 8th and 10th Grades 5000-5999: Services And Other Operating Expenditures LCFF $38,000
13). Coordinator of Assessment, Accountability and Special Projects EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O P, Q	All Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Coordinator of Assessment, Accountability and Special Projects 2000-2999: Classified Personnel Salaries LCFF $81,501 Coordinator of Assessment, Accountability and Special Projects 3000-3999: Employee Benefits LCFF $18,512
14). Maintain Reproduction Support of Print Level Readers/ELA-Math Benchmarks K-12 EAMO: 2) B, F, I, J, K, L, M, N. O, P, Q	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Reprographic Costs (Restricted Lottery) 5000-5999: Services And Other Operating Expenditures Lottery $150,000

15). Provide Site LCFF Allocations tied to SPSA's EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, O P, Q	All School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American, Hispanic/Latino American, American Indian	Site LCFF Allocations based upon Unduplicated Student Numbers 4000-4999: Books And Supplies LCFF $1,000,000 Site LCFF Allocations based upon Unduplicated Student Numbers 4000-4999: Books And Supplies LCFF $185,168 Site LCFF Allocations based upon Unduplicated Student Numbers 2000-2999: Classified Personnel Salaries LCFF $29,336 Site LCFF Allocations based upon Unduplicated Student Numbers 3000-3999: Employee Benefits LCFF $10,496
1 B). Maintain site-based programs. Site based programs offer priority registration to students from the targeted populations (Hispanic, African-American, SWDs, EL, and LI students). The programs are designed to ensure student achievement, civic, college, and career readiness. EAMO: 1) A, B, C, D, E, F, G, K and 2) A, B, C, D, E, F, G, H, I, J, K, L, M, N, P, Q	E. Hale Curran, Lisa J. Mails Elementary, Avaxat Elementary, Cole Canyon Elementary, Shivela Middle, Warm Springs Middle, Murrieta Mesa, Vista Murrieta High, Murrieta Valley High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	E. Hale Curran/Shivela STEM professional development 3000-3999: Employee Benefits LCFF $2,132 Maintain up to nine (9) additional sections per high school to offer intervention and acceleration programs: MVHS International Baccalaureate, VMHS Dual Enrollment, MMHS Intervention 3000-3999: Employee Benefits LCFF $84,422 LJM/DMMS Integrated Arts Program 3000-3999: Employee Benefits LCFF $1,291 Avaxat Elementary AVID Program 3000-3999: Employee Benefits LCFF $1,716 Cole Canyon International Baccalaureate Program (one-time unrestricted) 3000-3999: Employee Benefits Other $3,648

GOAL 2:	Prevention/Intervention/Acceleration: Provide high quality prevention/intervention/acceleration actions and services to eliminate barriers to student access to required and desired areas of study.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Through the analysis of our academic achievement data such as local assessments of student performance, high stakes test results, a-g completion rates, Advanced Placement, graduation rates, Early Assessment Program results, attendance, and other metrics, our district has identified the need to provide prevention, intervention, and acceleration services to close the achievement gap and ensure success for all students. While graduation rates and attendance data indicate high performance for all subgroups, more rigorous metrics such as a-g completion rates and Early Assessment Program results indicate a significant difference for targeted subgroups such as African-American, Hispanic, Socioeconomically Disadvantaged (SED), Students With Disabilities (SWDs), and English Learners. Particularly, the African-American subgroup a-g completion rates lag behind at 39.5% while compared to the 55.0% of White students. Socioeconomically disadvantaged students also lagged behind at 41.2% compared to the total average of 51.7%. In particular, the data analysis indicated the need to strategically address the underperformance of targeted subgroups, while ensuring opportunities of acceleration for students prepared to do so. In addition, our analysis has revealed the need for the district to be intentional and prescriptive in its effort with English Learners (ELs) due to a decrease from 13.2% to 5.6% in English Fluency Reclassification Rates. To help remedy this, the district will establish clear criteria for when students have the English language skills necessary to be successful in a rigorous academic program. With the implementation of the new California State Standards in mathematics, the district developed pathways which include targeted intervention for grades 6-9 to ensure proficiency in mathematics to allow students to complete college entrance math requirements. These math pathways also provide for acceleration to allow students to take two years of AP/IB/DE courses to allow students the ability to increase their competitiveness through the college admission process. The data analysis indicates the need for preschool and elementary prevention and intervention actions and services to ensure students are proficient before entrance into middle school.	
Goal Applies to:	Schools:	All Schools Pre/K-12
	Applicable Pupil Subgroups:	All students with a focus on ELL, SED, Foster Youth, Special Education, Identified Ethnic Student Groups (African American, Hispanic and American Indian)

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	1) Program Participation Rates A. Ensure that all students in targeted student populations who qualify for academic intervention programs in Grades K - 9 are given priority of inclusion in these programs. B. Determine district-wide (3-9) cut-off Lexile score for students in need of Read 180/System 44 intervention and create base-line data in regard to the percentage of qualified students who are able to participate in program. C. Increase acceleration program (Dual Enrollment, IB, Advanced Classes) participation rates for targeted student populations as indicated in Goal #1 2) Improved student achievement rates of students accessing intervention actions and services A. Create baseline data for the percentage of Kinder - 2nd graders receiving intervention who make one or more years of growth in the iRead program as measured by benchmarks and program levels. Disaggregate data to identify percentages for targeted subgroups. B. Create baseline data for the percentage of 3rd - 9th graders receiving intervention (Read 180/System 44) who meet their growth goal at the end of the school year. Disaggregate data to identify percentages for targeted subgroups. Create baseline data for the percentage of these students working on System 44 who meet the minimum progress goal of 10 series by the end of the school year. Disaggregate data to identify percentages for targeted subgroups. C. Create baseline data for the percentage of 6th - 9th graders receiving intervention (Math Intervention/Academic Seminar) who make growth as determined by assessment data and grades. Disaggregate data to identify percentages for targeted subgroups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1). Add up to four (4) sections to each middle school to offer math intervention/acceleration classes as identified on the Mathematics Pathway Plan. EAMO: 1) A, C and 2) C	All Middle Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American; Latino American; Native American	Up to four (4) sections to each middle school for intervention and acceleration math classes 1000-1999: Certificated Personnel Salaries LCFF $155,212 Up to four (4) sections to each middle school for intervention and acceleration math classes 3000-3999: Employee Benefits LCFF $41,569

2). Maintain up to six (6) sections for intervention/acceleration classes in math and ELA at each comprehensive high school. Refer to Goal #1 EAMO: 1) A, B, C and 2) B, C	All High Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American; Latino American; Native American	Costs listed in Goal #1 Action and Service 1A
3). Maintain a 50% Intervention Teacher at each elementary school. EAMO: 1) A, B and 2) A, B	All Elementary Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American; Latino American; Native American	Intervention Teachers at Elementary Schools 1000-1999: Certificated Personnel Salaries LCFF $392,690 Intervention Teachers Training: Mindset Focus/Data Analysis (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $11,000 Intervention Teachers at Elementary Schools 3000-3999: Employee Benefits LCFF $88,780 Intervention Teachers Training: Mindset Focus/Data Analysis (one-time unrestricted) 3000-3999: Employee Benefits Other $1,632
4). Maintain support for intervention materials: Math 180 and Read 180. EAMO: 1) A, B and 2) A, B, C	All Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American; Latino American; Native American	Math 180 and Read 180 (one-time restricted) 5000-5999: Services And Other Operating Expenditures Other $75,000 iRead (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $96,288 Parent Training for Intervention Programs - Title I School Sites 4000-4999: Books And Supplies Title I $16,800 Parent Training for Intervention Programs - Non-Title I School Sites (one-time unrestricted) 4000-4999: Books And Supplies Other $20,000

5). Purchase additional licenses for middle and high school intervention/acceleration programs: Think Through Math, APEX and Brain Honey EAMO: 1) A, B, C and 2) B, C	All Middle and High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Think Through Math 5000-5999: Services And Other Operating Expenditures LCFF $79,980 Tutorial program for acceleration (Shmoop) (restricted lottery) 5000-5999: Services And Other Operating Expenditures Lottery $45,000 Apex licenses (restricted lottery) 5000-5999: Services And Other Operating Expenditures Lottery $51,600 Expert 21 (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $50,000 Brain Honey (restricted lottery) 5000-5999: Services And Other Operating Expenditures Lottery $7,500
6). Provide Afterschool Computer Lab Access to Middle School Students EAMO: 1) A, B and 2) B, C	All Middle Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Middle School Afterschool Computer Lab Access 1000-1999: Certificated Personnel Salaries LCFF $27,796 Middle School Afterschool Computer Lab Access 3000-3999: Employee Benefits LCFF $4,124

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	1) Program Participation Rates A. Ensure that all students in targeted student populations who qualify for academic intervention programs in Grades K - 9 are given priority of inclusion in these programs. B. Using the district determined cut-off Lexile score, increase percentage of qualified students (3-9) who are able to participate in the Read 180/System 44 programs, based on 2015 - 2016 baseline data. C. Increase acceleration program (Dual Enrollment, IB, Advanced Classes) participation rates for targeted student populations as indicated in Goal #1 2) Improved student achievement rates of students accessing intervention actions and services A. Increase the percentage of Kinder - 2nd graders receiving intervention who make one or more years growth in the iRead program as measured by benchmarks and program levels. Disaggregate data to identify percentages for targeted subgroups. Determine intended increase based on 2015 - 2016 baseline data. B. Increase the percentage of 3rd - 9th graders receiving intervention (Read 180/System44) who meet their growth goal. Increase the percentage of students working on System 44 who meet the minimum progress goal of 10 series by the end of the school year. Disaggregate data for both goals to identify percentages for targeted subgroups. Determine intended increase based on 2015 - 2016 baseline data. C. Increase the percentage of 6th - 9th graders receiving intervention (Math Intervention/Academic Seminar) who make growth as determined by assessment data and grades. Disaggregate data to identify percentages for targeted subgroups. Identify adequate growth and intended increase based on 2015 - 2016 baseline data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1). Maintain up to four (4) sections to each middle school to offer math intervention/acceleration classes as identified on the Mathematics Pathway Plan. In addition, sections may be used for intervention efforts for ELA. EAMO: 1) A, C and 2) C	All Middle Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Up to four (4) sections to each middle school for intervention and acceleration math and ELA classes 1000-1999: Certificated Personnel Salaries LCFF $155,212 Up to four (4) sections to each middle school for intervention and acceleration math and ELA classes 3000-3999: Employee Benefits LCFF $41,569

2). Increase up to nine (9) sections for intervention/acceleration classes in math and ELA at each comprehensive high school. Refer to Goal #1 EAMO: 1) A, B, C and 2) B, C	All High Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American-Indian	Costs listed in Goal #1 Action and Service #1A
3). Increase Intervention Teacher Services at each elementary school from 50% to 80% EAMO: 1) A, B and 2) A, B	All Elementary Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American-Indian	80% Intervention Teachers at Elementary Schools 1000-1999: Certificated Personnel Salaries LCFF $628,304 Intervention Teachers Training: Data Analysis (One-time Unrestricted) 1000-1999: Certificated Personnel Salaries Other $11,000 Employee Benefits Intervention Teachers 3000-3999: Employee Benefits LCFF $164,131 Benefits/Sub- Costs for Training (One-time Unrestricted) 3000-3999: Employee Benefits Other $1,632
4). Maintain support for intervention materials: Math 180, Read 180, and iRead EAMO: 1) A, B and 2) A, B, C	All Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American-Indian	Maintain Math 180 and Read 180 (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $75,000.00 Maintain iRead (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $96,288 Parent Training for Intervention Programs 5000-5999: Services And Other Operating Expenditures Title I $16,800 Parent Training for Intervention Programs (one-time unrestricted) 4000-4999: Books And Supplies Other $20,000.00

5). Maintain additional licenses for middle and high school intervention/acceleration programs: Think Through Math, APEX and Brain Honey EAMO: 1) A, B, C and 2) B, C	All Middle and High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Think Through Math 5000-5999: Services And Other Operating Expenditures LCFF $79,980 Tutorial program for acceleration (Shmoop) (restricted lottery) 5000-5999: Services And Other Operating Expenditures Other $45,000 Apex licenses (restricted lottery) 5000-5999: Services And Other Operating Expenditures Lottery $51,600 Expert 21 (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $50,000 Brain Honey (restricted lottery) 5000-5999: Services And Other Operating Expenditures Other $7,500.00
6). Maintain Afterschool Computer Lab Access for Middle School Students EAMO: 1) A, B and 2) B, C	All Middle Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, and Native American	Middle School Afterschool Computer Lab Access 1000-1999: Certificated Personnel Salaries LCFF $27,796 Middle School Afterschool Computer Lab Access 3000-3999: Employee Benefits LCFF $4,124

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	1) Program Participation Rates A. Ensure that all students in targeted student populations who qualify for academic intervention programs in Grades K - 9 are given priority of inclusion in these programs. B. Using the district determined cut-off lexile score, increase percentage of qualified students (3-9) who are able to participate in the Read 180/System 44 programs, based on 2015 - 2016 baseline data and 2016 - 2017 growth targets. C. Increase acceleration program (Dual Enrollment, IB, Advanced Classes) participation rates for targeted student populations as indicated in Goal #1 2) Improved student achievement rates of students accessing intervention actions and services A. Increase the percentage of Kinder - 2nd graders receiving intervention who make one or more years growth in the iRead program as measured by benchmarks and program levels. Disaggregate data to identify percentages for targeted subgroups. Determine intended increase based on 2015 - 2016 baseline data and 2016 - 2017 growth targets. B. Increase the percentage of 3rd - 9th graders receiving intervention (Read 180/System44) who meet their growth goal. Increase the percentage of students working on System 44 who meet the minimum progress goal of 10 series by the end of the school year. Disaggregate data for both goals to identify percentages for targeted subgroups. Determine intended increase based on 2015 - 2016 baseline data and 2016 - 2017 growth targets. C. Increase the percentage of 6th - 9th graders receiving intervention (Math Intervention/Academic Seminar) who make growth as determined by assessment data and grades. Disaggregate data to identify percentages for targeted subgroups. Identify adequate growth and intended increase based on 2015 - 2016 baseline data and 2016 - 2017 growth targets.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1). Maintain up to four (4) sections to each middle school to offer math intervention/acceleration classes as identified on the Mathematics Pathway Plan. Additional sections may be used for ELA Intervention classes. EAMO: 1) A, C and 2) C	All Middle Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Up to four (4) sections to each middle school for intervention and acceleration math/ELA classes 1000-1999: Certificated Personnel Salaries LCFF $155,212 Up to four (4) sections to each middle school for intervention and acceleration math/ELA classes 3000-3999: Employee Benefits LCFF $41,569

2). Add up to nine (9) sections for intervention/acceleration classes in math and ELA at each comprehensive high school. Refer to Goal #1 EAMO: 1) A, B, C and 2) B, C	All High Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American-Indian	Costs listed in Goal #1 Action and Service #1A
3). Increase a 80% to 100% Intervention Teacher at each elementary school. EAMO: 1) A, B and 2) A, B	All Elementary Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American-Indian	100% Intervention Teachers at Elementary Schools 1000-1999: Certificated Personnel Salaries LCFF $785,380 Intervention Teachers Training: Data Analysis (One-time Restricted) 1000-1999: Certificated Personnel Salaries Other $11,000.00 Intervention Teachers at Elementary Schools 3000-3999: Employee Benefits LCFF $204,861 Intervention Teachers Training Data Analysis (One-time Restricted) 3000-3999: Employee Benefits LCFF $1,632
4). Maintain support for intervention materials: Math 180, Read 180 and iRead. EAMO: 1) A, B and 2) A, B, C	All Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American-Indian	Maintain Math 180 and Read 180 (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $75,000.00 Maintain iRead (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $96,288 Parent Training for Intervention Programs 5000-5999: Services And Other Operating Expenditures Title I $16,800 Parent Training for Intervention Programs (one-time unrestricted) 4000-4999: Books And Supplies Other $20,000

5). Purchase licenses for middle and high school intervention/acceleration programs: Think Through Math, APEX and Brain Honey EAMO: 1) A, B, C and 2) B, C	All Middle and High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Think Through Math 5000-5999: Services And Other Operating Expenditures LCFF $79,980 Tutorial program for acceleration (Shmoop) (restricted lottery) 5000-5999: Services And Other Operating Expenditures Other $45,000 Apex licenses (restricted lottery) 5000-5999: Services And Other Operating Expenditures Lottery $51,600 Expert 21 (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $50,000 Brain Honey 5000-5999: Services And Other Operating Expenditures LCFF $7,500
6). Maintain Afterschool Computer Lab Access for Middle School Students EAMO: 1) A, B and 2) B, C	All Middle Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American-Indian	Middle School Afterschool Computer Lab Access 1000-1999: Certificated Personnel Salaries LCFF $27,796 Middle School Afterschool Computer Lab Access 3000-3999: Employee Benefits LCFF $4,124

GOAL 3:	Professional Development: Ensure classroom teachers, instructional support staff, and school administrators are trained in the state standards, the standards aligned curriculums, proven researched-based instructional strategies, effective instructional technologies, instructional resources/assessments, and the collection and use of data in professional discussions to inform instruction and enhance student learning.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Through the implementation of the new California State Standards, the district has identified the need to provide professional development to all teachers to ensure they have the knowledge and skills necessary to provide quality instruction and services to all students. The CDE audit of compliance matters in Special Education (SE) identified the need to train SE teachers and service providers in IEP development and implementation. With the use of the latest technology and associated programs, the need has been identified for teachers to have training in technology and associated programs. Such training will ensure that teachers have the necessary knowledge and skills to provide a rich instructional environment to prepare students to be competitive in a global work environment. A review of teacher professional development surveys validated the focus areas named above. Survey data from principals and teachers have indicated the need to continue with the successful implementation of the induction programs that resulted in a positive impact on assisting new teachers effectively implement the new standards and curriculum to meet the full range of learners in the classroom. Finally, the LCAP stakeholder survey and the Board of Education LCAP Workshop have indicated the need to develop a district-wide integrated Arts program.	
Goal Applies to:	Schools:	All Schools Pre/K-12
	Applicable Pupil Subgroups:	All students with a focus on ELL, SED, Foster Youth, Special Education, Identified Ethnic Student Groups (African American, Hispanic and American Indian)

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	A. 85% participation in professional development program participation for identified teachers, administrators, and instructional classified staff as measured by sign-in sheets and post training surveys that evaluate the effectiveness of training. B. 90% designated AVID teacher involvement in AVID program planning meetings organized by AVID Coordinator as verified by sign-in sheets, time cards, C. 90% designated IB teacher involvement in IB program planning meetings organized by IB Coordinator as verified by sign-in sheets, time cards, etc. D. 100% of year-two teachers in the Induction Program will complete the requirements to achieve a clear credential. E. 85% participation of designated teacher teams in lesson study project to offer professional growth through observations and collaboration as measured by sign-in sheets, reflection within PLC notes and surveys that evaluate the effectiveness of the lesson study experience. F. A baseline for academic growth expected in 2016-17 will be set after scoring Benchmark Performance Assessments used to inform instruction and further professional development as measured by student assessment score reports. G. 100% access of EADMS and ESGI to teachers and administrators K - 12 to inform instruction and further professional development as measured by usage reports. H. 85% enrollment/participation in California Colleges for students in grades 6 - 12 for the purpose of assisting students' exploration into college and career options as measured by user reports. I. 100 % Assessment Coordinator or designee participation in identified local and state assessment-related meetings as verified by calendar and sign-in sheets.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1). Provide a Coordinator of Programs/Standards Implementation. EAMO: A, B, C, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide a Coordinator of Programs/Standards Implementation 1000-1999: Certificated Personnel Salaries Base $107,495 Coordinator of Programs/Standards Implementation 3000-3999: Employee Benefits Base $25,217
2). Provide TOSA for Arts Integration. EAMO: A, E	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	Provide TOSA for Arts Integration (one time unrestricted) 1000-1999: Certificated Personnel Salaries Other $75,589 TOSA for Arts Integration (one-time unrestricted) 3000-3999: Employee Benefits Other $23,930

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3). Maintain TOSA AVID Coordinator. EAMO: A, B, F, G, H, I	All School Sites with AVID programs	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American; Latino American; Native American	Maintain TOSA AVID Coordinator (one time unrestricted) 1000-1999: Certificated Personnel Salaries Other $51,719 Provide sub release time for AVID Coordinator meetings 1000-1999: Certificated Personnel Salaries LCFF $4,500 TOSA AVID Coordinator (one-time unrestricted) 3000-3999: Employee Benefits Other $12,307 Certificated sub release time for AVID Coordinator meetings 3000-3999: Employee Benefits LCFF $667
4). Provide International Baccalaureate/Dual Enrollment program coordination and support. EAMO: A, C, E, F, G, H, I	Murrieta Valley High School	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American; Latino American; Native American	Maintain two sections of IB to MVHS 1000-1999: Certificated Personnel Salaries LCFF $59,133 DE Teacher Release Time for Grading Student Essays 1000-1999: Certificated Personnel Salaries LCFF $4,354 Maintain IB Middle Years Staff Development 1000-1999: Certificated Personnel Salaries LCFF $9,579 Maintain dual enrollment training 1000-1999: Certificated Personnel Salaries LCFF $13,063 Maintain two sections of IB at MVHS 3000-3999: Employee Benefits LCFF $14,984 Maintain IB Middle Years Staff Development 3000-3999: Employee Benefits LCFF $1,421 DE Teacher Release Time for Grading Student Essays 3000-3999: Employee Benefits LCFF $646 Maintain dual enrollment training 3000-3999: Employee Benefits LCFF $1,937
5). Maintain teacher support through Instructional TOSA - Coaches EAMO: A, B, C, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain TOSA Instructional Coaches (one time unrestricted) 1000-1999: Certificated Personnel Salaries Other $349,836 Provide a TOSA Instructional Coach (.5) (One year only) (one time unrestricted) 1000-1999: Certificated Personnel Salaries Other $28,532 Maintain professional development for TOSAs (one time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $12,000

			TOSA materials, supplies, and mileage (one time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $16,000.00 Maintain TOSA Instructional Coaches (one-time unrestricted) 3000-3999: Employee Benefits Other $88,980 Provide a TOSA Instructional Coach (.5) (One year only) (one-time unrestricted) 3000-3999: Employee Benefits Other $4,231
6). Maintain instructional coaches to new and existing teachers. EAMO: A, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR. 1000-1999: Certificated Personnel Salaries LCFF $364,980 Training and coaching materials 4000-4999: Books And Supplies LCFF $24,360 Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR. 3000-3999: Employee Benefits LCFF $63,402
7). Provide professional development to teachers.by reinstating the Elements of Effective Instruction training and Special Education Implementation. EAMO: A, D, E, F, G, H, I	All School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African American; Latino American; Native American	Provide an Elements of Effective Instruction workshop to 170 teachers (100 GE and 75 SE) (one time unrestricted) 1000-1999: Certificated Personnel Salaries Other $129,530 Provide an Elements of Effective Instruction workshops to 50 GE and 38 SE teachers) using the after school training module (one time unrestricted) 1000-1999: Certificated Personnel Salaries Other $49,660 Provide 12 teacher trainers (8 GE and 4 SE) at the c-5 rate to provide the trainings (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $21,945 Materials and supplies (one-time unrestricted) 4000-4999: Books And Supplies Other $300 Provide Elements of Effective Instruction Workshop (one-time unrestricted) 3000-3999: Employee Benefits Other $26,584 Provide Teacher Trainers (one-time unrestricted) 3000-3999: Employee Benefits Other $3,255
8). Maintain teacher training on adopted and developed curriculums. EAMO: A, B, C, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	Provide teacher training to English and Math teachers (August training 2015) (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $60,960 Provide teacher training to English, Math and Science teachers in 15-16 for 120 teachers @ 4 days & 125.00 rate)

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	(one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $130,628 Supplemental curriculum - MVP Training for Math (one-time unrestricted) 4000-4999: Books And Supplies Other $12,500 Teacher Training to ELA and Math (August training 2015) (one-time unrestricted) 3000-3999: Employee Benefits Other $9,040 Teacher Training to ELA, Math and Science in 15-16 (one-time unrestricted) 3000-3999: Employee Benefits Other $19,372
9). Provide Lesson Study Project Training. EAMO: A, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide Lesson Study Project training to 120 teachers. (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $13,063 Provide Lesson Study Project training to 72 teachers through an after school training module (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $3,386 Provide Lesson Study Project training (one-time unrestricted) 3000-3999: Employee Benefits Other $1,937 Provide Lesson Study Project training (one-time unrestricted) 3000-3999: Employee Benefits Other $502
10). Develop curriculum and assessments aligned with the New State Standards. Maintain Secondary Work Teams. EAMO: A, B, C, D, E, F, G, H, I	All Secondary Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain release time to Curriculum Work Teams for Math and English in 2015-16. (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $100,975 Maintain release time for Math/English/Science Steering Vetting Teams. (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $78,376 Curriculum Work Teams ELA and Math (one-time unrestricted) 3000-3999: Employee Benefits Other $14,975 Curriculum Steering Vetting Teams (one-time unrestricted) 3000-3999: Employee Benefits Other $11,624
11). Provide training, assessment, and support to teachers. EAMO: A, B, C, D, E, F, G, H, I	All Secondary Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify)	Maintain release time for 90 Scoring Team Members for two days. 1000-1999: Certificated Personnel Salaries LCFF $19,594 Maintain release time for 23 Jr.Reflective Scoring Team Members for one day @ 125.00 rate. 1000-1999: Certificated Personnel Salaries LCFF $2,504

		African American; Latino American; Native American	Fund clerical subs for one day to enter data during the Jr. Reflective Scoring Team session. 2000-2999: Classified Personnel Salaries LCFF $506 Benchmark Scoring Team Members 3000-3999: Employee Benefits LCFF $2,906 Jr. Reflective Essay Scoring Team Members 3000-3999: Employee Benefits LCFF $371 Clerical Support for Scoring Teams (Classified) 3000-3999: Employee Benefits LCFF $75 RCOE Contracted Services 5000-5999: Services And Other Operating Expenditures Other $40,000
12). Provide literacy training to teachers. EAMO: A, B, C, D, E, F, G, H, I	Title I School Sites	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain training to Title I school teachers. 1000-1999: Certificated Personnel Salaries Title I $26,127 Maintain training to Title I school teachers. 3000-3999: Employee Benefits Title I $3,874
13). Maintain the district-wide information and learning management systems. EAMO: A, B, C, D, E, F, G, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to maintain existing information and learning management systems (restricted lottery) 5000-5999: Services And Other Operating Expenditures Lottery $94,050
14). Maintain Data Management Systems EAMO: A, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Formative Benchmark Progress Monitoring Data Systems - EADMS and ESGI 5000-5999: Services And Other Operating Expenditures LCFF $86,500 Adrylan Communications - Inspect Data Analysis (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $40,000

15). APEX Training of Staff EAMO: A, F, G, I	All High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Costs Associated with the training of staff to oversee the implementation of APEX 5000-5999: Services And Other Operating Expenditures Other $2,200
16). California Colleges EAMO: C	Middle Schools and High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provides online college counseling program access to all students grades 6-12 5000-5999: Services And Other Operating Expenditures LCFF $17,750
17). Assessment Related Support EAMO: A, B, C, D, E, F, G, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CDELT Subs 1000-1999: Certificated Personnel Salaries LCFF $5,661 CDELT Subs 3000-3999: Employee Benefits LCFF $839 Coordinator of Assessment County and State LCAP and Assessment Related Meetings 5000-5999: Services And Other Operating Expenditures LCFF $3,500
18). Library Technicians Staff Development EAMO: A	All Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Library Tech Subs 2000-2999: Classified Personnel Salaries LCFF $350 Library Tech Subs 3000-3999: Employee Benefits LCFF $77
19). Stakeholder Engagement (Parents) EAMO: A	All Sites	X All OR: _ Low Income pupils	Stakeholder Engagement (Parents) (one-time unrestricted) 4000-4999: Books And Supplies Other $10,000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
20). Administrator Training EAMO: A, D, E, F, G, H, I	All Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Administrator Training: Pre-K through 12th grade - ICLE/Scholastic PD (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $82,000

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	A. 85% participation in professional development program participation for identified teachers, administrators, and instructional classified staff as measured by sign-in sheets and post training surveys that evaluate the effectiveness of training. B. 90% designated AVID teacher involvement in AVID program planning meetings organized by AVID Coordinator as verified by sign-in sheets, time cards, C. 90% designated IB teacher involvement in IB program planning meetings organized by IB Coordinator as verified by sign-in sheets, time cards, etc. D. 100% of year-two teachers in the Induction Program will complete the requirements to achieve a clear credential. E. 85% participation of designated teacher teams in lesson study project to offer professional growth through observations and collaboration as measured by sign-in sheets, reflection within PLC notes and surveys that evaluate the effectiveness of the lesson study experience. F. A baseline for academic growth expected in 2016-17 will be set after scoring Benchmark Performance Assessments used to inform instruction and further professional development as measured by student assessment score reports. G. 100% access of EADMS and ESGI to teachers and administrators K - 12 to inform instruction and further professional development as measured by usage reports. H. 85% enrollment/participation in California Colleges for students in grades 6 - 12 for the purpose of assisting students' exploration into college and career options as measured by user reports. I. 100 % Assessment Coordinator or designee participation in identified local and state assessment-related meetings as verified by calendar and sign-in sheets.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain a Coordinator of Programs/Standards Implementation. EAMO: A, B, C, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide a Coordinator of Programs/Standards Implementation 1000-1999: Certificated Personnel Salaries Base $107,495 Provide Coordinator of Programs/Standards Implementation 3000-3999: Employee Benefits Base $25,217
2. Maintain TOSA for Arts Integration. EAMO: A, E	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	MaintainTOSA for Arts Integration (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $75,589 Maintain TOSA for Arts Integration (one-time unrestricted) 3000-3999: Employee Benefits Other $23,930

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Maintain TOSA AVID Coordinator. EAMO: A, B, F, G, H, I	All School Sites with AVID programs	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Identified ethnic student groups	Maintain TOSA AVID Coordinator (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $51,719 Provide sub release time for AVID Coordinator meetings 1000-1999: Certificated Personnel Salaries LCFF $4,500 Maintain TOSA AVID Coordinator (one-time unrestricted) 3000-3999: Employee Benefits Other $12,307 Provide sub release time for AVID Coordinator meetings 3000-3999: Employee Benefits LCFF $667
4. Increase International Baccalaureate/Dual Enrollment program coordination and support. EAMO: A, C, E, F, G, H, I	Murrieta Valley High School and Vista Murrieta High School	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Increase to three sections to IB at MV 1000-1999: Certificated Personnel Salaries LCFF $102,391 DE Teacher Release Time for Grading Student Essays 1000-1999: Certificated Personnel Salaries LCFF $4,354 Maintain IB Middle Year Staff Development 1000-1999: Certificated Personnel Salaries LCFF $9,579 Maintain Dual Enrollment training 1000-1999: Certificated Personnel Salaries LCFF $13,063 Increase to three (3) sections at MV 3000-3999: Employee Benefits LCFF $22,199 DE Teacher Release Time for Grading Student Essays 3000-3999: Employee Benefits LCFF $646 IB Middle Year Staff Development 3000-3999: Employee Benefits LCFF $1,421 Dual Enrollment Training 3000-3999: Employee Benefits LCFF $1,937
5. Maintain teachers with instructional support. EAMO: A, B, C, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners	Maintain TOSA Instructional Coaches (one time unrestricted) 1000-1999: Certificated Personnel Salaries Other $349,836

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain a TOSA Instructional Coach (.5) (One year only) (one time unrestricted) 1000-1999: Certificated Personnel Salaries Other $28,532 Provide professional development for TOSAs (one time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $12,000 TOSA materials, supplies, and mileage (one time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $16,000 Maintain TOSA Instructional Coaches (one time unrestricted) 3000-3999: Employee Benefits Other $88,980 Maintain a TOSA Instructional Coach (.5) (One year only) (one time unrestricted) 4000-4999: Books And Supplies Other $4,231
6. Maintain instructional coaching to new and existing teachers. EAMO: A, D, E, F, G, H, I	All School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR. 1000-1999: Certificated Personnel Salaries LCFF $364,980 Training and coaching materials 4000-4999: Books And Supplies LCFF $24,360 Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR. 3000-3999: Employee Benefits LCFF $63,402
7. Maintain professional development to teachers.through the reinstating the Elements of Effective Instruction training and Special Education Implementation. EAMO: A, D, E, F, G, H, I	All School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Maintain an Elements of Effective Instruction workshop to 170 teachers (100 GE and 75 SE) (one time unrestricted) 1000-1999: Certificated Personnel Salaries Other $129,530 Maintain an Elements of Effective Instruction workshops to 50 GE and 38 SE teachers) using the after school training module (one time unrestricted) 1000-1999: Certificated Personnel Salaries Other $49,660 Maintain 12 teacher trainers (8 GE and 4 SE) at the c-5 rate to provide the trainings 1000-1999: Certificated Personnel Salaries Other $21,945 Materials and supplies 4000-4999: Books And Supplies Other $300 Maintain an Elements of Effective Instruction workshop to 170 teachers (100 GE and 75 SE) (one time unrestricted) 3000-3999: Employee Benefits Other $26,584

			Maintain an Elements of Effective Instruction workshops to 50 GE and 38 SE teachers) using the after school training module (one time unrestricted) 3000-3999: Employee Benefits Other $3,255
8. Provide teacher training on adopted curriculum. EAMO: A, B, C, D, E, F, G, H, I	All Secondary Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain teacher training to English, Math and Science teachers (August training 2016) 1000-1999: Certificated Personnel Salaries Other $60,960 Maintain teacher training to English, Math and Science teachers in 15-16 for 120 teachers @ 4 days & 125.00 rate) 1000-1999: Certificated Personnel Salaries Other $130,628 Supplemental curriculum such as MVP 4000-4999: Books And Supplies Other $12,500 Teacher training to English, Math and Science teachers (August training 201) 3000-3999: Employee Benefits Other $9,040 Teacher training to English, Math and Science teachers in 15-16 for 120 teachers @ 4 days & 125.00 rate) 3000-3999: Employee Benefits Other $19,372
9. Maintain Lesson Study Project Training. EAMO: A, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain Lesson Study Project training to 120 more teachers. 1000-1999: Certificated Personnel Salaries Other $13,063 Maintain Lesson Study Project training to 72 more teachers through an after school training module 1000-1999: Certificated Personnel Salaries Other $3,386 Lesson Study Project training to 120 more teachers. 3000-3999: Employee Benefits Other $1,937 Lesson Study Project training to 72 more teachers through an after school training module 3000-3999: Employee Benefits Other $502
10. Develop curriculum and assessment aligned with the New State Standards. EAMO: A, B, C, D, E, F, G, H, I	All Secondary Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain release time to Curriculum Work Teams for Science and English in 2016-17. (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $100,975 Maintain release time for English/Science Steering Vetting Teams. (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $78,376 Release time to Curriculum Work Teams for Science and English in 2016-2017. (one-time unrestricted) 3000-3999: Employee Benefits Other $14,975

			Release time for English/Science Steering Vetting Teams. (one-time unrestricted) 3000-3999: Employee Benefits Other $11,624
11. Provide training, assessment, and support to teachers. EAMO: A, B, C, D, E, F, G, H, I	All Secondary Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Maintain release time for 90 Scoring Team Members for two days. 1000-1999: Certificated Personnel Salaries LCFF $19,594 Maintain release time for 23 Jr.Reflective Scoring Team Members for one day @ 125.00 rate. 1000-1999: Certificated Personnel Salaries LCFF $2,504 Fund clerical subs for one day to enter data during the Jr. Reflective Scoring Team session. 2000-2999: Classified Personnel Salaries LCFF $506 Release time for 180 Scoring Team Members for two days. 3000-3999: Employee Benefits LCFF $2,906 Release time for 23 Jr. Reflective Scoring Team Members for one day 3000-3999: Employee Benefits LCFF $371 Clerical subs for one day to enter data during the Jr. Reflective Scoring Team session. 3000-3999: Employee Benefits LCFF $75 RCOE Contracted Services 5000-5999: Services And Other Operating Expenditures Other $40,000
12. Provide literacy training to teachers. EAMO: A, B, C, D, E, F, G, H, I	Title I School Sites	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain training to Title I school teachers. 1000-1999: Certificated Personnel Salaries Title I $26,127 Training to Title I school teachers. 3000-3999: Employee Benefits Title I $3,874
13. Maintain the district-wide information and learning management systems. EAMO: A, B, C, D, E, F, G, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to maintain existing information and learning management systems: Haiku (restricted lottery) 5000-5999: Services And Other Operating Expenditures Lottery $94,050

14). Maintain Data Management Systems EAMO: A, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Formative Benchmark Progress Monitoring Data Systems - EADMS and ESGI 5000-5999: Services And Other Operating Expenditures LCFF $86,500 Adrylan Communications - Inspect Data Analysis (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $40,000
15). APEX Training of Staff EAMO: A, F, G, I	All High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Costs Associated with the training of staff to oversee the implementation of APEX 5000-5999: Services And Other Operating Expenditures Other $2,200
16). California Colleges EAMO: C	All Middle and High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provides online college counseling program access to all students grades 6-12 5000-5999: Services And Other Operating Expenditures LCFF $17,750
17). Assessment Related Support EAMO: A, B, C, D, E, F, G, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CDELT Subs 1000-1999: Certificated Personnel Salaries LCFF $5,661 CDELT Subs 3000-3999: Employee Benefits LCFF $839 Coordinator of Assessment County and State LCAP and Assessment Related Meetings 5000-5999: Services And Other Operating Expenditures LCFF $3,500

18). Library Technicians Staff Development EAMO: A	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Library Tech Subs 2000-2999: Classified Personnel Salaries LCFF $350 Library Tech Subs 3000-3999: Employee Benefits LCFF $77
19). Stakeholder Engagement (Parents) EAMO: A	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Stakeholder Engagement (Parents) (one-time unrestricted) 4000-4999: Books And Supplies Other $10,000
20). Administrator Training EAMO: A, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Administrator Training: Pre-K through 12th grade - ICLE/Scholastic PD (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $82,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Professional development program participation for teachers, administrators, and instructional classified staff as measured by sign-in sheets and post training surveys that evaluate the effectiveness of training. 100% AVID teacher involvement in AVID program planning meetings organized by AVID Coordinator as verified by sign-in sheets, time cards, 100% IB teacher involvement in IB program planning meetings organized by IB Coordinator as verified by sign-in sheets, time cards, etc. 100% of year-two teacher in the Induction Program will complete the requirements to achieve a clear credential. Participation of identified teacher teams in lesson study project to offer professional growth through observations and collaboration as measured by sign-in sheets and reflection within PLC notes. Scored Benchmark Performance Assessments which are used to inform instruction and further professional development as measured by student assessment score reports. Access of EADMS and ESGI to teachers and administrators K - 12 to inform instruction and further professional development as measured by usage reports. 100% enrollment and participation in California Colleges for all students grades 6 - 12 to assist students' exploration into college and career options as measured by user reports. Assessment Coordinator participation in local and state assessment-related meetings as verified by calendar and sign-in sheets.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain a Coordinator of Programs/Standards Implementation. EAMO: A, B, C, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain a Coordinator of Programs/Standards Implementation 1000-1999: Certificated Personnel Salaries Base $107,495 Maintain a Coordinator of Programs/Standards Implementation 3000-3999: Employee Benefits Base $25,217
2. Maintain TOSA for Arts Integration. EAMO: A, E	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide TOSA for Arts Integration (one time unrestricted) 1000-1999: Certificated Personnel Salaries Other $75,589 Provide TOSA for Arts Integration (one time unrestricted) 3000-3999: Employee Benefits Other $23,930

3. Maintain TOSA AVID Coordinator. EAMO: A, B, F, G, H, I	All School Sites with AVID programs	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic-Latino, American Indian	Maintain TOSA AVID Coordinator (one time unrestricted) 1000-1999: Certificated Personnel Salaries Other $51,719 Provide sub release time for AVID Coordinator meetings 1000-1999: Certificated Personnel Salaries LCFF $4,500 Maintain TOSA AVID Coordinator (one-time unrestricted) 3000-3999: Employee Benefits Other $12,307 Provide sub release time for AVID Coordinator meetings 3000-3999: Employee Benefits LCFF $667
4. Maintain International Baccalaureate/Dual Enrollment program coordination and support. EAMO: A, C, E, F, G, H, I	Murrieta Valley High School	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Maintain three sections of IB to MVHS 1000-1999: Certificated Personnel Salaries LCFF $102,391 DE - ELA Teachers Sub-Release Time to grade papers at VMHS 1000-1999: Certificated Personnel Salaries LCFF $4,354 Provide IB Middle Year Staff Development 1000-1999: Certificated Personnel Salaries LCFF $9,579 Provide DE training at VMHS 1000-1999: Certificated Personnel Salaries LCFF $13,063 Maintain three sections of IB to MVHS 3000-3999: Employee Benefits LCFF $22,199 DE - ELA Teachers Sub-Release to grade papers at VMHS 3000-3999: Employee Benefits LCFF $1,421 Provide DE training at VMHS 3000-3999: Employee Benefits LCFF $646 Provide IB Middle Years Staff Development 3000-3999: Employee Benefits LCFF $1,937
5. Maintain teachers with instructional support. EAMO: A, B, C, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain TOSA Instructional Coaches (one time unrestricted) 1000-1999: Certificated Personnel Salaries Other $349,836 Maintain a TOSA Instructional Coach (.5) (One year only) (one time unrestricted) 1000-1999: Certificated Personnel Salaries Other $28,532 Provide professional development for TOSAs (one time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $12,000

			TOSA materials, supplies, and mileage (one time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $16,000 Maintain TOSA Instructional Coaches (one time unrestricted) 3000-3999: Employee Benefits Other $88,980 Maintain a TOSA Instructional Coach (.5) (One year only) (one time unrestricted) 3000-3999: Employee Benefits Other $4,231
6. Maintain instructional coaching to new and existing teachers. EAMO: A, D, E, F, G, H, I	All School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR. 1000-1999: Certificated Personnel Salaries LCFF $364,980 Training and coaching materials 4000-4999: Books And Supplies LCFF $24,360 Maintain induction programs for new teachers through MVUSD Induction and provide support to teachers through PAR 3000-3999: Employee Benefits LCFF $63,402
7. Maintain professional development to teachers through the reinstating the Elements of Effective Instruction training and Special Education Implementation. EAMO: A, D, E, F, G, H, I	All School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Provide an Elements of Effective Instruction workshop to 170 teachers (100 GE and 75 SE) (one time unrestricted) 1000-1999: Certificated Personnel Salaries Other $129,530 Provide an Elements of Effective Instruction workshops to 50 GE and 38 SE teachers) using the after school training module (one time unrestricted) 1000-1999: Certificated Personnel Salaries Other $49,660 Provide 12 teacher trainers (8 GE and 4 SE) at the c-5 rate to provide the trainings (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $21,945 Materials and supplies (one-time unrestricted) 4000-4999: Books And Supplies Other $300 Provide an Elements of Effective Instruction workshop to 170 teachers (100 GE and 75 SE) (one time unrestricted) 3000-3999: Employee Benefits Other $26,584 Provide 12 teacher trainers (8 GE and 4 SE) at the c-5 rate to provide the trainings (one-time unrestricted) 3000-3999: Employee Benefits Other $3,255

8. Maintain teacher training on adopted curriculum. EAMO: A, B, C, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide teacher training to English and Science teachers (August training 2017) (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $60,960 Provide teacher training to English, Math and Science teachers in 15-16 for 120 teachers @ 4 days & 125.00 rate) (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $130,628 Supplemental curriculum such as MVP (one-time unrestricted) 4000-4999: Books And Supplies Other $12,500 Provide teacher training to English and Science teachers (August training 2017) (one-time unrestricted) 3000-3999: Employee Benefits Other $9,040 Provide teacher training to English, Math and Science teachers in 15-16 for 120 teachers @ 4 days & 125.00 rate) (one-time unrestricted) 3000-3999: Employee Benefits Other $19,372
9. Maintain Lesson Study Project Training. EAMO: A, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide Lesson Study Project training to 120 more teachers. (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $13,063 Provide Lesson Study Project training to 72 more teachers through an after school training module. (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $3,386 Provide Lesson Study Project training to 120 more teachers. (one-time unrestricted) 3000-3999: Employee Benefits Other $1,937 Provide Lesson Study Project training to 72 more teachers through an after school training module. (one-time unrestricted) 3000-3999: Employee Benefits Other $502

10. Develop curriculum and assessment aligned with the New State Standards. EAMO: A, B, C, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide release time to Curriculum Work Teams in 2017-18. (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $100,975 Provide release time for Steering Vetting Teams. (one-time unrestricted) 1000-1999: Certificated Personnel Salaries Other $78,376 Provide release time to Curriculum Work Teams in 2017-18. (one-time unrestricted) 3000-3999: Employee Benefits Other $14,975 Provide release time for Steering Vetting Teams. (one-time unrestricted) 3000-3999: Employee Benefits Other $11,624
11. Maintain training, assessment, and support to teachers. EAMO: A, B, C, D, E, F, G, H, I	All Secondary School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Maintain release time for 90 Scoring Team Members for two days. 1000-1999: Certificated Personnel Salaries LCFF $19,594 Maintain release time for 23 Jr.Reflective Scoring Team Members for one day @ 125.00 rate. 1000-1999: Certificated Personnel Salaries LCFF $2,504 Fund clerical subs for one day to enter data during the Jr. Reflective Scoring Team session. 2000-2999: Classified Personnel Salaries LCFF $506 Maintain release time for 180 Scoring Team Members for two days. 3000-3999: Employee Benefits LCFF $2,906 Maintain release time for 23 Jr. Reflective Scoring Team Members for one day @ 125.00 rate. 3000-3999: Employee Benefits LCFF $371 Fund clerical subs for one day to enter data during the Jr. Reflective Scoring Team session. 3000-3999: Employee Benefits LCFF $75 RCOE Contracted Services (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $40,000

12. Provide literacy training to teachers. EAMO: A, B, C, D, E, F, G, H, I	Title I School Sites	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide training to Title I school teachers. 1000-1999: Certificated Personnel Salaries Title I $26,127 Provide training to Title I school teachers. 3000-3999: Employee Benefits Title I $3,874
13. Maintain the district-wide information and learning management systems. EAMO: A, B, C, D, E, F, G, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to maintain existing information and learning management systems: Haiku (restricted lottery) 5000-5999: Services And Other Operating Expenditures Lottery $94,050
14). Maintain Data Management Systems EAMO: A, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Formative Benchmark Progress Monitoring Data Systems - EADMS and ESGI 5000-5999: Services And Other Operating Expenditures LCFF $86,500 Adrylan Communications - Inspect Data Analysis (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $40,000
15). APEX Training of Staff EAMO: A, F, G, I	All Secondary Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Costs Associated with the training of staff to oversee the implementation of APEX (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $2,200

16). California Colleges EAMO: C	All Secondary Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provides online college counseling program access to all students grades 6-12 5000-5999: Services And Other Operating Expenditures LCFF $17,750
17). Assessment Related Support EAMO: A, B, C, D, E, F, G, I	All Schools Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CDELT Subs 1000-1999: Certificated Personnel Salaries LCFF $5,661 CDELT Subs 3000-3999: Employee Benefits LCFF $839 Coordinator of Assessment County and State LCAP and Assessment Related Meetings 5000-5999: Services And Other Operating Expenditures LCFF $3,500
18). Library Technicians Staff Development EAMO: A	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Library Tech Subs (one-time unrestricted) 2000-2999: Classified Personnel Salaries Other $350 Library Tech Subs (one-time unrestricted) 3000-3999: Employee Benefits Other $77
19). Stakeholder Engagement (Parents) EAMO: A	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Stakeholder Engagement (Parents) (one-time unrestricted) 4000-4999: Books And Supplies Other $10,000

20). Administrator Training EAMO: A, D, E, F, G, H, I	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Administrator Training: Pre-K through 12th grade - ICLE/Scholastic PD (one-time unrestricted) 5000-5999: Services And Other Operating Expenditures Other $82,000

GOAL 4:	Engagement: Ensure all school sites have safe, welcoming, inspiring, and inclusive climates for all students and their families, so that all students are behaviorally and academically engaged in school and ready to learn.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 X 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	The district is committed to provide students with a safe and nurturing environment. The attendance data indicates that while overall ADA rates exceed 95% and most subgroups exceeding or being extremely near 95%, there needs to be a focus on chronic absenteeism. For chronic absenteeism, Students with Disabilities (SWDs), Socioeconomically disadvantaged students, and American Indian students show the greatest need, while a grade level analysis shows us a need to focus on Pre-K, Kindergarten, and twelfth grade. In our analysis of truancy rates, it was discovered that consistent protocols for establishing truant status for students needs to be determined. Despite data concerns, similar patterns from chronic absenteeism rates appear where there is a need to monitor our SWDs and American Indian students; however, the Hispanic and EL subgroups indicate a larger need than they do in chronic absenteeism. Suspension and expulsion rates are low overall; however, the African American and SWD subgroup tend to have higher rates of suspensions overall. Expulsions are low enough to where each case can be monitored on an individual basis. Additionally, data review at the middle schools that included parent/student surveys, CHKS, and West Ed school climate survey indicated that while our middle schools are doing well in most cases, there is a need for focused attention on improving student connectedness and engagement to their school environment. Additional survey and participation in intramural data indicated a significant number of students participating in what individuals believe to be valuable programs. Therefore, participation in these programs will continue to be monitored to ensure targeted student populations have every opportunity to participate. The PBIS professional development survey drew attention to the need for the development of district-wide common behavioral expectation and research-based social skills instruction.	
Goal Applies to:	Schools:	All Schools Pre/K-12
	Applicable Pupil Subgroups:	All students with a focus on ELL, SED, Foster Youth, Special Education, Identified Ethnic Student Groups (African American, Hispanic and American Indian)

LCAP Year 1: 2015-2016	
Expected Annual Measurable Outcomes:	A. Increase attendance rates from 95.3% in 2014-15 to 95.5% in 2015-16. SED attendance rates from 95.25% in 2014-15 to 95.5% in 2015-16. EL attendance rates from 95.53% in 2014-15 to 95.75% in 2015-16. Foster youth attendance rates to be calculated when available Students with disabilities attendance rates from 94.40% in 2014-15 to 94.75% in 2015-16. African American attendance rates maintained from 96.08% in 2014-15 and 2015-16. Hispanic attendance rates from 95.32% in 2014-15 to 95.5% in 2015-16. American Indian attendance rates from 94.35% in 2014-15 to 94.5% in 2015-16. B. Decrease truancy rates from 20.4% in 2014-15 to 18.4% in 2015-16. SED truancy rates from 20.45% in 2014-15 to 18% in 2015-16. EL truancy rates from 28.65% in 2014-15 to 24% in 2015-16. Foster youth truancy rates to be calculated upon availability. Students with disabilities truancy rates from 26.68% in 2014-15 to 22% in 2015-16. African American truancy rates from 22.24% in 2014-15 to 20% in 2015-16. Hispanic truancy rates from 23.97% in 2014-15 to 21% in 2015-16. American Indian truancy rates from 26.37% in 2014-15 to 22% in 2015-16. C. Decrease chronic absenteeism rates from 10.3% in 2014-15 to 8% in 2015-16. SED chronic absenteeism rates from 11.8% in 2014-15 to 10% in 2015-16. EL chronic absenteeism rates from 10.9% in 2014-15 to 9% in 2015-16. Foster youth chronic absenteeism rates to be calculated when available. Students with disabilities chronic absenteeism rates from 15.8% in 2014-15 to 13% in 2015-16. African American chronic absenteeism rates from 9.7% in 2014-15 to 8% in 2015-16. Hispanic chronic absenteeism rates from 11.6% in 2014-15 to 10% in 2015-16. American Indian chronic absenteeism rates from 18.7% in 2014-15 to 15% in 2015-16. D. The suspensions were 599 in 2013-14. Decrease the suspensions to 534 in 2014-15 to 517 in 2015-16 and disaggregate student data to ensure targeted subgroups are not disproportionally represented to determine baseline data and goals. E. Determine the baseline number of referrals for 2014 and disaggregate student data to ensure targeted subgroups are not disproportionally represented and to determine baseline data and goal. F. The number of expulsions was 20 in 2013-14. Currently, the number of expulsion in 2014-15 is 5 students as of April 15, 2015. Monitor the number of expulsion annually to disaggregate student data to ensure targeted subgroups are not disproportionally represented.

G. Increase Zero Period participation at all middle schools while ensuring an emphasis on equal or greater proportional representation for targeted subgroups
All Student Middle School Zero Period participation: Increase from 19.3% in 2014-15 to 22% in 2015-16.
SED Middle School Zero Period participation: Increase 20% in 2014-15 to 23% in 2015-16.
EL Middle School Zero Period participation: Increase 8.5% in 2014-15 to 11% in 2015-16.
Foster Youth Middle School Zero Period participation: Increase 11.8% in 2014-15 to 15% in 2015-16 (17 total students).
SP ED Middle School Zero Period participation: Increase 29.3% in 2014-15 to 32% in 2015-16.
African American Middle School Zero Period participation from 28.1% in 2014-15 to 31% in 2015-16.
Hispanic Middle School Zero Period participation from 21.5% in 2014-15 to 24% in 2015-16.
American Indian Middle School Zero Period participation from 33.3% in 2014-15 to 36% in 2015-16 (15 total students).

H. Determine Intra/Intermural participation at all middle schools while ensuring an emphasis on equal or greater proportional representation for targeted subgroups to determine baseline data and goals.

I. The PBIS team will train an additional 75 staff in PBIS and Boys Town Social Skills verified by sign-in sheets and post-training surveys.

J. The District PBIS team will continue to implement district-wide PBIS with common behavioral expectations and research based social skills. The District team will conduct random walk-throughs and conduct an annual survey to determine baseline effectiveness.

K. The district administers the bi-annual California Healthy Kids Survey and annual school site parent/student surveys.
School sites review and disaggregate data from these surveys to inform school programs and activities.

L. The Safe Schools staff with the SRO will conduct an unannounced safety drill each semester and complete an after action report (19 reports per semester).

M. The Safe Schools staff with the SRO will conduct a safety/bullying prevention workshop at each school site annually (19 total workshops).

N. The Safe Schools staff with the SRO will review and revise each site's safety plan annually and place the plan in Document Tracker (19 Safety Plans).

O. Family Partnership: Beginning with 2015-2016, the percentage of students and families who are English Learners, African-American and/or Latino/Hispanic reporting connectedness to schools and access to school resources will be at 75% or more. The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially in the data-management system. (CHKS School Connectedness Survey, Family Engagement Counselor Intervention Logs, Family Connectedness Survey)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure school safety through the services of Murrieta Police Department School Resource Officers. EAMO: A, B, C, D, E, F, K, L, M, N	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	SRO Salaries 5000-5999: Services And Other Operating Expenditures LCFF $340,000
2. Provide mental health services. EAMO: A, B, C, D, E, F, K, O	All High School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Mental Health Therapist (Mental Health Funds) 1000-1999: Certificated Personnel Salaries Other $92,806 Mental Health Therapist (Mental Health Funds) 3000-3999: Employee Benefits Other $23,038
3. Provide behavioral intervention and supports. EAMO: A, B, C, D, E, F, I, J, K, M, N, O	All School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Lead Intensive Behavioral Interventions Aide (Foster Youth) 2000-2999: Classified Personnel Salaries LCFF $36,444 Lead Intensive Behavioral Interventions Aide (Foster Youth) 3000-3999: Employee Benefits LCFF $8,073
4. Provide safety/bullying/violence prevention training for staff. EAMO: A, B, C, D, E, F, I, J, K, M, N, O	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Anti-Bullying workshop materials 4000-4999: Books And Supplies LCFF $5,000 Safety and anti-bullying workshops and training 5000-5999: Services And Other Operating Expenditures LCFF $10,000

5. Improve middle school culture and climate through intra/intermural programs. EAMO: A, B, C,D, E, F, G, H, K, O	All Middle School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Stipends for intra/intermural programs 1000-1999: Certificated Personnel Salaries LCFF $13,934 Intermural Coach Substitute costs 1000-1999: Certificated Personnel Salaries LCFF $4,354 Transportation 5000-5999: Services And Other Operating Expenditures LCFF $12,000 Stipends for intra/intermural programs 3000-3999: Employee Benefits LCFF $2,066 Intermural Coach Sub-Costs 3000-3999: Employee Benefits LCFF $646
6. Improve middle school culture and climate through the offering of additional opportunities for students to participate in meaningful electives. EAMO: A, B, C, D, E, F, G, K, O	All Middle School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Zero Period Substitutes 1000-1999: Certificated Personnel Salaries LCFF $8,708 Materials and Supplies 4000-4999: Books And Supplies LCFF $25,000 Zero Period Substitutes 3000-3999: Employee Benefits LCFF $1,292 MS Collaborative Substitutes 1000-1999: Certificated Personnel Salaries LCFF $8,708 MS Collaborative Materials and Supplies 4000-4999: Books And Supplies LCFF $1,700 MS Collaborative Substitutes 3000-3999: Employee Benefits LCFF $1,292
7. Provide training, data collection and support for PBIS implementation EAMO: A, B, C, D, E, F, I, J, K, M, N, O	All School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	.5 Data Clerk 2000-2999: Classified Personnel Salaries LCFF $8,727 PBIS Training Substitute costs 1000-1999: Certificated Personnel Salaries LCFF $24,558 PBIS Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF $4,000 Books and Materials 4000-4999: Books And Supplies LCFF $5,300 .5 Data Clerk 3000-3999: Employee Benefits LCFF $1,933 PBIS Training Substitute costs 3000-3999: Employee Benefits LCFF $3,642

8. Maintain purposeful elective opportunities in the arts, STEM and other programs that connect students to school through the use of zero period sections. EAMO: A, B, C, D, E, F, G, H, J, O	All Middle Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Maintain up to four (4) sections of zero-period course offerings 1000-1999: Certificated Personnel Salaries LCFF $152,804 Maintain up to four (4) sections of zero-period course offerings 3000-3999: Employee Benefits LCFF $53,640

LCAP Year 2: 2016-2017	
Expected Annual Measurable Outcomes:	A. Increase attendance rates from 95.5% in 2015-16 to 95.75% in 2016-17. SED attendance rates from 95.5% in 2015-16 to 95.75% in 2016-17. EL attendance rates from 95.75% in 2015-16 to 95.9% in 2016-17. Foster youth attendance rates to be calculated when available Students with disabilities attendance rates from 94.75% in 2015-16 to 95% in 2016-17. African American attendance rates maintained from 96.08% in 2015-16 and 2016-17. Hispanic attendance rates from 95.5% in 2015-16 to 95.75% in 2016-17. American Indian attendance rates from 94.5% in 2015-16 to 94.75% in 2016-17. B. Decrease truancy rates from 18.4% in 2015-16 to 17% in 2016-17. SED truancy rates from 18% in 2015-16 to 16% in 2016-17. EL truancy rates from 24% in 2015-16 to 22% in 2016-17. Foster youth truancy rates to be calculated upon availability. Students with disabilities truancy rates from 22% in 2015-16 to 20% in 2016-17. African American truancy rates from 20% in 2015-16 to 18% in 2016-17. Hispanic truancy rates from 21% in 2015-16 to 19% in 2016-17. American Indian truancy rates from 22% in 2015-16 to 20% in 2016-17. C. Decrease chronic absenteeism rates from 8% in 2015-16 to 7% in 2016-17.. SED chronic absenteeism rates from 10% in 2015-16 to 9% in 2016-17. EL chronic absenteeism rates from 9% in 2015-16 to 8% in 2016-17. Foster youth chronic absenteeism rates to be calculated when available. Students with disabilities chronic absenteeism rates from 13% in 2015-16 to 11% in 2016-17. African American chronic absenteeism rates from 8% in 2015-16 to 7% in 2016-17. Hispanic chronic absenteeism rates from 10% in 2015-16 to 9% in 2016-17. American Indian chronic absenteeism rates from 15% in 2015-16 to 13% in 2016-17. D. Decrease the suspensions from 517 in 2015-16 to 500 in 2016-17 and disaggregate student data to ensure targeted subgroups are not disproportionally represented to determine baseline data and goals. E. Determine the baseline number of referrals for 2014 and disaggregate student data to ensure targeted subgroups are not disproportionally represented and to determine baseline data and goals for 2016-17. F. The number of expulsions was 20 in 2013-14. Currently, the number of expulsion in 2014-15 is 5 students as of April 15, 2015. Monitor the number of expulsion annually to disaggregate student data to ensure targeted subgroups are not disproportionally represented.

G. Increase Zero Period participation at all middle schools while ensuring an emphasis on equal or greater proportional representation for targeted subgroups
All Student Middle School Zero Period participation: Increase from 22% in 2015-16 to 25% in 2016-17.
SED Middle School Zero Period participation: Increase 23% in 2015-16 to 26% in 2016-17.
EL Middle School Zero Period participation: Increase 11% in 2015-16 to 14% in 2016-17.
Foster Youth Middle School Zero Period participation: Increase 15% in 2015-16 to 18% in 2016-17 (17 total students).
SP ED Middle School Zero Period participation: Increase 32% in 2015-16 to 35% in 2016-17.
African American Middle School Zero Period participation from 31% in 2015-16 to 34% in 2016-17.
Hispanic Middle School Zero Period participation from 24% in 2015-16 to 27% in 2016-17.
American Indian Middle School Zero Period participation from 36% in 2015-16 to 40% in 2016-17 (15 total students).

H. Increase Intra/Intermural participation at all middle schools while ensuring an emphasis on equal or greater proportional representation for targeted subgroups to determine baseline data and goals.

I. The PBIS team will train an additional 75 staff in PBIS and Boys Town Social Skills.

J. The District PBIS team will continue to implement district-wide PBIS with common behavioral expectations and research based social skills. The District team will conduct random walk-throughs and conduct an annual survey to determine baseline effectiveness.

K. The district administers the bi-annual California Healthy Kids Survey and annual school site parent/student surveys.
School sites review and disaggregate data from these surveys to inform school programs and activities.

L. The Safe Schools Director with the SRO will conduct an unannounced safety drill each semester and complete an after action report (19 reports per semester).

M. The Safe Schools Director with the SRO will conduct a safety/bullying prevention workshop at each school site annually (19 total workshops).

N. The Safe Schools Director with the SRO will review and revise each site's safety plan annually and place the plan in Document Tracker (19 Safety Plans).

O. Family Partnership: Beginning with 2015-2016, the percentage of students and families who are English Learners, African-American and/or Latino/Hispanic reporting connectedness to schools and access to school resources will be at 75% or more. The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially in the data-management system. (CHKS School Connectedness Survey, Family Engagement Counselor Intervention Logs, Family Connectedness Survey)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure school safety through the services of Murrieta Police Department School Resource Officers. EAMO: A, B, C, D, E, F, K, L, M, N	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	SRO Salaries 5000-5999: Services And Other Operating Expenditures LCFF $340,000
2. Provide mental health services. EAMO: A, B, C, D, E, F, K, O	High School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Mental Health Therapist (Mental Health Funds) 1000-1999: Certificated Personnel Salaries Other $92,806 Mental Health Therapist (Mental Health Funds) 3000-3999: Employee Benefits Other $23,038
3. Provide behavioral intervention and supports. EAMO: A, B, C, D, E, F, I, J, K, M, N, O	All School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Lead Intensive Behavioral Interventions Aide (Foster Youth) 2000-2999: Classified Personnel Salaries LCFF $36,444 Lead Intensive Behavioral Interventions Aide (Foster Youth) 3000-3999: Employee Benefits LCFF $8,073
4. Provide safety/bullying/violence prevention training for staff. EAMO: A, B, C, D, E, F, I, J, K, M, N, O	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Anti-Bullying workshop materials 4000-4999: Books And Supplies LCFF $5,000 Safety and anti-bullying workshops and training 5000-5999: Services And Other Operating Expenditures LCFF $10,000

		_ Other Subgroups: (Specify)	
5. Improve middle school culture and climate through intra/intermural programs. EAMO: A, B, C,D, E, F, G, H, K, O	All Middle School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Stipends for Intra/intermural programs 1000-1999: Certificated Personnel Salaries LCFF $13,934 Intermural Coach Substitute costs 1000-1999: Certificated Personnel Salaries LCFF $4,354 Transportation 5000-5999: Services And Other Operating Expenditures LCFF $12,000 Stipends for Intra/intermural programs 3000-3999: Employee Benefits LCFF $2,066 Intermural Coach Substitute costs 3000-3999: Employee Benefits LCFF $646
6. Improve middle school culture and climate through the offering of additional opportunities for students to participate in meaningful electives. EAMO: A, B, C, D, E, F, G, K, O	All Middle School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Zero Period Substitutes 1000-1999: Certificated Personnel Salaries LCFF $8,708 Materials and Supplies 4000-4999: Books And Supplies LCFF $25,000 Zero Period Substitutes 3000-3999: Employee Benefits LCFF $1,292 MS Collaborative Substitutes 1000-1999: Certificated Personnel Salaries LCFF $8,708 MS Collaborative Materials 4000-4999: Books And Supplies LCFF $1,700 MS Collaborative Substitutes 3000-3999: Employee Benefits LCFF $1,292
7. Provide training, data collection and support for PBIS implementation EAMO: A, B, C, D, E, F, I, J, K, M, N, O	All School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	.5 Data Clerk 2000-2999: Classified Personnel Salaries LCFF $8,727 PBIS Training Substitute costs 1000-1999: Certificated Personnel Salaries LCFF $24,558 PBIS Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF $4,000 Books and Materials 4000-4999: Books And Supplies LCFF $5,300 .5 Data Clerk 3000-3999: Employee Benefits LCFF $1,933 PBIS Training Substitute costs 3000-3999: Employee Benefits LCFF $3,642

8. Maintain purposeful elective opportunities in the arts, STEM and other programs that connect students to school through the use of zero period sections. EAMO: A, B, C, D, E, F, G, H, J, O	All Middle Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic-Latino, American Indian	Increase up to eight (8) sections of zero period course offerings 1000-1999: Certificated Personnel Salaries LCFF $305,608 Up to eight (8) sections of zero period course offerings 3000-3999: Employee Benefits LCFF $107,208
9. Elementary School Counselor EAMO: A, B, C, D, E, F, O	E. Hale Curran and Rail Ranch Elementary School	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic-Latino, American Indian	Elementary School Counselor 1000-1999: Certificated Personnel Salaries LCFF $97,328 Elementary School Counselor 3000-3999: Employee Benefits LCFF $25,509

LCAP Year 3: 2017-2018	
Expected Annual Measurable Outcomes:	A. Increase attendance rates from 95.75% in 2016-17 to 96% in 2017-18. SED attendance rates from 95.75% in 2016-17 to 96% in 2017-18. EL attendance rates from 95.9% in 2016-17 to 96% in 2017-18. Foster youth attendance rates to be calculated when available Students with disabilities attendance rates from 95% in 2016-17 to 95.25% in 2017-18. African American attendance rates maintained from 96.08% in 2016-17 and 2017-18. Hispanic attendance rates from 95.75% in 2016-17 to 96% in 2017-18. American Indian attendance rates from 94.75% in 2016-17 to 95% in 2017-18. B. Decrease truancy rates from 17% in 2016-17 to 15% in 2017-18. SED truancy rates from 16% in 2016-17 to 14% in 2017-18. EL truancy rates from 22% in 2016-17 to 20% in 2017-18. Foster youth truancy rates to be calculated upon availability. Students with disabilities truancy rates from 20% in 2016-17 to 18% in 2017-18. African American truancy rates from 18% in 2016-17 to 16% in 2017-18. Hispanic truancy rates from 19% in 2016-17 to 17% in 2017-18. American Indian truancy rates from 20% in 2016-17 to 18% in 2017-18. C. Decrease chronic absenteeism rates from 7% in 2016-17 to 6% in 2017-18. SED chronic absenteeism rates from 9% in 2016-17 to 8% in 2017-18. EL chronic absenteeism rates from 8% in 2016-17 to 7% in 2017-18. Foster youth chronic absenteeism rates to be calculated when available. Students with disabilities chronic absenteeism rates from 11% in 2016-17 to 10% in 2017-18. African American chronic absenteeism rates from 7% in 2016-17 to 6% in 2017-18. Hispanic chronic absenteeism rates from 9% in 2016-17 to 8% in 2017-18. American Indian chronic absenteeism rates from 13% in 2016-17 to 11% in 2017-18. D. Decrease the suspensions from 500 in 2016-17 to 480 in 2017-18 and disaggregate student data to ensure targeted subgroups are not disproportionally represented to determine baseline data and goals. E. Determine the baseline number of referrals for 2014 and disaggregate student data to ensure targeted subgroups are not disproportionally represented and to determine baseline data and goals for 2017-18. F. The number of expulsions was 20 in 2013-14. Currently, the number of expulsion in 2014-15 is 5 students as of April 15, 2015. Monitor the number of expulsion annually to disaggregate student data to ensure targeted subgroups are not disproportionally represented.

G. Increase Zero Period participation at all middle schools while ensuring an emphasis on equal or greater proportional representation for targeted subgroups
All Student Middle School Zero Period participation: Increase from 25% in 2016-17 to 28% in 2017-18.
SED Middle School Zero Period participation: Increase 26% in 2016-17 to 29% in 2017-18.
EL Middle School Zero Period participation: Increase 14% in 2016-17 to 17% in 2017-18.
Foster Youth Middle School Zero Period participation: Increase 18% in 2016-17 to 21% in 2017-18 (17 total students).
SP ED Middle School Zero Period participation: Increase 35% in 2016-17 to 38% in 2017-18.
African American Middle School Zero Period participation from 34% in 2016-17 to 37% in 2017-18.
Hispanic Middle School Zero Period participation from 27% in 2016-17 to 30% in 2017-18.
American Indian Middle School Zero Period participation from 40% in 2016-17 to 43% in 2017-18 (15 total students).

H. Increase Intra/Intermural participation at all middle schools while ensuring an emphasis on equal or greater proportional representation for targeted subgroups to determine baseline data and goals.

I. The PBIS team will train an additional 75 staff in PBIS and Boys Town Social Skills.

J. The District PBIS team will continue to implement district-wide PBIS with common behavioral expectations and research based social skills. The District team will conduct random walk-throughs and conduct an annual survey to determine baseline effectiveness.

K. The district administers the bi-annual California Healthy Kids Survey and annual school site parent/student surveys.
School sites review and disaggregate data from these surveys to inform school programs and activities.

L. The Safe Schools Director with the SRO will conduct an unannounced safety drill each semester and complete an after action report (19 reports per semester).

M. The Safe Schools Director with the SRO will conduct a safety/bullying prevention workshop at each school site annually (19 total workshops).

N. The Safe Schools Director with the SRO will review and revise each site's safety plan annually and place the plan in Document Tracker (19 Safety Plans).

O. Family Partnership: Beginning with 2015-2016, the percentage of students and families who are English Learners, African-American and/or Latino/Hispanic reporting connectedness to schools and access to school resources will be at 75% or more. The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially in the data-management system. (CHKS School Connectedness Survey, Family Engagement Counselor Intervention Logs, Family Connectedness Survey)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Ensure school safety through the services of Murrieta Police Department School Resource Officers. EAMO: A, B, C, D, E, F, K, L, M, N	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	SRO Salaries 5000-5999: Services And Other Operating Expenditures LCFF $340,000
2. Provide mental health services. EAMO: A, B, C, D, E, F, K, O	All High School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Mental Health Therapist (Mental Health Funds) 1000-1999: Certificated Personnel Salaries Other $92,806 Mental Health Therapist (Mental Health Funds) 3000-3999: Employee Benefits Other $23,038
3. Provide behavioral intervention and supports. EAMO: A, B, C, D, E, F, I, J, K, M, N, O	All School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Lead Intensive Behavioral Interventions Aide 2000-2999: Classified Personnel Salaries LCFF $36,444 Lead Intensive Behavioral Interventions Aide 3000-3999: Employee Benefits LCFF $8,073
4. Provide safety/bullying/violence prevention training for staff. EAMO: A, B, C, D, E, F, I, J, K, M, N, O	All School Sites	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Anti-Bullying workshop materials 4000-4999: Books And Supplies LCFF $5,000 Safety and anti-bullying workshops and training 5000-5999: Services And Other Operating Expenditures LCFF $10,000

5. Improve middle school culture and climate through intra/intermural programs. EAMO: A, B, C,D, E, F, G, H, K, O	All Middle School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Stipends for Intramural/intermural programs 1000-1999: Certificated Personnel Salaries LCFF $13,934 Intermural Coach Substitute costs 1000-1999: Certificated Personnel Salaries LCFF $4,354 Transportation 5000-5999: Services And Other Operating Expenditures LCFF $12,000 Stipends for Intramural/intermural programs 3000-3999: Employee Benefits LCFF $2,066 Intermural Coach Substitute costs 3000-3999: Employee Benefits LCFF $646
6. Improve middle school culture and climate through the offering of additional opportunities for students to participate in meaningful electives. EAMO: A, B, C, D, E, F, G, K, O	All Middle School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Zero Period Substitutes 1000-1999: Certificated Personnel Salaries LCFF $8,708 Materials and Supplies 4000-4999: Books And Supplies LCFF $25,000 Zero Period Substitutes 3000-3999: Employee Benefits LCFF $1,292 MS Collaborative Substitutes 1000-1999: Certificated Personnel Salaries LCFF $8,708 MS Collaborative Materials 4000-4999: Books And Supplies LCFF $1,700.00 MS Collaborative Substitutes 3000-3999: Employee Benefits LCFF $1,292
7. Maintain training, data collection and support for PBIS implementation EAMO: A, B, C, D, E, F, I, J, K, M, N, O	All School Sites	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	.5 Data Clerk 2000-2999: Classified Personnel Salaries LCFF $8,727 PBIS Training Substitute costs 1000-1999: Certificated Personnel Salaries LCFF $24,558 PBIS Conferences and Workshops 5000-5999: Services And Other Operating Expenditures LCFF $4,000 Books and Materials 4000-4999: Books And Supplies LCFF $5,300 .5 Data Clerk 3000-3999: Employee Benefits LCFF $1,933 PBIS Training Substitute costs 3000-3999: Employee Benefits LCFF $3,642

8. Maintain purposeful elective opportunities in the arts, STEM and other programs that connect students to school through the use of zero period sections. EAMO: A, B, C, D, E, F, G, H, J, O	All Middle Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	Maintain up to eight (8) sections for zero-period course offerings 1000-1999: Certificated Personnel Salaries LCFF $305,608 Maintain up to eight (8) sections for zero-period course offerings 3000-3999: Employee Benefits LCFF $107,208
9. Elementary School Counselors EAMO: A, B, C, D, E, F, O	E. Hale Curran and Rail Ranch Elementary Schools	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic-Latino, American Indian	Two (2) Elementary School Counselors 1000-1999: Certificated Personnel Salaries LCFF $194,656 Two (2) Elementary School Counselors 3000-3999: Employee Benefits LCFF $51,018

Annual Update

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

Guiding Questions:

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

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Original GOAL 1 from prior year LCAP:	1. Train core academic teachers in AVID strategies 2. Institute AVID Strategies in Core Academic Courses 3. Schedule AVID coordination meetings to plan 4. Validate that AVID Strategies are being implemented in Core Academic Courses	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	Vista Murrieta HS, McElhinney MS, Shivela MS, Thompson MS, Murrieta Valley HS
	Applicable Pupil Subgroups:	All Students with a focus on ELL, SED, Foster Youth, Special Education, Identified Ethnic Student Groups (African American, Hispanic and American Indian)

Expected Annual Measurable Outcomes:

AVID strategies will be implemented as an instructional tool in 5 core academic classrooms at each site at the HS level.

AVID strategies will be implemented as an instructional tool in 4 core academic classrooms at each site the MS level.

A minimum of 65% of freshman students will fulfill A-G requirements in English, math, and science

AVID requirements for training, tutors, path training coordination, licensing and field trips will be budgeted and met

Actual Annual Measurable Outcomes:

AVID Strategies Used		
Site	Goal	Actual
MVHS	5	6
VMHS	5	15
DMMS	4	20
SMS	4	20
TMS	4	41

Percent of students enrolled in and expected to complete A-G courses with a grade of C- or above: MVHS - 68.04%, VMHS - 59.88% and MMHS 51.06%.

Budgets were developed and all sites received budget allocations for designated services in training, coordination, field trips, supplies, and licensing.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. Provide summer Institute and PATH training for selected middle and high school staff; train selected elementary teachers at selected Title 1 sites for future expansion of AVID in the elementary grades.	HS/MS: Summer Institute 5000-5999: Services And Other Operating Expenditures LCFF $20,243 HS/MS: Path training 1000-1999: Certificated Personnel Salaries LCFF $4,480	1. Teachers trained in AVID (PATH): Site / Staff / Goal / Trained / Usage DMMS / 52 / 4 / 8 / 20 SMS / 54 / 4 / 5 / 20 TMS / 50 / 4 / 10 / 41 MVHS / 97 / 5 / 10 / 6 VMHS / 138 / 5 / 100 / 15	HS/MS: Summer Institute 5000-5999: Services And Other Operating Expenditures LCFF $20,000 HS/MS: Path training 1000-1999: Certificated Personnel Salaries LCFF $4,480
Scope of Service: Vista Murrieta HS, McElhinney MS, Shivela MS, Thompson MS, Murrieta Valley HS _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian		Scope of Service: Vista Murrieta HS, McElhinney MS, Shivela MS, Thompson MS, Murrieta Valley HS _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	
2. AVID Coordinator meetings to be held monthly for all middle and high schools with County AVID Coordinator.	Sub release for meetings 1000-1999: Certificated Personnel Salaries LCFF $3,600	2. AVID coordinator meetings are held monthly	Sub release for meetings 1000-1999: Certificated Personnel Salaries LCFF $10,000 Sub release for meetings 3000-3999: Employee Benefits LCFF $1,300

Scope of Service: Vista Murrieta HS, McElhinney MS, Shivela MS, Thompson MS, Murrieta Valley HS _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian		Scope of Service: Vista Murrieta HS, McElhinney MS, Shivela MS, Thompson MS, Murrieta Valley HS _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	
3. Students will have first opportunity to have all personal academic data analyzed to determine correct services and programs to provide to close the achievement gap and placement into AVID. Students will also participate in Field trips and have access to core academic classes using AVID strategies.	Tutors provided for AVID students, field trips, access to AVID core classes 2000-2999: Classified Personnel Salaries LCFF $81,360 College field trips 5000-5999: Services And Other Operating Expenditures LCFF $16,140	3. Tutors provided for AVID students, field trips, access to AVID core classes	Tutors provided for AVID students 2000-2999: Classified Personnel Salaries LCFF $32,000 College field trips 5000-5999: Services And Other Operating Expenditures LCFF $12,000 Tutors provided for AVID students 3000-3999: Employee Benefits LCFF $2,850
Scope of Service: Vista Murrieta HS, McElhinney MS, Shivela MS, Thompson MS, Murrieta Valley HS Core Academic subjects _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian		Scope of Service: Vista Murrieta HS, McElhinney MS, Shivela MS, Thompson MS, Murrieta Valley HS Core Academic subjects _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	

<table>
<tr>
<td>4. Subgroups will have first opportunity for enrollment into AVID.</td>
<td>No Cost</td>
<td>
<table>
<tr><th colspan="4">4. AVID Enrollment Demographics</th></tr>
<tr><th>Site</th><th>SED</th><th>EL</th><th>Foster</th></tr>
<tr><td>TMS</td><td>3.8%</td><td>15%</td><td>NA</td></tr>
<tr><td>SMS</td><td>13%</td><td>0%</td><td>0%</td></tr>
<tr><td>DMMS</td><td>14.84%</td><td>65%</td><td>0%</td></tr>
<tr><td>MVHS</td><td>19%</td><td>8%</td><td>0%</td></tr>
<tr><td>VMHS</td><td>11%</td><td>4%</td><td>0%</td></tr>
</table>
</td>
<td>No Cost</td>
</tr>
<tr>
<td>Scope of Service: Vista Murrieta HS, McElhinney MS, Shivela MS, Thompson MS, Murrieta Valley HS
_ All
OR:
X Low Income pupils
X English Learners
X Foster Youth
X Redesignated fluent English proficient
X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian</td>
<td></td>
<td>Scope of Service: Vista Murrieta HS, McElhinney MS, Shivela MS, Thompson MS, Murrieta Valley HS
_ All
OR:
X Low Income pupils
X English Learners
X Foster Youth
_ Redesignated fluent English proficient
X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian</td>
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<tr>
<td>5. Administration and AVID coaches will use an AVID walk through tool in Google Docs to validate AVID strategies.</td>
<td>No Cost</td>
<td>5. Coaches and coordinators used google docs to collect and validate AVISD strategies in classes and found that a wide range of strategies were in place in core academic classes and electives. Data was collected in Google Docs and reviewed.</td>
<td>No Cost</td>
</tr>
<tr>
<td>Scope of Service: Vista Murrieta HS, McElhinney MS, Shivela MS, Thompson MS, Murrieta Valley HS
_ All
OR:
X Low Income pupils
X English Learners
X Foster Youth
_ Redesignated fluent English proficient
X Other Subgroups: African-American, Hispanic/Latino, American Indian</td>
<td></td>
<td>Scope of Service: Vista Murrieta HS, McElhinney MS, Shivela MS, Thompson MS, Murrieta Valley HS
_ All
OR:
X Low Income pupils
X English Learners
X Foster Youth
_ Redesignated fluent English proficient
X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian</td>
<td></td>
</tr>
</table>

6. Support AVID training and classes with adequate materials and licensing.	Materials 4000-4999: Books And Supplies LCFF $31,333 AVID Licensing (County) 5800: Professional/Consulting Services And Operating Expenditures LCFF $13,000	6. Support AVID training and classes with adequate materials and licensing	Materials 4000-4999: Books And Supplies LCFF $600 AVID Licensing (County) 5800: Professional/Consulting Services And Operating Expenditures LCFF $18,102
Scope of Service: Vista Murrieta HS, McElhinney MS, Shivela MS, Thompson MS, Murrieta Valley HS _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian		Scope of Service: Vista Murrieta HS, McElhinney MS, Shivela MS, Thompson MS, Murrieta Valley HS _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) African-American, Hispanic/Latino, American Indian	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The primary change for 2015-16 will be to hold sites accountable to providing AVID access to the targeted populations and continue to fund training for staff. To set metrics for next year that is disaggregated by sub groups. To set specific minimum number of freshman students who will fulfill a-g requirements in English, math and science. To set a minimum number of sophomore students who will fulfill a-g requirements in English, math, science and history. Establish baseline AVID freshman and sophomore minimum GPA. Establish baseline AVID junior and senior minimum GPA. Establish baseline AVID middle school students at each grade level minimum GPA. Begin exploration to expand AVID to the elementary level in our schools with the greatest unduplicated student percentages.

Original GOAL 2 from prior year LCAP:	1. Provide Beginning Teacher Support through a CCTC accredited program for all 1st and 2nd year teachers and PAR support for veteran teachers. 2. Expand offerings of online and onsite professional development workshops targeting district initiatives. 3. Enhance training of Consulting Teachers and Support Providers 4. Improve participation in online and onsite professional development opportunities 5. Improve teacher use of student information to identify student subgroups, including foster youth, English Learners and socio-economically disadvantaged students 6. Enhance follow up of online and onsite professional development to ensure implementation of new strategies.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All District Schools K-12
	Applicable Pupil Subgroups:	All students with a focus on ELL, SED, Foster Youth, Special Education, Identified Ethnic Student Groups (African American, Hispanic and American Indian)

Expected Annual Measurable Outcomes:	Provide staff coordination of BTSA/PAR All first and Second year teachers including special education teachers will participate in a District supported BTSA/PAR program that is fully accredited and is no charge to participating teachers. All PAR and BTSA participants will have participated in at least one online or onsite professional development experiences that targets a district or site initiative that supports an academic culture of promoting student engagement in learning. All PAR and BTSA participants use student information data to identify student subgroups, including foster youth, English Learners and socio-economically disadvantaged students, as the basis for selecting and participating in online or onsite professional development experiences.	Actual Annual Measurable Outcomes:	Coordination of the BTSA PAR program was provided with a coordinator, TOSA, Secretary, and a cadre of support providers All first and second year teachers requiring BTSA participated in the BTSA program to support an academic culture supporting student engagement in learning. All participants accessed and engaged in at least 1 online or onsite professional development that supported an academic culture supporting student engagement in learning. All participants used student data and were able to identify special and target populations and participated in staff development on serving foster youth, English Learners and socio-economically disadvantaged students

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Fund adequate support staff including a BTSA/PAR coordinator, secretary, Teacher on Special Assignment (TOSA). Stipend support providers, and release time for participants, training and meetings.	BTSA/PAR Support Providers and coordination, release time, salary/benefits 1000-1999: Certificated Personnel Salaries LCFF $243,188 BTSA Secretary 2000-2999 Classified Personnel Salaries LCFF	1. BTSA/PAR coordinator, Teacher on Special Assignment (TOSA). Stipend support providers, and release time for participants, training and meetings were funded. Additional funds became necessary due to the unexpected hiring of new teachers requiring BTSA support.	Salaries and Benefits Coordinator 1000-1999: Certificated Personnel Salaries LCFF $189,933 Salaries and Benefits Coordinator 3000-3999: Employee Benefits LCFF $31,591 BTSA Secretary 2000-2999 Classified Personnel Salaries LCFF $21,664
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

2. Provide adequate supplies and materials for BTSA training including Thinking maps, Haiku licensing for professional development, and training on the implementation of the academic standards, engagement in meaningful learning, and interventions to close the gaps in student achievement with the targeted subgroups.	Materials and supplies, release time 4000-4999: Books And Supplies LCFF $29,650	2. All support materials and release time were provided for training	Materials and supplies 4000-4999: Books And Supplies LCFF $8,000 Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures LCFF $16,187
Scope of Service: LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The 2015-16 school year will present new challenges in meeting the needs of new teachers as we will be hiring a substantial number of new teachers due to retirements in our district. It is anticipated that support will need to be provided for nearly 70 new teachers, nearly doubling the current size of our candidate pool, who will need to participate in our Induction Program to clear their credential, requiring an increase in funds through LCFF supplemental funds. In addition, we will have additional new staff members who will not need to clear their credential but who will be new to the district, or new to their school and/or position. These teachers will require intensive baseline training and follow up support in the new standards and in essential district instructional strategies and instructional technologies central to helping students access the curriculum and achieve the new standards.

Original GOAL 3 from prior year LCAP:	Provide a STEM Elementary School of Emphasis as an option for parents Provide professional development opportunities to teachers to impact STEM education school wide Provide students with technology tools to facilitate learning across all subject areas Provide students and teachers with instructional resources and programs to support and enhance STEM across all grades	Related State and/or Local Priorities: 1 _ 2 X 3 X 4 X 5 X 6 X 7 _ 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	E. Hale Curran
	Applicable Pupil Subgroups:	All students with a focus on ELL, SED, Foster Youth, Special Education, Identified Ethnic Student Groups (African American, Hispanic and American Indian)

Expected Annual Measurable Outcomes:	Offer a STEM Elementary School of Emphasis as an option for parents. All teachers will be trained in Next Generation Science Standards, Mindset and Professional Learning Communities Students will be engaged in technology during small group learning experiences at least 3 times per week All K-3 students will participate in Lego Robotics Education programs All 4-5 students will participate in the Hummingbird Robotics program All teachers will receive the Mindset book for participation in a book study with a focus on growth mindset All teachers will receive a Reading A-Z and Science A-Z license to access teacher and student materials	Actual Annual Measurable Outcomes:	All teachers were trained in Next Generation Science Standards, Mindset and Professional Learning Communities - 100% trained in NGSS; 100% Mindset; 100% PLC; one grade level to Doug Fisher PLC conference Students are engaged in technology during small group learning experiences at least 3 times per week - 100% of classes engaged All K-3 students will participate in Lego Robotics Education programs - this will be completed by end of year; currently 3rd grade has completed All 4-5 students will participate in the Hummingbird Robotics program - this will be complete by end of year; currently 4th grade has completed All teachers received the Mindset book for participation in a book study with a focus on growth mindset - 100% received book and participated in monthly Mindset PD All teachers received a Reading A-Z and Science A-Z license to access teacher and student materials - 100% of students have Reading A-Z; 100% of teachers have Science A-Z

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Hold parent information meetings regarding STEM School of Emphasis	No cost	1. Parent night and information meetings were held at no cost	No Cost
Scope of Service: School-wide (E H Curran) X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School-wide (E H Curran) _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Identified Ethnic Student Groups	
2. Train teachers in Next Generation Science, Thinking maps, and Professional Learning Communities	Extra duty and release time 1000-1999: Certificated Personnel Salaries Other $7,500	2. Training completed on Next Generation Science, Thinking maps, and Professional Learning Communities	Extra duty and release time 1000-1999: Certificated Personnel Salaries Other $7,500
Scope of Service: School-wide (E H Curran) X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School-wide (E H Curran) _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Identified Ethnic Student Groups	

3. Provide grade span activities in Lego Robotics, Hummingbird Robotics for students	Materials and supplies for Robotics 4000-4999: Books And Supplies Supplemental $3,500	3. Robotics supplies purchased and implemented	Materials and supplies for Robotics 4000-4999: Books And Supplies Supplemental $3,500
Scope of Service: School-wide (E H Curran) X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School-wide (E H Curran) _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Identified Ethnic Student Groups	
4. All teachers will receive licenses for A-Z Reading and Science to provide access and use of teacher and student materials	Software license 4000-4999: Books And Supplies Supplemental $3,500	4. All teachers received licenses for A-Z Reading and Science to provide access and use of teacher and student materials	Software License 4000-4999: Books And Supplies Supplemental $3,500
Scope of Service: School-wide (E H Curran) X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School-wide (E H Curran) _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Identified Ethnic Student Groups	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	EH Curran's STEM program will be incorporated into the K-12 LCAP goal #1 to support academic achievement. The primary change for 2015 - 16 will be to develop systems to progress monitor the impact on targeted populations' achievement levels. This will include setting applicable metrics and establishing baseline data points by subgroup. Funding will ensure professional development for educators to develop and improve their craft of pedagogy and content with STEM • Defined STEM training – UbD unit planning • STEM Teacher Focused Walk-Throughs • STEM/Project Based Learning School Visits and Observations • STEM extended learning opportunities outside of the school day • STEM (Discovery) Classes after school for 4 weeks in each quarter of the school year.

Original GOAL 4 from prior year LCAP:	Hire adequate office staff to research and provide group data of students in need of correct academic placement Train counselors and staff in Positive Behavior Intervention and Support and Boys Town Social Skills Provide necessary resources for implementation Hire counselors and psychologists to create 3 multi-disciplinary intervention teams for elementary and middle school students, and support for alternative education	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 X 5 X 6 X 7 _ 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All elementary and middle schools
	Applicable Pupil Subgroups:	All students with a focus on ELL, SED, Foster Youth, Special Education, Identified Ethnic Student Groups (African American, Hispanic and American Indian)

Expected Annual Measurable Outcomes:	Students in need of support services will be identified through improved process of data input and analysis by employing a part time office clerk to establish baseline data Train 75 staff on strategies to reduce discipline issues through universal expectations and development of social skills (PBIS and Boys Town) Establish baseline proficiency rate in ELA and math using CAASP Reduce the number of student referrals and suspension and expulsion rates by 1%	Actual Annual Measurable Outcomes:	Students in need of support services were identified through improved process of data input and analysis by a part time office clerk 100 staff were trained on strategies to reduce discipline issues through universal expectations and development of social skills (PBIS and Boys Town) Baseline proficiency rates in ELA and math using CAASP will be completed in June The number of student referrals and suspension and expulsion rates will be evaluated in June

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. A part time clerk will be hired to assist in generating the data needed to identify target population at risk and schedule intake and counseling sessions to identify services, counsel and guide in course selection to meet college or career ready requirements	Part-time clerk 2000-2999: Classified Personnel Salaries Supplemental $10,660	1. A part time clerk was hired and assists in generating the data needed to identify target population at risk and schedule intake and counseling sessions to identify services, counsel and guide in course selection to meet college or career ready requirements	Part-time clerk 2000-2999: Classified Personnel Salaries Supplemental $10,600
Scope of Service: All elementary and middle schools _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All elementary and middle schools _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Train 75 staff on strategies to reduce discipline issues through universal expectations and development of social skills (PBIS and Boys Town)	Substitute release for training 1000-1999: Certificated Personnel Salaries Supplemental $20,000 Training supplies 4000-4999: Books And Supplies Supplemental $10,500 Conference 5000-5999: Services And Other Operating Expenditures Supplemental $4,000 Personal Services Agreement 5800: Professional/Consulting Services And Operating Expenditures Supplemental $5,000	2. By December 11, 2014 100 teachers, classified and counselors were trained on PBIS/Boy's Town)	Substitute release for training 1000-1999: Certificated Personnel Salaries Supplemental $20,000 Training supplies 4000-4999: Books And Supplies Supplemental $4,268 Conference 5000-5999: Services And Other Operating Expenditures Supplemental $9,342 Personal Services Agreement for PBIS (Consultants) 5000-5999: Services And Other Operating Expenditures Supplemental $0 Substitute release for training 3000-3999: Employee Benefits Supplemental $4,600 Classified Substitute 2000-2999: Classified Personnel Salaries Supplemental $6,500

Scope of Service: All elementary and middle schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All elementary and middle schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Reduce the number of student referrals and suspension and expulsion rates by 1%	No cost	3. Total K-12 suspension and expulsion offenses committed for 2013-2014 were: Expulsions = 20 Suspensions = 599 Total K-12 suspension and expulsion offenses committed as of April 2015 were: Expulsions = 5 Suspensions = 325 (Students not incidents as of 5/4)	No cost
Scope of Service: All elementary and middle schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All elementary and middle schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Establish baseline proficiency rate in ELA and math using CAASP	No cost in analysis	4. CAASP assessments (SBAC) will begin in April and will be reviewed in July to establish a baseline on proficiency using the Achievement Level Descriptors (ALD)	No cost in analysis

Scope of Service: All elementary and middle schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All elementary and middle schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. Provide advanced training (Tier 2) PBIS to selected staff	Substitute release 1000-1999: Certificated Personnel Salaries Supplemental $5,000	5. Training Tier 2 is on hold until June 2015	No expenditure to date 0
Scope of Service: All elementary and middle schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All elementary and middle schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The 2015-16 LCAP will need to continue funding the clerk and training of PBIS for certificated and classified staff. Future plans will be developed to address elementary counseling needs. Suspension and Expulsion data indicates the implementation efforts of PBIS are positively impacting student behavioral readiness. Next year, the disaggregation of students by target group will be a focus to address any possible disproportionality. Chronic Absentee rates by grade level and subgroup will be monitored, responded to and disaggregated.

Original GOAL 5 from prior year LCAP:	Institute AVID Strategies School wide as an AVID demonstration school Provide staff for AVID coordination ensuring all requirements to become an AVID demonstration school are met. Murrieta Mesa HS and Warm Springs MS will become AVID Demonstration schools over a 3 year period	Related State and/or Local Priorities: 1 _ 2 X 3 X 4 X 5 X 6 X 7 X 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	Murrieta Mesa HS (MMHS) and Warm Springs MS
	Applicable Pupil Subgroups:	All, with a focus on SED, EL, Foster Youth and Targeted Subgroups

Expected Annual Measurable Outcomes:	AVID strategies will be implemented as an instructional tool in 15 core academic classrooms at MMHS AVID strategies will be implemented as an instructional tool in 14 core academic classrooms at WSMS A minimum of 65% of freshman students will fulfill A-G requirements in English, math, and science AVID requirements for training, tutors, path training coordination, licensing and field trips will be budgeted and met by MMHS and WSMS as evidenced by County review and certification	Actual Annual Measurable Outcomes:	Number of Teachers Trained and participated in Pathways: MMHS: WSM: AVID Strategies used at MMHS: Goal was 15, actual = 83 AVID Strategies used at WSMS: Goal was14, actual = 27 Percent of MMHS grade 9 students enrolled in and expected to complete A-G courses: 51.06% Budgets were developed and all sites received budget allocations for designated services in training, coordination, field trips, supplies, and licensing.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. AVID students will be provided with AVID tutors and field trips to local CSU and UC systems	Murrieta Mesa HS: Tutors provided for MMHS AVID students 2000-2999: Classified Personnel Salaries Supplemental $88,400	1. AVID students are being provided with AVID tutors and field trips to local CSU and UC systems	Murrieta Mesa HS: Tutors provided for MMHS AVID students 2000-2999: Classified Personnel Salaries Supplemental $73,341
	College field trips for MMHS 5700-5799: Transfers Of Direct Costs Supplemental $18,160		College field trips for MMHS 5700-5799: Transfers Of Direct Costs Supplemental $18,160
	Warm Springs MS: Tutors provided for WSMS AVID students 2000-2999: Classified Personnel Salaries Supplemental $21,760		Warm Springs MS: Tutors provided for WSMS AVID students 2000-2999: Classified Personnel Salaries Supplemental $15,000
	College Field trips for WSMS 5700-5799: Transfers Of Direct Costs Supplemental $3,720		College Field trips for WSMS 5700-5799: Transfers Of Direct Costs Supplemental $3,000
			Murrieta Mesa HS: Tutors provided for MMHS AVID students 3000-3999: Employee Benefits Supplemental $7,451
			Certificated Substitute Teachers 1000-1999: Certificated Personnel Salaries Supplemental $13,000
			Certificated Substitute Teachers 3000-3999: Employee Benefits Supplemental $2,172
			Materials & Supplies 4000-4999: Books And Supplies Supplemental $10,898
			Warm Springs MS: Tutors provided for WSMS AVID students 3000-3999: Employee Benefits Supplemental $2,250

Scope of Service: School wide at Murrieta Mesa HS and Warm Springs MS _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School wide at Murrieta Mesa HS and Warm Springs MS _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. MMHS and WSMS AVID Coordinators will meet monthly with RCOE AVID coordinator and the District Office	AVID Coordinator meetings will be held monthly Districtwide and with County representation per site 1000-1999: Certificated Personnel Salaries Supplemental $720	2. MMHS and WSMS AVID Coordinators are meeting monthly with RCOE AVID coordinator and the District Office. Dates met to date are:	AVID Coordinator meetings will be held monthly Districtwide and with County representation per site 1000-1999: Certificated Personnel Salaries Supplemental $0
Scope of Service: School wide at Murrieta Mesa HS and Warm Springs MS X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School wide at Murrieta Mesa HS and Warm Springs MS X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Free and reduced, English Learners, and Foster Youth will have first opportunity for enrollment into AVID	Subgroup data reviewed and target youth are counseled into AVID: No Cost	3. Total targeted youth enrolled into AVID: WSMS SED = 97/332 (29%) EL = 8/37 (21.6%) Foster Youth = 1/1 (100%) MMHS SED = 52/620 (8%) EL =37/57 (55%) Foster Youth = 0/5 (0%)	Subgroup data reviewed and target youth are counseled into AVID: No Cost

Scope of Service: School wide at Murrieta Mesa HS and Warm Springs MS _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School wide at Murrieta Mesa HS and Warm Springs MS _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Riverside County Office of Education will certify compliance with all AVID requirements and designate MMHS an AVID Demonstration School	AVID Licensing at MMHS and WSMS 5700-5799: Transfers Of Direct Costs Supplemental $2,600	4. Riverside County Office of Education is monitoring efforts and will hopefully certify compliance with all AVID requirements and designate MMHS an AVID Demonstration Schools in June 2015.	AVID Licensing at MMHS and WSMS 5700-5799: Transfers Of Direct Costs Supplemental $5,200
Scope of Service: School wide at Murrieta Mesa HS and Warm Springs MS X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School wide at Murrieta Mesa HS and Warm Springs MS X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. AVID Training (summer institute), PATH training and supplies will be provided for staff	Extra duty WSMS Summer Institute 1000-1999: Certificated Personnel Salaries Supplemental $11,762 Supplies for training 4000-4999: Books And Supplies Supplemental $1,500 WSMS PATH Training 1000-1999: Certificated Personnel Salaries Supplemental $5,200	5. AVID Training (summer institute), PATH training and supplies were provided for staff. Total staff trained are: MMHS: AVID SI/Path = 29 RIMS AVID Coach trained = 71 WSMS: AVID SI/Path = 13 RIMS AVID Coach trained = 12	Extra duty 1000-1999: Certificated Personnel Salaries Supplemental $12,000 Supplies for training 4000-4999: Books And Supplies Supplemental $1,500 PATH Training 1000-1999: Certificated Personnel Salaries Supplemental $5,200

	MMHS Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental $18,774 MMHS Path Training 5000-5999: Services And Other Operating Expenditures Supplemental $6,240		MMHS Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental $18,774 MMHS Path Training 5000-5999: Services And Other Operating Expenditures Supplemental $6,240
Scope of Service: School wide at Murrieta Mesa HS and Warm Springs MS X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School wide at Murrieta Mesa HS and Warm Springs MS X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6. Fund a .67 FTE for Coordination of AVID at MMHS and support AVID coordinators Districtwide	.67 FTE 1000-1999: Certificated Personnel Salaries Supplemental $50,250	6. A .67 FTE was funded for Coordination of AVID at MMHS and support AVID coordinators Districtwide	.67 FTE 1000-1999: Certificated Personnel Salaries Supplemental $51,582 .67 FTE 3000-3999: Employee Benefits Supplemental $11,239
Scope of Service: School wide at Murrieta Mesa HS and Warm Springs MS X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School wide at Murrieta Mesa HS and Warm Springs MS X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The primary change for 2015-16 will be to hold sites accountable to providing AVID access to the targeted populations and continue to fund training for staff. To set metrics for next year that is disaggregated by sub groups. To set specific minimum number of freshman students who will fulfill a-g requirements in English, math and science. To set a minimum number of sophomore students who will fulfill a-g requirements in English, math, science and history. Establish baseline AVID freshman and sophomore minimum GPA. Establish baseline AVID junior and senior minimum GPA. Establish baseline AVID middle school students at each grade level minimum GPA. Begin exploration to expand AVID to the elementary level in our schools with the greatest unduplicated student percentages.

Original GOAL 6 from prior year LCAP:	Provide data driven early intervention systems at the high school level to increase student academic performance for those who are underperforming in the core content areas. Invest in an asynchronous web-based online credit recovery system for high school students Invest in an asynchronous web-based online intervention system including CAHSEE intervention for high school students Invest in an asynchronous web-based online AP preparation program for high school students. Invest in a math support system to increase math performance at the middle and high school level	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 X 6 X 7 X 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All middle and high schools including alternative education
	Applicable Pupil Subgroups:	All, with a focus on SED, EL, Foster Youth and Targeted Subgroups

Expected Annual Measurable Outcomes:	Add six additional sections at the high school level for academic intervention, support for signature practices, or credit recovery Decrease the number of D and F grades in all core academic subjects including math, grades 6-12 (7.5% decrease in targeted subgroups and 5% overall) Increase CAHSEE pass rates ((2.5% increase in targeted subgroups and 1.5% overall) Increase AP pass rates((2.5% increase in targeted subgroups and 1.5% overall) Monitor and maintain CTE course sequence Maintain the 2013/14 graduation rate Maintain the 2013/14 dropout rate decrease as a baseline	Actual Annual Measurable Outcomes:	Added six additional sections at the high school level for academic intervention, support for signature practices, or credit recovery District to establish progress monitoring system for the purposes of actively tracking students D and F grades in all core academic classes Maintained CAHSEE pass rates: 93% ELA; 94% Math Increased AP pass rates to 68.6% Monitored and maintained CTE course sequence with 388 students Maintained the 2013/14 graduation rate (94.03%) Maintained the 2013/14 dropout rate decrease as a baseline (4.4%)

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Add six additional sections at the high school level for academic intervention, support for signature practices, or credit recovery.	Six sections for each high school 1000-1999: Certificated Personnel Salaries Supplemental $225,000 700 APEX licenses 5000-5999: Services And Other Operating Expenditures Other $35,000 Shmoop for Acceleration! 5000-5999: Services And Other Operating Expenditures Other $40,000	1. Added six additional sections at the high school level for academic intervention, support for signature practices, or credit recovery.	Six sections for each high school 1000-1999: Certificated Personnel Salaries Supplemental $253,214 700 APEX licenses 5000-5999: Services And Other Operating Expenditures Other $35,000 Shmoop for Acceleration! 5000-5999: Services And Other Operating Expenditures Other $40,000 Six sections for each high school 3000-3999: Employee Benefits Supplemental $50,241
Scope of Service: School wide – all District middle and high schools including alternative education _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School wide – all District middle and high schools including alternative education _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Invest in a math support system to increase math performance at the middle and high school level.	Middle schools: Think Through Math 4000-4999: Books And Supplies Supplemental $20,000	2. Invested in a math support system to increase math performance at the middle and high school level.	Middle schools: Think Through Math 4000-4999: Books And Supplies Supplemental $20,000

Scope of Service	School wide – all District middle and elementary schools. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	School wide – all District middle and elementary schools. X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The focus for intervention is on the targeted populations to ensure the students are career and college ready upon graduation from high school. The goal is to continue and expand intervention in math and other areas for 6th grade through high school. This will allow the middle schools to include 4 sections for math intervention and acceleration opportunities to ensure students receive timely and appropriate math intervention that allows students to transition out of intervention courses and attain success in math. This targeted intervention and credit recovery will allow students to take appropriate courses to be career and college ready upon graduation from high school. The intervention programs will prepare students for local and state assessments.

Original GOAL 7 from prior year LCAP:	Employ school resource officers for each high school site and feeder schools Conduct , twice annually, school audits on emergency response protocols to natural disasters and school violence including intruder on campus Conduct training and response with City police and SWAT to school shooter on campus (to be conducted at a selected site during student break) Meet quarterly with Murrieta Police Department to review incidences in the schools and community that may impact school safety including incidences of gang activity, drug use and sales, and graffiti Reach 90% effectiveness on Bullying Training Survey results Remain compliant with Williams requirements i.e. sufficient instructional materials and school facilities in good repair	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Fund full time school resource officers Safe Schools Director and SROs will complete 19 after action reports to improve emergency response and create a safer school environment during emergency School staff, Safe Schools Director and SROs will immediately respond to severe discipline issues to protect the integrity of the learning environment Safe Schools Director will facilitate open and complete communication as measured by an annual survey of site administration Safe Schools Director will conduct 5 Bullying prevention workshops Maintain student access to safe and clean school facilities and required instructional material as measured by the Williams report	Actual Annual Measurable Outcomes:	The district funded approximately 2.5 full time officers and the City paid for the other 2.5 officers for a total of 5 officers. The City also pays for the Sergeant to oversee and assist the program and one YAT officer is provided through funding from probation. To date we have generated 95 after action reports. By the end of the year we will have generated approximately 19 additional after action and corrective action reports. City police and SWAT training and "active shooter" response was conducted on May 18, 2015. Medical response agencies and other agencies will participate. GRIP (Quarterly) meetings have been held with Murrieta Police Department to review incidences in the schools and community that may impact school safety including incidences of gang activity, drug use and sales, and graffiti. Four bullying trainings were complete: 09/17 – Warm Springs; 09/23 – Buchanan; 10/21 – Alta Murrieta; and 11/19 – E. Hale Curran. Staff will try to get one or two more in before the end of the year. No Williams Complaints filed

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide funding for three full time School Resource officers to provide school safety services and enhance student relationships with law enforcement.	Fund salaries for 3 School Resource Officers 5800: Professional/Consulting Services And Operating Expenditures Supplemental $340,000	1. The district funded approximately 2.5 full time officers and the City paid for the other 2.5 officers for a total of 5 officers. The City also pays for the Sergeant to oversee and assist the program and one YAT officer is provided through funding from probation.	Fund salaries for 3 School Resource Officers 5800: Professional/Consulting Services And Operating Expenditures Supplemental $310,000
Scope of Service: High schools and middle schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: High schools and middle schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Complete19 audits of emergency drills Districtwide and complete after action reports to improve emergency response and create a safer school environment during emergency	School audits on emergency response protocols to natural disasters and school violence including intruder on campus: no cost	2. To date we have generated 95 after action reports. By the end of the year we will have generated approximately 19 additional after action and corrective action reports.	School audits on emergency response protocols to natural disasters and school violence including intruder on campus: no cost
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

3. Conduct training and response with City police and SWAT to school shooter on campus (to be conducted at a selected site during student break)	Training and response with City police and SWAT: no cost	3. City police and SWAT training and "active shooter" response was conducted during vacation	Training and response with City police and SWAT: no cost
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Meet quarterly with Murrieta Police Department to review incidences in the schools and community that may impact school safety including incidences of gang activity, drug use and sales, and graffiti	GRIP Meetings held at MPD: no cost	4. GRIP (Quarterly) meetings have been held with Murrieta Police Department to review incidences in the schools and community that may impact school safety including incidences of gang activity, drug use and sales, and graffiti	GRIP Meetings held at MPD: no cost
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. Conduct 5 Bullying prevention workshops with 90% effectiveness on Bullying Training Survey results	Training supplies for anti-bullying workshops 4000-4999: Books And Supplies Supplemental $20,000	5. Four bullying trainings were complete: 09/17 – Warm Springs; 09/23 – Buchanan; 10/21 – Alta Murrieta; and 11/19 – E. Hale Curran. Staff will try to get one or two more in before the end of the year.	Training supplies for anti-bullying workshops 4000-4999: Books And Supplies Supplemental $5,000

Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6. Remain compliant with Williams requirements i.e. sufficient instructional materials and school facilities in good repair	Williams complaints were not filed: No cost	6. Remain compliant with Williams requirements i.e. sufficient instructional materials and school facilities in good repair	No Williams Complaints filed No cost
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The goal for the 2015-16 school year is to continue funding SRO's, Emergency response audits, GRIP meetings, and bullying training. Furthermore, the district has identified parent engagement as an area of focus for the upcoming school year. To meet this identified need, it's recommended that the district survey a representative group of parents to gather feedback in particular areas of interest and need. Training opportunities for parents will be offered throughout the school year based on the highest interest and need. The engagement of parents representing the targeted student populations will be of particular focus.

Original GOAL 8 from prior year LCAP:	Provide Library support with a credentialed librarian at all District schools Implement year 1 of the District Library Plan to upgrade school libraries to support common core Provide regular calendared library tech meetings and training to improve library services Provide and implement Standards aligned math materials Conduct a WASC directed needs analysis of library services at the alternative education site and write a site plan to improve library services for students	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 X 6 _ 7 X 8 COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Providing a District librarian to train and monitor all sites will improve library services and align systems throughout the District Implementation of the Library plan will “weed” old and obsolete library selections and replace with current resources including digital resources for student research. Regular training and meetings will improve library services and align systems throughout the District. Implement a standards based math program in grades 3-5 math A needs analysis of library services for alternative education will guide us in improving library services to alternative education students	Actual Annual Measurable Outcomes:	The District designated a credentialed librarian to train and monitor all sites and sites improved library services and aligned systems throughout the District The sites implemented the Library plan and was able to “weed” old and obsolete library selections and replace with current resources including digital resources for student research. The average copyright date for books within the district improved from 1996 to 1998 in two years. The goal is to improve to an average copyright date of 2000 by the end of the 2015-2016 school year. Regular training and meetings to improve library services and align systems throughout the District were held quarterly, focusing on transitioning to and maintaining digital content within the libraries. A standards based math program in grades 3-5 math was implemented using Go Math A needs analysis of library services for alternative education for alternative education students was completed. The recommendation included increasing the library tech position currently at four (4) hours per day to a minimum of six (6) hours per day.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Hire Library technician and designate the credentialed librarian as the District Librarian to provide Library support to meet the goal to have a credentialed librarian at all District schools	Hire a classified library technician 2000-2999: Classified Personnel Salaries Supplemental $56,500	1. The District hired a Library technician and designate the credentialed librarian as the District Librarian to provide Library support to meet the goal to have a credentialed librarian at all District schools	Hire a classified library technician 2000-2999: Classified Personnel Salaries Supplemental $19,320 Hire a classified library technician 3000-3999: Employee Benefits $1,230
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Provide and implement Standards aligned math materials including materials specific to subgroup interventions (i.e. ELD materials)	Grade 3-5 Go Math adoption 4000-4999: Books And Supplies Supplemental $815,684	2. Provide and implement Standards aligned math materials (GoMath!) including materials specific to subgroup interventions (i.e. ELD materials) for grades K-5	Grade 3-5 Go Math adoption 4000-4999: Books And Supplies Supplemental $815,684
Scope of Service: All Elementary Sites X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All Elementary Sites X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

3. Provide sub release or hourly rate for library tech meetings	Sub and hourly rate 2000-2999: Classified Personnel Salaries Supplemental $350	3. Sub and hourly rate provided for meetings	sub and hourly rate 2000-2999: Classified Personnel Salaries Supplemental $1,513
Scope of Service: All LEA sites X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All LEA sites X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Implement year 1 of the District Library Plan to upgrade school libraries to support common core	Purchase texts (hard and online copies), core novels, digital media 4000-4999: Books And Supplies Supplemental $97,500	4. Year 1 of the District Library Plan to upgrade school libraries to support common core was implemented	Purchase texts (hard and online copies), core novels, digital media 5000-5999: Services And Other Operating Expenditures Supplemental $31,985 Purchase texts (hard and online copies), core novels, digital media 4000-4999: Books And Supplies Supplemental $60,450
Scope of Service: All LEA sites X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All LEA sites X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

5. Complete a needs analysis of library services for alternative education will guide us in improving library services to alternative education students	Needs analysis completed at no cost	5. A needs analysis of library services for alternative education will guide us in improving library services to alternative education students was completed and submitted for consideration in the 2015 LCAP	Needs analysis completed at no cost
Scope of Service: Creekside HS _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) HS At-risk		Scope of Service: Creekside HS _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) HS at-risk	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	2014-2015 will complete the term on the current Three-Year Library Plan. In 2015-2016, we will begin working on a new Three-Year Plan to further improve MVUSD library services to all students. The 2015-2016 LCAP will need to continue support of New Standards Implementation, including setting aside funding to complete the MS and HS math adoption, and consider funding the improvement activities for Creekside HS.		

Original GOAL 9 from prior year LCAP:	By July , 2014 select a Coordinator or administrator on Special assignment for Assessment and Academic Projects Provide a District wide data management system to house state and local assessment data with demographic disaggregation Sites will receive site determined support for proctoring state exams District will readily use Pre ID services and all state required processes in State exams Contracted services will be used to assist in the development, tracking, and analysis of data required in the LCAP Analysis of Progress Assessment staff will attend County and state LCAP and assessment meetings and workshops	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 _ 6 _ 7 X 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All schools in the LEA
	Applicable Pupil Subgroups:	All, with a focus on SED, EL, Foster Youth and Targeted Subgroups

Expected Annual Measurable Outcomes:	Schools sites and District will receive improved data management and formative exam data for interventions EADMS and ESGI data management system will be provided for data analysis by all sites Provide 45 days of sub release time to assist in proctoring statewide assessments. Pre ID and other required services will be provided for all state exams including EAP, CAPA, Fitnessgram CAHSEE, remaining CST's and SBAC Contracted services will be secured for the tracking and analysis of metrics and data required in the LCAP Increase English proficiency as measured by CELDT performance level improvement by 5% from 37% to 42% the first year Establish Lexile cut points as an academic criteria for English reclassification To establish a baseline data on EAP participation and pass rate in ELA and math per CAASP	Actual Annual Measurable Outcomes:	Schools sites and District have received improved data management and formative exam data for interventions such as training using INSPECT and district-wide use of local assessments. EADMS and ESGI data management system were provided. EADMS training to all math teachers and site data coordinators. Forty-five days of sub release time to assist in proctoring statewide assessments were provided including CELDT and CAHSEE Pre ID and other required services were provided for all state exams including EAP, CAPA, Fitnessgram, and remaining CST's and SBAC. Contracted services for data tracking were not necessary due to in-house staff. Increase English proficiency as measured by CELDT performance level improvement by 5% the first year (data to be collected for 2014-15) Lexile cut points were established as an academic criteria for English reclassification (posted on reclassification form). A baseline data on EAP participation and pass rate will be established for ELA and math per CAASP in May.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Hire a Coordinator of Assessment, Research, and Academic Projects	Coordinator Salary 2000-2999: Classified Personnel Salaries Supplemental $110,000 Materials, supplies, computer for coordinator 4000-4999: Books And Supplies Supplemental $18,500	1. Hired a Coordinator of Assessment, Research, and Academic Projects	Coordinator Salary 2000-2999: Classified Personnel Salaries Supplemental $70,044 Materials, supplies, computer for coordinator 4000-4999: Books And Supplies Supplemental $18,500 Coordinator Salary 3000-3999: Employee Benefits Supplemental $15,235
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. EADMS and ESGI data management system will be provided for data analysis by all sites	EADMS/ESGI contracted service 5800: Professional/Consulting Services And Operating Expenditures Supplemental $86,500	2. EADMS and ESGI data management system has been provided for data analysis by all sites	EADMS/ESGI contracted service purchased $5,800: Professional/Consulting Services And Operating Expenditures Supplemental $86,500
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

3. Sites will receive site determined support for proctoring state exams	Substitute and extra duty 1000-1999: Certificated Personnel Salaries Supplemental $5,000	3. Sites have received site determined support for proctoring state exams	Substitute and extra duty 1000-1999: Certificated Personnel Salaries Supplemental $5,000
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Contracted services will be used to assist in the development of assessments, tracking, and analysis of student progress.	Contracted service for INSPECT 5800: Professional/Consulting Services And Operating Expenditures Supplemental $40,000 Substitutes for INSPECT training 1000-1999: Certificated Personnel Salaries Supplemental $2,500	4. Contracted services has been purchased to assist in the development of assessments, tracking, and analysis of student progress.	Contracted service for INSPECT 5800: Professional/Consulting Services And Operating Expenditures Supplemental $40,000 Substitutes for INSPECT training 1000-1999: Certificated Personnel Salaries Supplemental $2,500
Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Combine assessment with new standards and continue funding at the same level of support for current services to support student achievement (goal #1). Continue to build proficiency with assessment systems and analysis of data to inform instruction and planning activities by providing professional development opportunities with EADMS, ESGI, and other data systems. Investigate further resources for the development of local assessment instruments. Conduct research utilizing data from latest round of assessment results to modify metrics to match the latest research-based approaches. Create network of educators oriented towards assessment and learning outcomes and building district-wide proficiency in state and local assessments.		

Original GOAL 10 from prior year LCAP:	Expand Dual enrollment as an AP option to foster a college-going culture. Provide early college access for students to increase a college going culture amongst students who are underrepresented at college. Provide students access to college coursework to build a transferable college transcript.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 X 6 X 7 X 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	Vista Murrieta HS
	Applicable Pupil Subgroups:	All, with a focus on SED, EL, Foster Youth and Targeted Subgroups

Expected Annual Measurable Outcomes:	Increase dual enrollment options to include one section of college Science allowing 25 students to complete 1 year of college Science Add additional sections of College English courses to the master schedule allowing 50 additional students to participate in the Dual Enrollment Provide teacher staff development from college instructors Support required lower class size with up to 2 additional sections Provide 3 days release time for grading and increased student feedback	Actual Annual Measurable Outcomes:	Increased dual enrollment options to include four sections of college Science including two Biology 115 and two College Chemistry courses serving 106 students allowing one to two years of science credit to be completed. Added 4 additional sections of College English courses (4 English Comp 101 first semester and 4 Critical Thinking 103 classes second semester) to the master schedule serving 106 students. Provided teacher staff development from college instructors through 16 meetings. Supported required lower class size with up to 2 additional sections Provided 8 days of release time for grading and increased student feedback

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Increase dual enrollment options to include one section of college Science allowing 25 students to complete 1 year of college Science	Provide sectional support for Dual Enrollment (see intervention page) Dual enrollment textbook and reprographic support 4000-4999: Books And Supplies Supplemental $30,000 Provide anti- plagiarism service for Dual enrollment 5000-5999: Services And Other Operating Expenditures Supplemental $8,355	1. Increased dual enrollment options to include four sections of college Science including two Biology 115 and two College Chemistry courses serving 106 students allowing one to two years of science credit to be completed. Added 4 additional sections of College English courses (4 English Comp 101 first semester and 4 Critical Thinking 103 classes second semester) to the master schedule serving 106 students.	Provide sectional support for Dual Enrollment (see intervention page) Dual enrollment textbook and reprographic support 4000-4999: Books And Supplies Supplemental $30,000 Provide anti- plagiarism service for Dual enrollment 5000-5999: Services And Other Operating Expenditures Supplemental $8,355
Scope of Service: School wide at Vista Murrieta HS X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School wide at Vista Murrieta HS X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Provide teacher staff development from college instructors. Provide 3 days release time for grading and increased student feedback.	Release time for training 1000-1999: Certificated Personnel Salaries Supplemental $15,000	2. Provided teacher staff development from college instructors. Provided 3 days release time for grading and increased student feedback.	Release time for training 1000-1999: Certificated Personnel Salaries Supplemental $2,000 Release time for training 3000-3999: Employee Benefits Supplemental $260 Materials & Supplies 4000-4999: Books And Supplies Supplemental $12,056

Scope of Service	Vista Murrieta H.S.		Scope of Service	Vista Murrieta H.S.	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The goal is to develop baseline data including the targeted populations in the Dual Enrollment program and expand the participation in Dual Enrollment to those target population students to ensure students are career and college ready upon graduation from high school. The number of sections and support for dual enrollment will be maintained, but there will be data collected to measure participation and impact for targeted subgroups.

Original GOAL 11 from prior year LCAP:	Implement consistent interventions at all elementary schools by providing each site with a 50% intervention teacher. Provide teacher training on all intervention materials Conduct parent trainings Purchase intervention materials that will be used consistently across the District	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All Elementary Sites - 50% teachers
	Applicable Pupil Subgroups:	All, with a focus on SED, EL, Foster Youth and Targeted Subgroups

Expected Annual Measurable Outcomes:	Hire 50% Intervention teachers for all (11) elementary schools Train all intervention teachers in the use of specific programs as validated by sign in sheets Intervention programs will be delivered with fidelity as validated by observation and checklists Parent training will occur at least once per title 1 site with invitations sent to all parents at all elementary schools Purchase complete intervention programs for all elementary and middle school sites Improve reading levels by moving students from the baseline Lexile level to the stretch goal in 1 year	Actual Annual Measurable Outcomes:	Hired 50% Intervention teachers for all (11) elementary schools Trained all intervention teachers in the use of specific programs as validated by sign in sheets Provided Intervention program training to deliver instruction with fidelity as validated by observation and checklists Parent training occurred at least once per title 1 site with invitations sent to all parents at all elementary schools Purchased complete intervention programs for all elementary and middle school sites Individual schools and grade levels monitored Lexile growth of students and results were used to inform instruction and intervention.

Grade	Base	Goal
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Hire 50% Intervention teachers for all (11) elementary schools. Additional actions and services were provided for Title I schools and schools in program improvement year 3.	50% teacher salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental $550,000 Title I $15,000 Intervention materials: Math 180 Other $50,000 I Read (PI Year 3) $90,000 Read 180 Title I $203,315 Read 180 upgrade (PI Year 3) $110,000	1. Hired 50% Intervention teachers for all (11) elementary schools.	50% teacher salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental $332,210 50% teacher salaries and benefits 3000-3999: Employee Benefits Supplemental $69,436
Scope of Service: All Elementary Sites _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All Elementary Sites _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Train all intervention teachers in the use of specific programs as validated by sign in sheets	Substitute and team meeting days: Training (10 x 10 x 110) 1000-1999: Certificated Personnel Salaries Title I $11,000	2. Trained all intervention teachers in the use of specific programs as validated by sign in sheets. Title I funding was not used to fund general education intervention teachers. This training was funded from Title II.	Substitute and team meeting days: Training (10 x 10 x 110) 1000-1999: Certificated Personnel Salaries Title I $11,000

Scope of Service: All Elementary Sites _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All Elementary Sites _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Parent training will occur at least once per title 1 site with invitations sent to all parents at all elementary schools	Materials and supplies for parent trainings 4000-4999: Books And Supplies Title I $15,000	3. Parent training will occur at least once per title 1 site with invitations sent to all parents at all elementary schools. $15,000 is for the use of Title I schools only. All other schools must use their supplemental dollars to fund this training.	Materials and supplies for parent trainings 4000-4999: Books And Supplies Title I $15,000
Scope of Service: All elementary sites _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All elementary sites _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Purchase complete intervention programs for all elementary and middle school sites. Provide additional intervention action and services at Title I schools.	Licenses for Read 180 and Math 180 5000-5999: Services And Other Operating Expenditures Title I $203,000 iRead 5000-5999: Services And Other Operating Expenditures Other $90,000	4. Purchased complete intervention programs for all elementary and middle school sites with one-time PI funding which is justified because MVUSD is in Year 3 Program Improvement.	Licenses for Read 180 and Math 180 5000-5999: Services And Other Operating Expenditures Title I $203,000 iRead 5000-5999: Services And Other Operating Expenditures Other $90,000

Scope of Service	All elementary sites		Scope of Service	All elementary sites	
_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The primary change for 2015 - 2016 will be to ensure that sites are providing priority access of intervention programs to students in targeted populations. Additionally, we will establish baseline data points of students accessing the intervention support, by sub-group, using iRead and SRI data, and develop a system of progress monitoring that will focus on disaggregated data for our sub-groups both at the site and district levels.

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Original GOAL 12 from prior year LCAP:	Institute the International Baccalaureate Middle Years Program and utilize IB strategies in all site scheduled Advanced Placement and IB courses Train core academic teachers in the IB Middle Years Program Provide release for IB coordination Provide materials and supplies for IB implementation Provide funding for IB exams	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	School wide - Murrieta Valley High School
	Applicable Pupil Subgroups:	All, with a focus on SED, EL, Foster Youth and Targeted Subgroups

Expected Annual Measurable Outcomes:	Train 10 core academic staff to be strategically aligned with the IB and the MYP program to build a culture of rigor that is aligned with the ideals of the IB program. Increase program student participation rates by 10% over the 2013-14 baselines. Increase the number of students who earn an IB Diploma by 5 students over the 2013-14 baseline	Actual Annual Measurable Outcomes:	Trained 8 core academic staff to be strategically aligned with the IB and all staff in the MYP program to build a culture of rigor that is aligned with the ideals of the IB program. Increased program student participation rates by 13.4% over the 2013-14 baselines (231 to 262). Increased the number of students who earn an IB Diploma by 5 students over the 2013-14 baseline

Year	Completed	Earned
2013-14	19	17
2014-15	25	TBD

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Train 10 core academic teachers in IB and MYP	Training teachers - Sub release 1000-1999: Certificated Personnel Salaries Supplemental $11,000	1. Trained 8 teachers in IB and all staff in MYP	Training teachers sub release 5000-5999: Services And Other Operating Expenditures Supplemental $11,000
Scope of Service: School wide - Murrieta Valley High School X All OR: _Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School wide - Murrieta Valley HS X All OR: _Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Provide additional sections to support IB Program and provide Coordination	(see intervention section for sections)	2. 6 additional period sections were provided for IB courses and coordination	(see intervention section for sections)
Scope of Service: School wide - Murrieta Valley HS X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School wide Murrieta Valley HS X All OR: _Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Provide support for IB program - materials, textbooks, supplies, and required technology services such as Questia and Turn it in	Purchase Questia software 5000-5999: Services And Other Operating Expenditures Other $6,000	3. All materials and supplies were provided	Questia software purchased 5000-5999: Services And Other Operating Expenditures Other $6,000

	Purchase Turn it in software 5000-5999: Services And Other Operating Expenditures Other $8,335 Purchase IB textbooks 4000-4999: Books And Supplies Other $15,000 Provide for IB test fees 5000-5999: Services And Other Operating Expenditures Other $7,500		Purchased Turn it in software 5000-5999: Services And Other Operating Expenditures Other $8,335 Purchased IB textbooks 4000-4999: Books And Supplies Other $15,000 Funding IB test fees 5000-5999: Services And Other Operating Expenditures Other $7,500
Scope of Service: School wide Murrieta Valley HS X All OR: _ Low Income pupils _ English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School wide Murrieta Valley HS X All OR: _ Low Income pupils _ English Learners _ Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The goal is to develop baseline data including the targeted populations in the IB/MYP program and expand the participation in IB/MYP to those target population students to ensure students are career and college ready upon graduation from high school. The number of sections and support for IB will be maintained, but there will be data collected to measure participation and impact for targeted subgroups.

Original GOAL 13 from prior year LCAP:	Increase middle school purposeful elective opportunities in the arts, STEM and other programs that connect students to school through the use of zero period sections Create a three season middle school intermural sports program Meet with middle school staff (Middle School Collaborative) to continue planning middle school transformation activities	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	Warm Springs MS Shivela MS Thompson MS Dorothy McElHinney MS
	Applicable Pupil Subgroups:	All, with a focus on SED, EL, Foster Youth and Targeted Subgroups

Expected Annual Measurable Outcomes:	Add a minimum of four zero period sections for middle school students Initiate a middle school intermural program. 10% of the middle school population will participate in zero period offerings 10% of the middle school population will have participated in intermural programs 10% of the target population will have participated in intermural programs Create a parent and student survey to determine purposeful programs and services	Actual Annual Measurable Outcomes:	District added four zero period sections to each middle school All District middle schools participated in the middle school intermural programs 19.26% of students participated in zero period sections Percentage of middle school population participating in intermural programs. TBD Percentage of the middle school target populations participating in intermural programs. TBD Parent and student surveys were conducted that included feedback on zero period and intermurals. Satisfaction rate for zero period: parent satisfactions: 82% Student satisfaction: 74%

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide funding for 4 zero period sections at each middle school and the materials and supplies needed to support courses and interventions developed	Zero period pay 1000-1999: Certificated Personnel Salaries Supplemental $225,000 Sub release time 1000-1999: Certificated Personnel Salaries Supplemental $35,000 Materials and supplies (including intermural) 4000-4999: Books And Supplies Supplemental $25,300 other supplies - after school program 4000-4999: Books And Supplies Supplemental $1,000	1. Provided funding for all zero period sections and required materials and supplies for classes developed	Zero period pay 1000-1999: Certificated Personnel Salaries Supplemental $219,448 Sub release time provided 1000-1999: Certificated Personnel Salaries Supplemental $35,500 Materials and supplies provided 4000-4999: Books And Supplies Supplemental $25,300 other supplies provided - after school program 4000-4999: Books And Supplies Supplemental $1,000 Zero period pay 3000-3999: Employee Benefits Supplemental $30,756
Scope of Service: LEA Wide at Middle School level X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA wide at Middle School Level X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Fund stipends and transportation for Inter mural program	Teacher Stipends 1000-1999: Certificated Personnel Salaries Supplemental $13,000 Bus transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental $15000 Mileage 5000-5999: Services And Other Operating Expenditures Supplemental $1000	2. Stipends and transportation funded for inter mural program	Teacher stipends provided 1000-1999: Certificated Personnel Salaries Supplemental $13,000 Bus transportation 1000-1999: Certificated Personnel Salaries Supplemental $15,000 Mileage for staff 1000-1999: Certificated Personnel Salaries Supplemental $1,000

Scope of Service: LEA Wide at Middle School level X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA wide at Middle Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. All students needs will be addressed	Teacher Stipends Supplemental $1,200 Materials and supplies Supplemental $500 Professional Development Supplemental $10,000	3. All students needs will be addressed	Teacher Stipends Supplemental $1,200 Materials and supplies Supplemental $500 Professional Development Supplemental $10,000
Scope of Service: LEA Wide at Middle School level X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide at Middle School level X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of the student and parent survey results, the middle school collaborative group will develop the 2015-16 work plan with a focus on the targeted subgroups to enhance and expand zero period offerings, intermurals and activities to increase student engagement and participation. As a result of the high interest from both students and parents regarding CTE courses, the middle schools and the middle school collaborative will incorporate CTE efforts in their work plans.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$6,918,594

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

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

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

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

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

4.31	%

Murrieta Valley Unified School District has developed a plan to utilize LCFF Supplemental Funds specifically to increase the actions and services in order to meet the needs of English Learners, Low Income, Foster Youth and identified ethnic student groups by:

- Maintaining targeted intervention programs designed to support unduplicated students' achievement in literacy and math with specific consideration to language and other needs. Providing strategic math intervention opportunities at grades 6-9.
- Providing additional counseling support at the secondary level in order to fortify a-g completion, CTE participation and completion, ensure academic achievement, and to ensure college and career readiness.
- Providing additional counseling support at the elementary level in order to curb chronic absenteeism and promote regular attendance in grades K-3.
- Providing additional mental health services through a mental health therapist to focus specifically on underrepresented and targeted student populations
- Providing outsourced and supplemental special programs to underrepresented and targeted populations to ensure academic achievement, civic, career, and college readiness
- Increasing participation rates in acceleration programs such as Advanced Placement, Dual Enrollment, STEM, and the Arts of unduplicated students' and identified ethnic student groups.
- Increased support in assessment by providing a system of support to analyze and progress monitor students using local assessments.
- Providing support to unduplicated students through AVID, online courses, and Academic Seminar.
- Investing in the on-going professional development of teachers, instructional support staff and administrators to provide students access to highly trained, fully credentialed teachers in their subject areas.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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

01-13-15 [California Department of Education]

Murrieta Valley Unified School District

Inspiring every student to think, to learn, to achieve, to care.

MURRIETA VALLEY UNIFIED LOCAL CONTROL AND ACCOUNTABILITY PLAN DATA REVIEW

Mitch Aulakh, Coordinator of Assessment, Research, and Academic Projects

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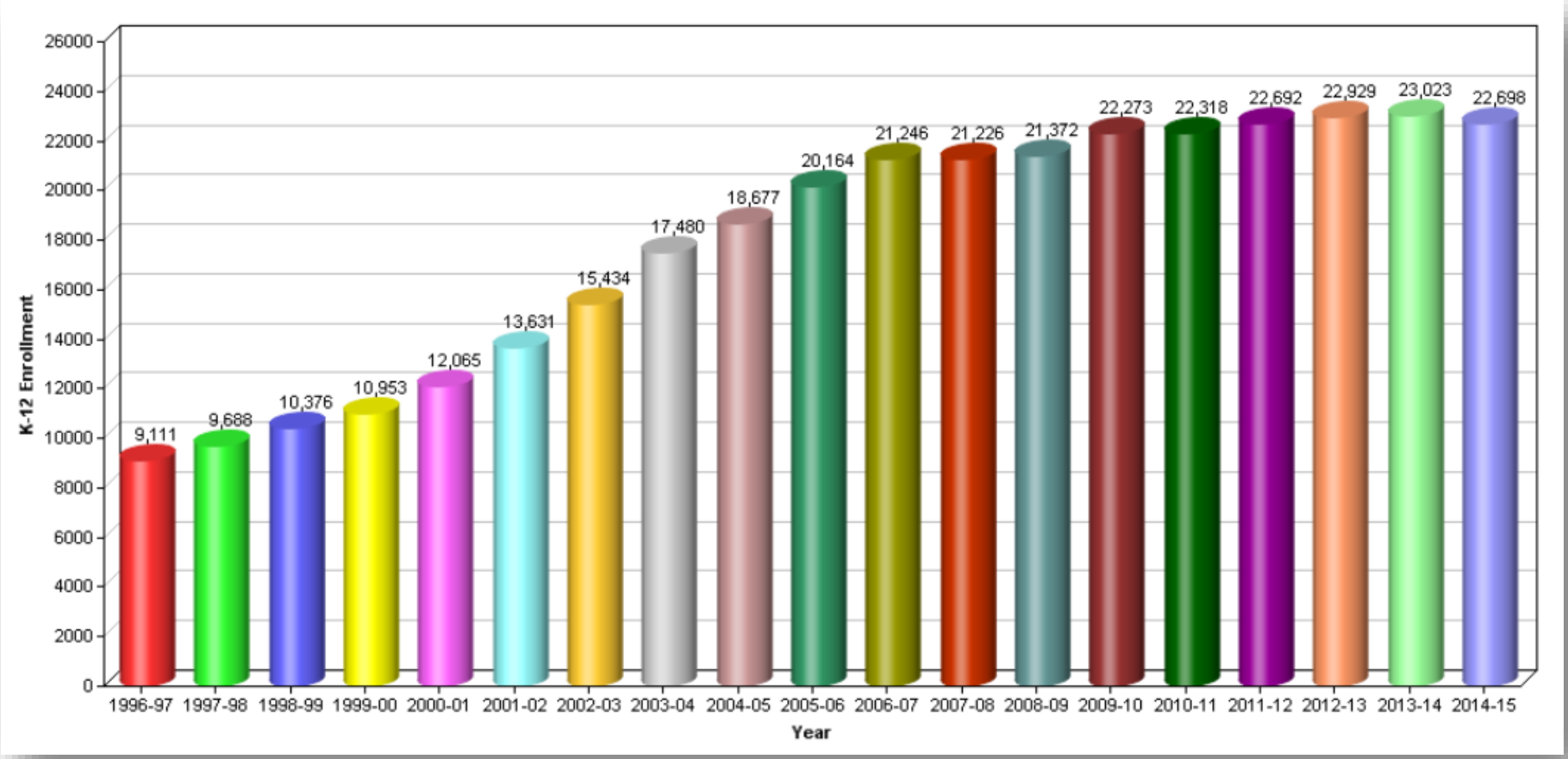
District Overview

Murrieta Valley Unified School District educates close to 23,000 students. Located in Murrieta, CA, Murrieta Valley Unified is on the southern side of Riverside County near San Diego County. Approximately 30% of students are considered socioeconomically disadvantaged, with nearly 33% of students counting towards the unduplicated count (low income, FRPM eligible students and English learner students counted only once each).

Subgroup	Count	Percent
Socioeconomically Disadvantaged	6888	30.3%
English Learner	1261	5.6%
Students with Disabilities	2800	12.3%
Unduplicated Count (SED & EL)	7422	32.7%

Much of the following data is comprised from the Needs Analaysis Tool (NAT) developed by the Riverside County Office of Education, local data collected from our student information sis and other data management systems, and public data sources provided by the California Department of Education and other agencies such as College Board whenever available.

Overall, Murrieta Valley Unified performs well in relation to the rest of Riverside County for nearly every metric. Less rigorous metrics such as graduation rates, dropout rates, attendance rates, and CAHSEE pass rates indicate relatively similar high achievement gains for all subgroups; however, when we look at more rigorous metrics such a-g completion rates, chronic absenteeism rates, and Early Assessment Program results, discrepencies between subgroups tend to appear. Furthermore, for many metrics, there is a particular need to focus on our English Learners (ELs), American Indians, African Americans, Students With Disabilities (SWDs), and Socioeconomically Disadvantaged (SED).


K-12 Enrollment
26000
24000
22000
20000
18000
16000
14000
12000
10000
8000
6000
4000
2000
0
9,111
9,688
10,376
10,953
12,065
13,631
15,434
17,480
18,677
20,164
21,246
21,226
21,372
22,273
22,318
22,692
22,929
23,023
22,698
1996-97
1997-98
1998-99
1999-00
2000-01
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
Year

Conditions of Learning

Basic Services: Priority 1

Highly Qualified Teacher Rates

With the closing of the 2014-15 school year, a large number of teachers will be retiring across the district. Furthermore, because the district is offering a Supplemental Early Retirement Plan (SERP), many teachers will be retiring. As a result, we anticipate a larger influx of new teachers that the district will need to ensure is highly qualified. Furthermore, the Murrieta Valley Unified Beginning Teacher Induction Program is unique in that we as a district have control over our own program.

With the changing landscape of pedagogical requirements for our middle schools, middle school teachers will be required to have a single subject credential. Furthermore, our special education teachers also require further subject matter compliance. In order to ensure our special education teachers meet all minimum requirements in core academic areas, Murrieta Valley Unified will continue to work with additional agencies to provide support for programs that prepare educators to meet these requirements such as Verification Process for Special Settings (VPSS).

Also, professional development is a large focus for Murrieta Valley Unified. While we believe it is important that our teachers have the necessary requirements satisfied, we also want our teachers to be leading educators. As a result, teachers undergo continuous professional development throughout the year.

Teacher Misassignment Rates

Every teacher must be qualified to teach the subject area in their respective field. On a site by site basis, human resources and site personnel work together to monitor compliance of each individual teacher to their subject area assignment. Every teacher is legally assigned; however, there are a small number of cases in which the teachers are not deemed highly qualified.

This issue is particularly important as middle school teachers' transition from multiple subject credentials to single subject credentials. Many middle school teachers were previously compliant by teacher multiple subjects; however, with the transition to departmentalized settings in which teachers specialize in a single subject, teachers will need to acquire subject matter compliance for that specific subject in addition to an appropriate credential. As a result, the district is exploring the General Education Limited Assignment Permit (GELAP) as a potential pathway for middle school teachers to meet these requirements.

Facilities in Good Repair

Each year, the district conducts the Fitness Inspection Tool (FIT) process to determine any areas of need as far as facilities and services. Based on our last round of results from the FIT report, all facilities were found to be in good repair. In addition to completing the FIT report, an additional needs analysis was conducted in order to determine how additional dollars as a result of Measure BB, a 98 million dollar general obligation bond for technology and facilities. As a result, a large number of resources will be dedicated to upgrading the technology in our schools and classrooms come fall of 2015. Each school site was tasked with creating a technology plan to incorporate these additional resources.

The district will continue to maintain facilities in good repair and address any major concerns as they appear.

Implementation of State Standards: Priority 2

Implementation of State Standards

Across the district, implementation efforts have varied depending on the school level. At the elementary level, a multi-year approach with focused attention on each subject area from year to year was utilized, while at the secondary level a multi-year approach is also being utilized, but both English and math training are provided on an incremental basis. While both approaches varied in the content they addressed, the approach utilized was similar.

For middle schools and high schools in English Language Arts, curriculum work teams were created for the purposes of designing standards-based units based on Understanding by Design principles. Teams met multiple times over the course of the year to discuss how to meet the rigorous demands of the new state standards. Teams were facilitated by Teachers on Special Assignment tasked with designing units. Additional training and work meetings were held to develop district benchmarks that are aligned with the standards and curriculum. Teams met to discuss the standards and learning expectations of students as in concert with the new state assessments. Test and question specifications were shared and discussed and used as a basis for developing local assessments. Following the creation of these assessments, steering committees evaluated and provided feedback regarding the units of study and assessments. A cyclical process of development and review was used to ensure that assessments meet the increased expectations of the new standards and assessments. Further teacher trainings included technology integration with English Language Arts standards, ELA and English Language Development (ELD) frameworks including the development of performance tasks that are aligned with CAASPP, and standards unpacking activities. A series of trainings involving every ELA teacher was conducted in January. Pedagogy trainings were also held. Three Web 2.0 technology trainings, as well as 3 pedagogy trainings, were attended by participating teachers. Previous years efforts include additional unpacking activities in conjunction with trainings held by the Riverside County Office of Education.

For middle and high school math, a series of trainings over ten different days involving pedagogy, standards unpacking, curriculum, assessment development, and math pathways development were held over the year. Similar to the ELA setup, a Curriculum Work Team developed and organized materials and assessments for developing units of study, while a Steering Committee helped vet and reviewed the work. Teams also worked in conjunction with the Riverside County Office of Education to provide training on topics such as the foundational shifts in mathematics and effective math pedagogy for meeting the increased demands of the new state standards. Work teams were also trained in assessment design by analyzing standards progressions, blueprints for state exams, and question specifications from the new exams to ensure that locally developed benchmarks contained the highest degree of quality. Many of these trainings are an extension of previous efforts from years before.

A critical area of development for Murrieta Valley Unified in mathematics involves the transition from a traditional Algebra 1 to Geometry to Algebra II pathway to an integrated approach. While investigating the new standards, it was determined that an integrated pathway for math would be the most desirable due to the way the standards were developed and sequenced. As a result, a number of considerations had to be made in order to transition to this new system. Students in the traditional math pathway needed to have the option to finish that pathway, and new high school students would begin on the integrated approach. The district has a plan in place to ensure that all students are able to take a rigorous set of courses for math.

For elementary ELA and math, training was focused on math to begin with, and then transitioned to English Language Arts. A series of trainings held by the Riverside County Office of Education (RCOE) in English and math were held over a two year period of time. To start, teachers attended multiple trainings on the fundamental shifts in mathematics and teaching the new state standards to ensure deeper levels of understanding (depth of knowledge). For English Language Arts, RCOE also provided multiple workshops to help facilitate the instruction of writing in the new state standards. In addition, a series of assessment trainings are planned at the primary level to develop local benchmarks and protocols for analyzing assessment data.

While a number of professional development activities have been conducted already, additional training will continue to be held in order to ensure that our students receive the highest fidelity educational program possible. This includes a summer series of optional trainings, as well as universal training on assessment and the use of assessment data to help drive instruction district-wide.

Course Access: Priority 7

Enrolled in Broad Course of Study

The following table outlines Murrieta Valley Unified's Zero Period and Intramural program participation rates. Zero period is an optional program students can attend that starts before regular classes start in the morning. Tenaja Canyon Academy rates exceed 100% because they are an independent study program in which students can have secondary enrollments. At our middle schools, Warm Springs has the highest zero period participation.

Advanced Placement (AP), Dual Enrollment, and International Baccalureate Enrollment								
	Total ENR	SPED	EL	Foster	SED	African American	Hispanic	American Indian
ENR	8350	838	165	12	2154	534	2671	46
DUAL ENR	326 | 3.90%	8 | 0.95%	0 | 0.00%	0 | 0.00%	58 | 2.69%	18 | 3.37%	82 | 3.07%	2 | 4.35%
IB	274 | 3.28%	5 | 0.60%	0 | 0.00%	0 | 0.00%	34 | 1.58%	8 | 1.50%	67 | 2.51%	2 | 4.35%
AP	1936 | 23.19%	48 | 5.73%	14 | 8.48%	0 | 0.00%	400 | 18.57%	114 | 21.35%	532 | 19.92%	16 | 34.78%
Combined	2536 | 30.37%	61 | 7.28%	14 | 8.48%	0 | 0.00%	492 | 22.84%	140 | 26.22%	681 | 25.50%	20 | 43.48%

A further consideration for course access is our math pathways. As part of the implementation of the new state standards, an integrated approach to math was chosen. As a result, a lot of research and consideration was given to the way our math pathways are setup in order to ensure that students have access to the highest level of math possible. Because we know students have increased chances of success in post-secondary opportunities with higher levels of math courses completed, we want to give every student the opportunity to excel with success to our highest math offerings. The district will monitor the enrollment rates of students in higher math classes to ensure students have the proper access.

Zero Peroid and Intramural Participation								
	Total	SPED	EL	Foster	SED	African American	Hispanic	American Indian
Shivela MS	277 | 1443 | 19.20%	52 | 214 | 24.30%	4 | 63 | 6.35%	0 | 2 | 0.00%	97 | 562 | 17.26%	35 | 86 | 40.70%	106 | 575 | 18.43%	1 | 4 | 25.00%
Thompson MS	207 | 1665 | 12.43%	23 | 149 | 15.44%	2 | 55 | 3.64%	0 | 4 | 0.00%	37 | 421 | 8.79%	7 | 52 | 13.46%	69 | 503 | 13.72%	1 | 7 | 14.29%
Warm Springs MS	313 | 891 | 35.13%	64 | 128 | 50.00%	5 | 37 | 13.51%	2 | 6 | 33.33%	148 | 391 | 37.85%	16 | 47 | 34.04%	147 | 365 | 40.27%	1 | 1 | 100.00%
Dorothy McElhinney MS	225 | 1308 | 17.20%	48 | 146 | 32.88%	4 | 21 | 19.05%	0 | 5 | 0.00%	60 | 336 | 17.86%	14 | 71 | 19.72%	71 | 388 | 18.30%	2 | 3 | 66.67%
Murrieta Valley HS	215 | 2440 | 8.81%	180 | 202 | 89.11%	5 | 37 | 13.51%	2 | 4 | 50.00%	69 | 494 | 13.97%	15 | 87 | 17.24%	57 | 681 | 8.37%	2 | 10 | 20.00%
Vista Murrieta HS	51 | 3456 | 1.48%	1 | 350 | 0.29%	0 | 52 | 0.00%	0 | 4 | 0.00%	8 | 925 | 0.86%	8 | 268 | 2.99%	13 | 1114 | 1.17%	0 | 14 | 0.00%
Tenaja Canyon Academy	195 | 121 | 161.16%	16 | 14 | 114.29%	0	0 | 1 | 0.00%	28 | 15 | 186.67%	11 | 7 | 157.14%	54 | 33 | 163.64%	2 | 3 | 66.67%
Murrieta Mesa HS	147 | 2198 | 6.69%	11 | 249 | 4.42%	0 | 69 | 0.00%	0 | 3 | 0.00%	39 | 670 | 5.82%	28 | 164 | 17.07%	49 | 784 | 6.25%	1 | 16 | 6.25%
MS Totals	1022 | 5307 | 19.26%	187 | 637 | 29.36%	15 | 176 | 8.52%	2 | 17 | 11.76%	342 | 1710 | 20.00%	72 | 256 | 28.13%	393 | 1831 | 21.46%	5 | 15 | 33.33%
HS Totals	608 | 8215 | 7.40%	208 | 815 | 25.52%	6 | 158 | 3.80%	2 | 12 | 16.67%	144 | 2104 | 6.84%	62 | 526 | 11.79%	173 | 2612 | 6.62%	5 | 43 | 11.63%

Pupil Outcomes

Pupil Achievement: Priority 4

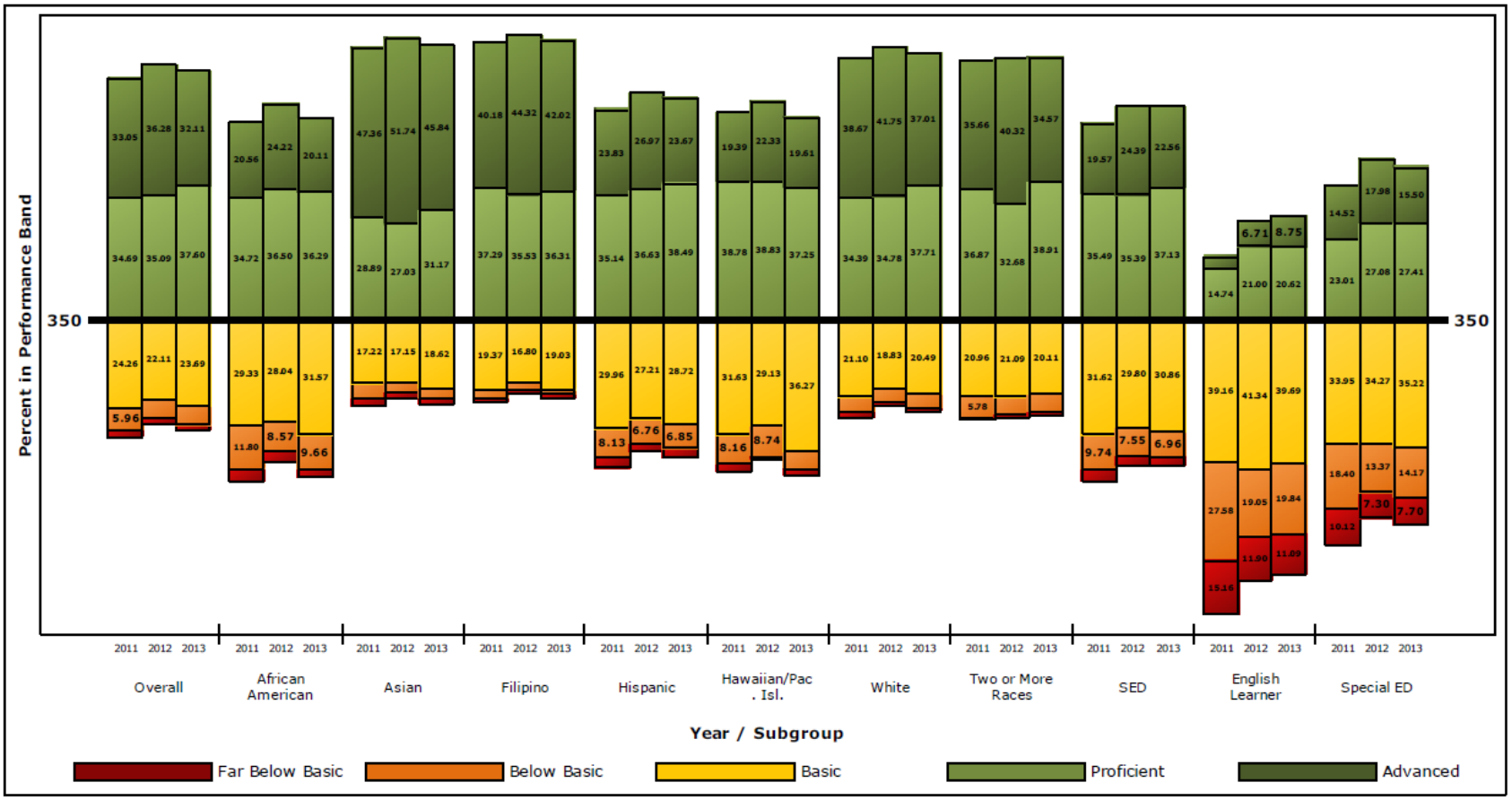
Performance on Standardized Tests

With the suspension of testing and no scores available from the 2013-14 field test of the Smarter Balanced system, only historic data from 2012-13 and prior are available for English Language Arts and Math. Overall, English language Arts maintained an upward trend until the 2012-13 year. Math was able to maintain positive trends all three years. Historically, our English Learners and Students With Disabilities have had the highest need in both English Language Arts and math. African-American and Hispanic students are also subgroups to focus on. With the completion of 2014-15 testing, additional data for student performance on English Language Arts and Math will be made available (see charts on following pages).

CAHSEE rates are also available, and reveal similar patterns with less rigorous metrics. Overall, 93-94% of students pass CAHSEE ELA and Math the first time around, and 72% of students score proficient on each exam. Subgroup rates for CAHSEE passing rates indicate similar patterns with African Americans, English Learners, and Students With Disabilities having the highest need, while the proficient rates reveal the same pattern only to a more extreme degree. It is worth noting that English Learners in particular struggle to reach a proficient status on CAHSE English Language Arts. Similar to other achievement related metrics, these subgroups will continue to be an area of focus.

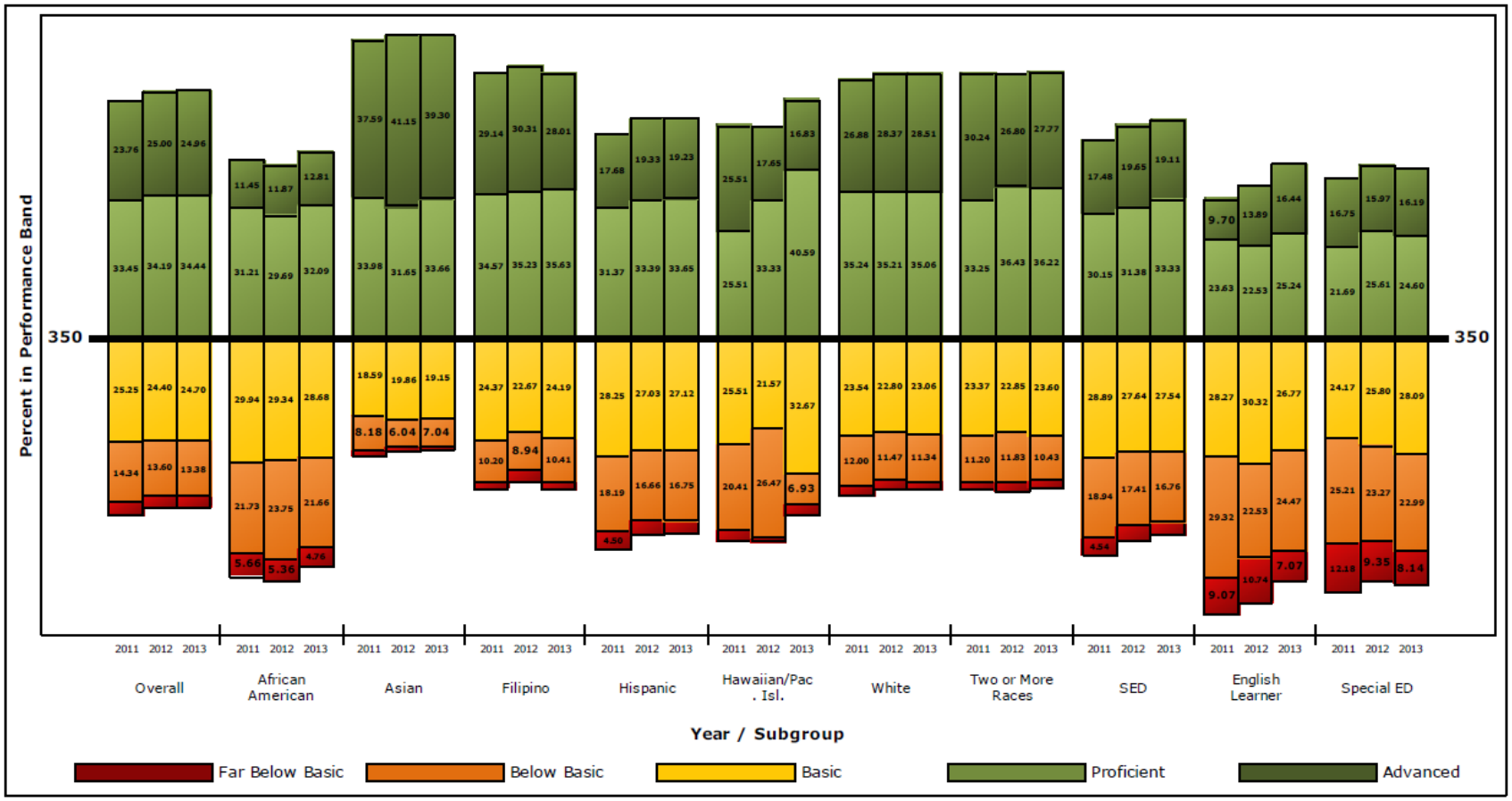
As a temporary measure while state scores are developed, we as a district opted to utilize our local assessments to determine proficiency. These rates are also analyzed on a continual basis. When CAASPP scores become available, these data will also be part of the needs analysis for Murrieta Valley Unified

CST English-Language Arts By Subgroup Proficiency Summary*

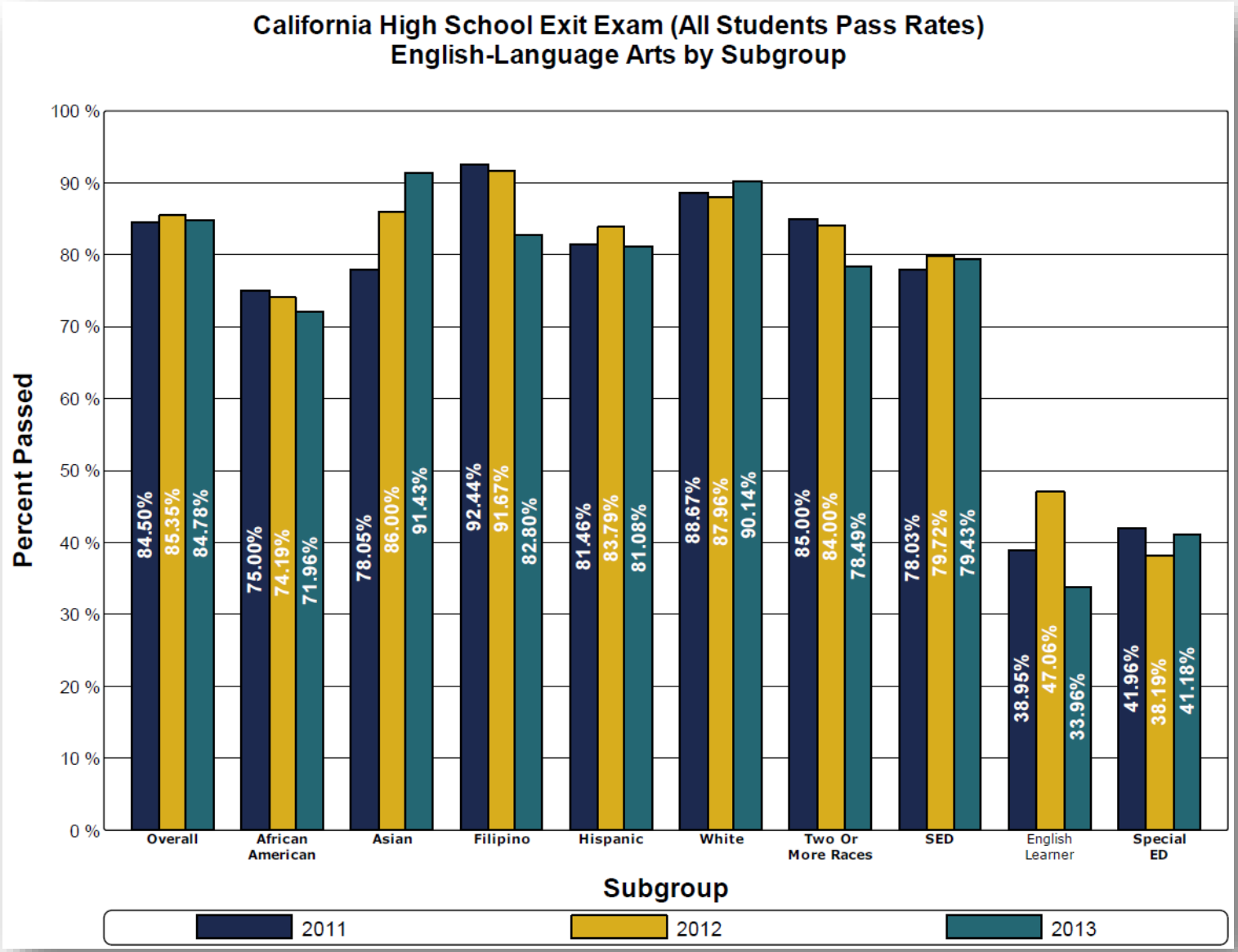


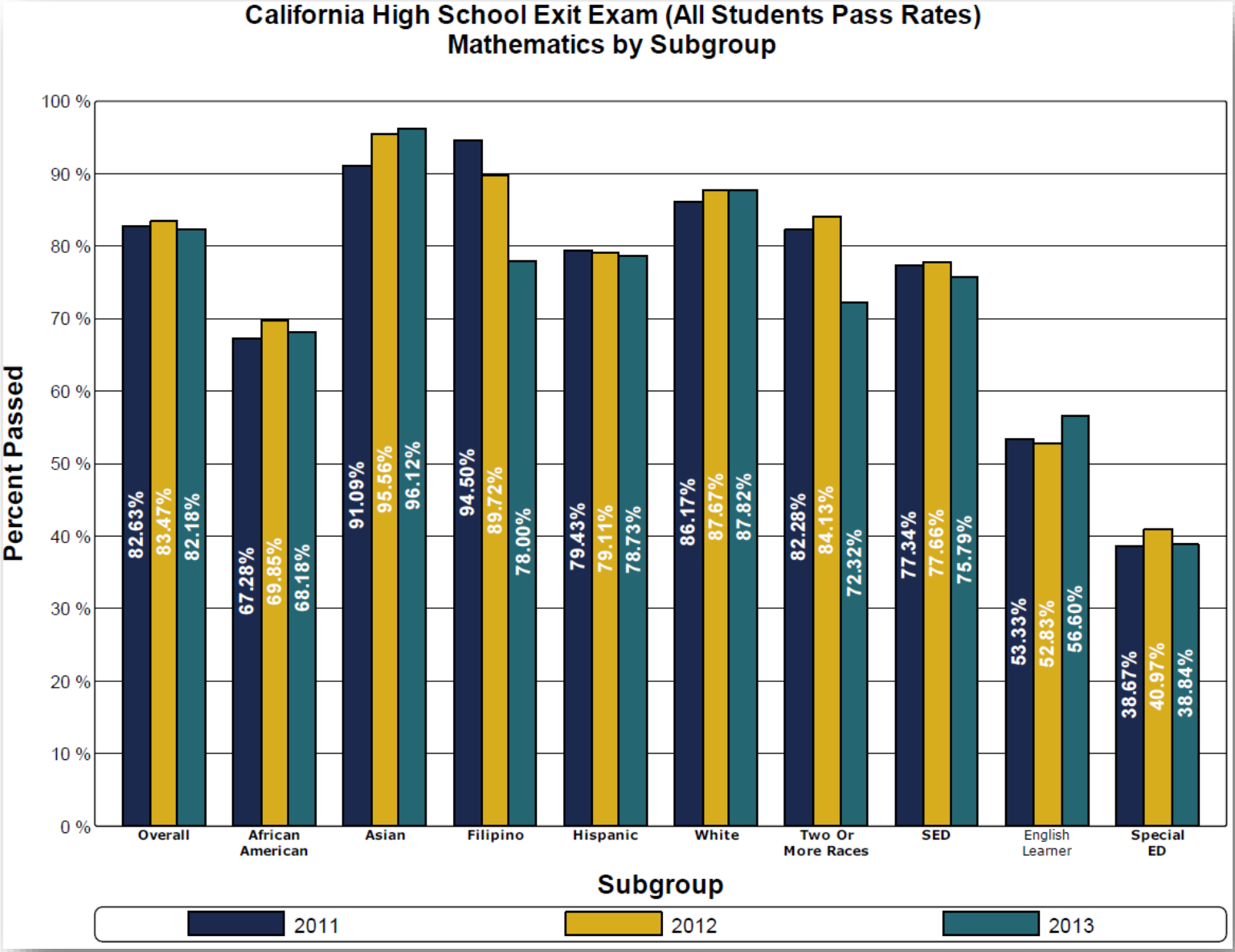
CST English-Language Arts By Subgroup												
	Year	Overall	African American	Asian	Filipino	Hispanic	Hawaiian/ Pac. Isl.	White	Two or More Race	SED	English Learner	Special ED
Proficient and Above Bands 4 and 5	2013	69.71 %	56.40 %	77.01 %	78.33 %	62.17 %	56.86 %	74.72 %	73.48 %	59.68 %	29.38 %	42.92 %
	2012	71.37 %	60.72 %	78.78 %	79.84 %	63.60 %	61.17 %	76.53 %	73.00 %	59.78 %	27.71 %	45.06 %
	2011	67.74 %	55.28 %	76.25 %	77.47 %	58.97 %	58.16 %	73.06 %	72.53 %	55.06 %	18.11 %	37.53 %
Below Basic and Lower Bands 1 and 2	2013	6.60 %	12.02 %	4.37 %	2.64 %	9.11 %	6.86 %	4.79 %	6.41 %	9.46 %	30.93 %	21.87 %
	2012	6.52 %	11.24 %	4.07 %	3.36 %	9.19 %	9.71 %	4.64 %	5.91 %	10.41 %	30.95 %	20.67 %
	2011	8.01 %	15.39 %	6.53 %	3.16 %	11.07 %	10.20 %	5.84 %	6.51 %	13.32 %	42.74 %	28.53 %
2013 Total Population		16761	890	709	683	5445	102	7951	920	5360	514	974

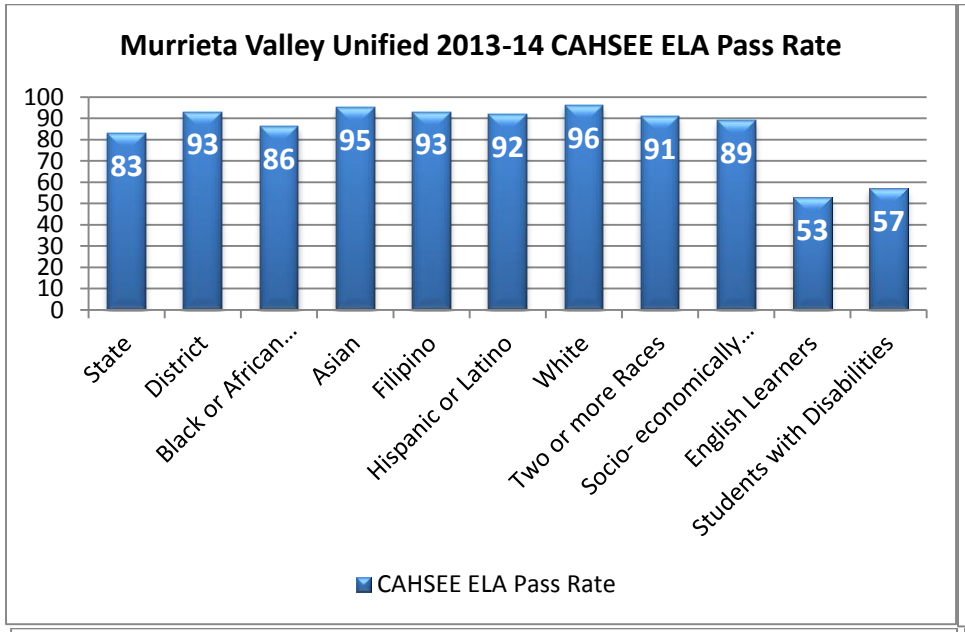
CST Mathematics By Subgroup Proficiency Summary*

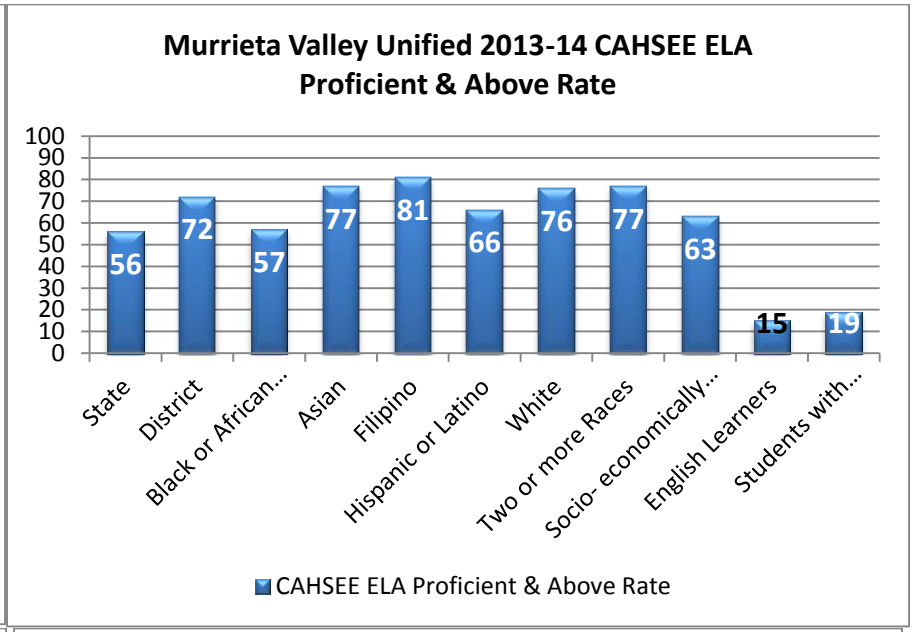


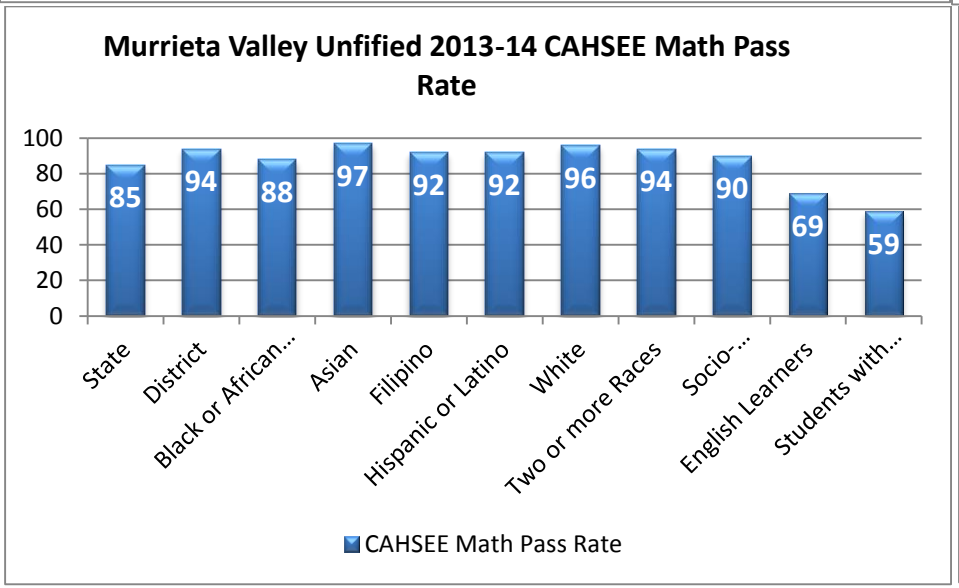
CST Mathematics By Subgroup												
	Year	Overall	African American	Asian	Filipino	Hispanic	Hawaiian/ Pac. Isl.	White	Two or More Race	SED	English Learner	Special ED
Proficient and Above Bands 4 and 5	2013	59.40 %	44.90 %	72.96 %	63.64 %	52.88 %	57.43 %	63.56 %	64.00 %	52.44 %	41.68 %	40.79 %
	2012	59.19 %	41.56 %	72.81 %	65.54 %	52.72 %	50.98 %	63.58 %	63.23 %	51.03 %	36.42 %	41.58 %
	2011	57.21 %	42.66 %	71.57 %	63.71 %	49.06 %	51.02 %	62.11 %	63.49 %	47.63 %	33.33 %	38.44 %
Below Basic and Lower Bands 1 and 2	2013	15.91 %	26.42 %	7.89 %	12.17 %	20.00 %	9.90 %	13.38 %	12.40 %	20.02 %	31.55 %	31.13 %
	2012	16.41 %	29.10 %	7.34 %	11.79 %	20.26 %	27.45 %	13.62 %	13.92 %	21.33 %	33.26 %	32.62 %
	2011	17.54 %	27.40 %	9.85 %	11.92 %	22.69 %	23.47 %	14.34 %	13.13 %	23.48 %	38.40 %	37.39 %
2013 Total Population		16703	882	710	682	5450	101	7907	911	5389	523	1118

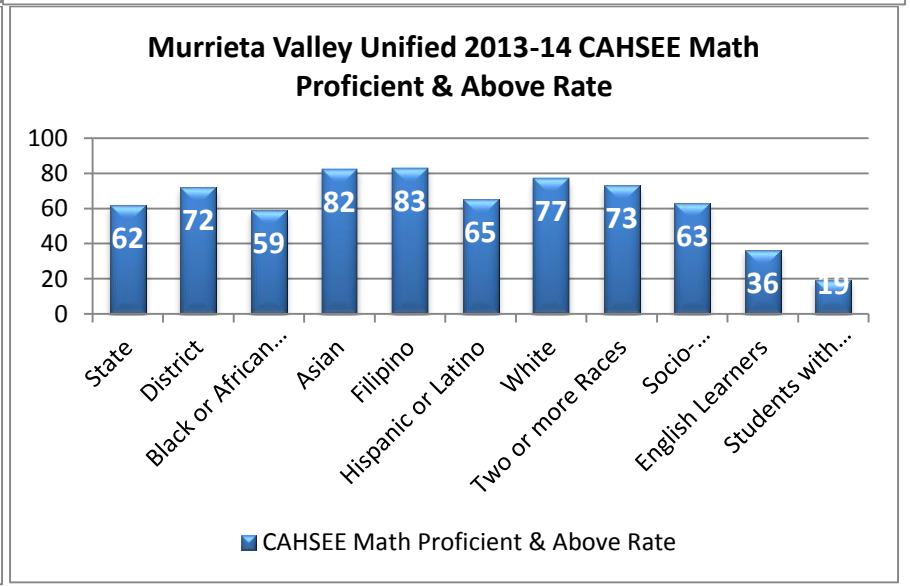

California High School Exit Exam (All Students Pass Rates)
English-Language Arts by Subgroup
Percent Passed
100 %
90 %
80 %
70 %
60 %
50 %
40 %
30 %
20 %
10 %
0 %
84.50%
85.35%
84.78%
75.00%
74.19%
71.96%
78.05%
86.00%
91.43%
92.44%
91.67%
82.80%
81.46%
83.79%
81.08%
88.67%
87.96%
90.14%
85.00%
84.00%
78.49%
78.03%
79.72%
79.43%
38.95%
47.06%
33.96%
41.96%
38.19%
41.18%
Overall
African American
Asian
Filipino
Hispanic
White
Two Or More Races
SED
English Learner
Special ED
Subgroup
2011
2012
2013


California High School Exit Exam (All Students Pass Rates)
Mathematics by Subgroup
Percent Passed
100 %
90 %
80 %
70 %
60 %
50 %
40 %
30 %
20 %
10 %
0 %
82.63%
83.47%
82.18%
67.28%
69.85%
68.18%
91.09%
95.56%
96.12%
94.50%
89.72%
78.00%
79.43%
79.11%
78.73%
86.17%
87.67%
87.82%
82.28%
84.13%
72.32%
77.34%
77.66%
75.79%
53.33%
52.83%
56.60%
38.67%
40.97%
38.84%
Overall
African American
Asian
Filipino
Hispanic
White
Two Or More Races
SED
English Learner
Special ED
Subgroup
2011
2012
2013


Murrieta Valley Unified 2013-14 CAHSEE ELA Pass Rate
100
90
80
70
60
50
40
30
20
10
0
83
93
86
95
93
92
96
91
89
53
57
State
District
Black or African...
Asian
Filipino
Hispanic or Latino
White
Two or more Races
Socio- economically...
English Learners
Students with Disabilities
CAHSEE ELA Pass Rate


Murrieta Valley Unified 2013-14 CAHSEE ELA Proficient & Above Rate
100
90
80
70
60
50
40
30
20
10
0
56
72
57
77
81
66
76
77
63
15
19
State
District
Black or African...
Asian
Filipino
Hispanic or Latino
White
Two or more Races
Socio- economically...
English Learners
Students with...
CAHSEE ELA Proficient & Above Rate

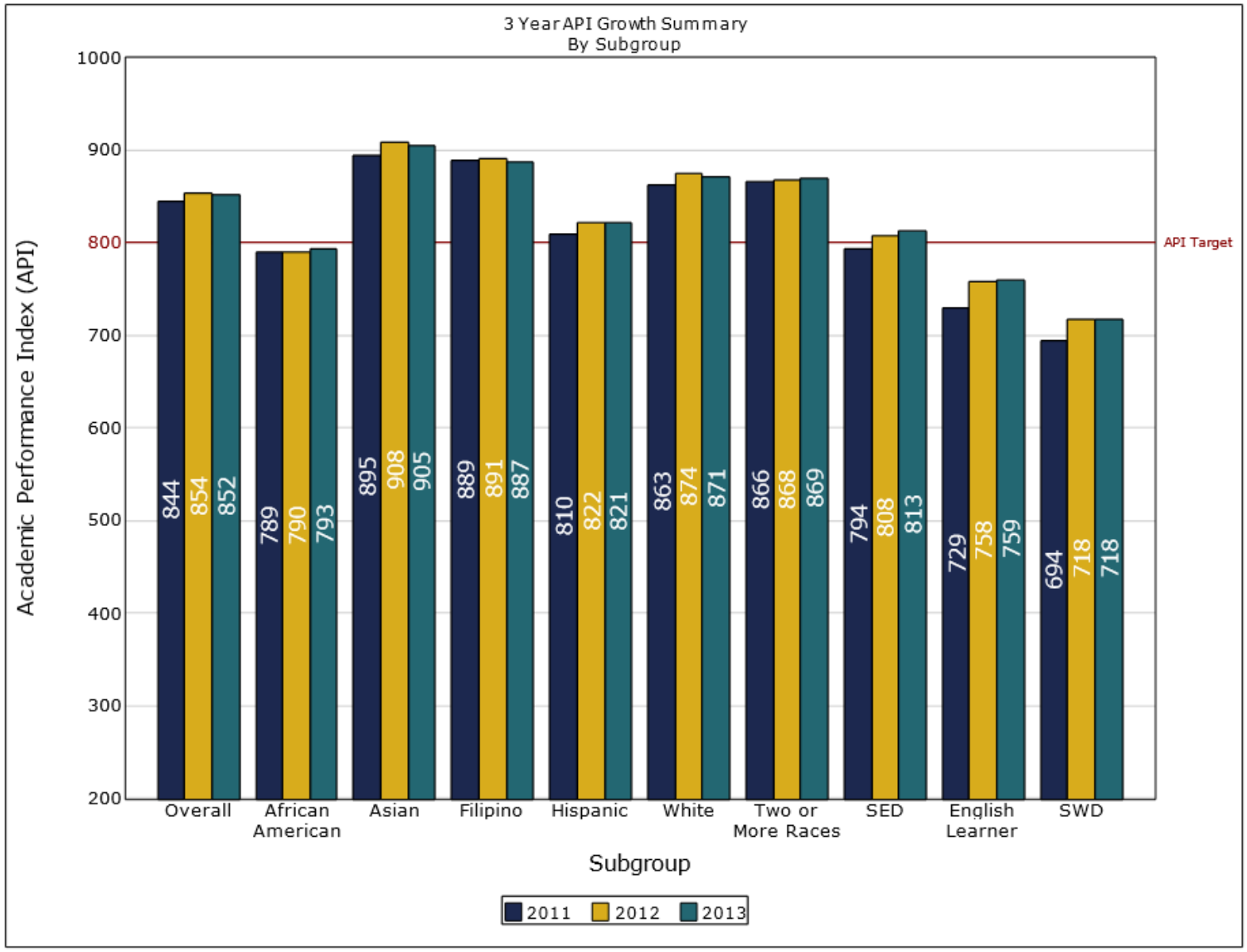

Murrieta Valley Unfified 2013-14 CAHSEE Math Pass Rate
100
80
60
40
20
0
85
94
88
97
92
92
96
94
90
69
59
State
District
Black or African...
Asian
Filipino
Hispanic or Latino
White
Two or more Races
Socio-...
English Learners
Students with...
CAHSEE Math Pass Rate


Murrieta Valley Unified 2013-14 CAHSEE Math Proficient & Above Rate
100
80
60
40
20
0
62
72
59
82
83
65
77
73
63
36
19
State
District
Black or African...
Asian
Filipino
Hispanic or Latino
White
Two or more Races
Socio-...
English Learners
Students with...
CAHSEE Math Proficient & Above Rate

Academic Performance Index

With the suspension of the API in 2013-14 and 2014-15, a state accountability index for academic performance is not available. To the right shows the last API received by the district at 852, two points less from the year before. Most student groups performed closely to each other with the exception of the English Learner and SWD subgroups. As state accountability metrics are worked out, Murrieta Valley Unified will want to pay close attention to these subgroups to ensure they perform in line with the rest of the student population.

The following chart outlines federal accountability requirements. With field testing occurring in 2013-14, AYP was suspended with the exception of high school only districts and high schools. The following table outlines AYP outcomes from 2010-11, to 2012-13 in English Language Arts and math.



AYP Summary

		2011				2012				2013			
		Valid Scores	# Proficient and Above	% Proficient and Above	Met AYP*	Valid Scores	# Proficient and Above	% Proficient and Above	Met AYP*	Valid Scores	# Proficient and Above	% Proficient and Above	Met AYP*
English Language Arts	**Overall**	12936	9026	**69.8%**	Yes	13154	9431	**71.7%**	No	13174	9101	**69.1%**	No
	African American	694	421	**60.7%**	No	649	384	**59.2%**	No	661	380	**57.5%**	No
	American Indian	59	33	55.9%	-	49	25	51.0%	-	42	29	69.0%	-
	Asian	542	429	**79.2%**	Yes	530	423	**79.8%**	Yes	541	418	**77.3%**	No
	Filipino	568	458	**80.6%**	Yes	564	464	**82.3%**	Yes	507	397	**78.3%**	No
	Hispanic	4156	2567	**61.8%**	No	4338	2774	**63.9%**	No	4401	2689	**61.1%**	No
	Hawaiian/Pac. Isl.	80	47	58.8%	-	76	48	63.2%	-	85	48	56.5%	-
	White	6124	4556	**74.4%**	Yes	6255	4798	**76.7% / SH**	Yes	6198	4596	**74.2%**	No
	Two or More Races	637	469	**73.6%**	Yes	683	511	**74.8% / SH**	Yes	738	543	**73.6%**	No
	SED	3708	2136	**57.6%**	No	4084	2460	**60.2%**	No	4789	2748	**57.4%**	No
	English Learner	748	301	**40.2%**	No	866	387	**44.7% / SH**	Yes	858	377	**43.9%**	No
	SWD	1577	787	**49.9%**	No	1756	836	**47.6%**	No	1773	812	**45.8%**	No
Mathematics	**Overall**	12918	8742	**67.7%**	Yes	13144	9162	**69.7%**	No	13184	9090	**68.9%**	No
	African American	691	360	**52.1%**	No	649	354	**54.5%**	No	660	354	**53.6%**	No
	American Indian	59	32	54.2%	-	48	23	47.9%	-	42	24	57.1%	-
	Asian	542	434	**80.1%**	Yes	530	434	**81.9%**	Yes	541	430	**79.5%**	No
	Filipino	567	434	**76.5%**	Yes	565	448	**79.3%**	Yes	507	383	**75.5%**	No
	Hispanic	4144	2469	**59.6%**	No	4338	2692	**62.1%**	No	4409	2738	**62.1%**	No
	Hawaiian/Pac. Isl.	80	48	60.0%	-	76	45	59.2%	-	85	53	62.4%	-
	White	6122	4456	**72.8%**	Yes	6245	4655	**74.5%**	No	6200	4569	**73.7%**	No
	Two or More Races	636	466	**73.3%**	Yes	683	504	**73.8%**	No	739	538	**72.8%**	No
	SED	3698	2074	**56.1%**	No	4084	2428	**59.5%**	No	4804	2893	**60.2%**	No
	English Learner	747	364	**48.7%**	No	865	442	**51.1%**	No	861	453	**52.6%**	No
	SWD	1579	773	**49.0%**	No	1752	875	**49.9%**	No	1780	891	**50.1%**	No

*Met AYP includes participation rate (not shown) and alternate methods (e.g. safe harbor, averaging; see previous page for alternate method defintions).

Significant subgroups will have "% Proficient" text in bold

SED = Socioeconomically Disadvantaged

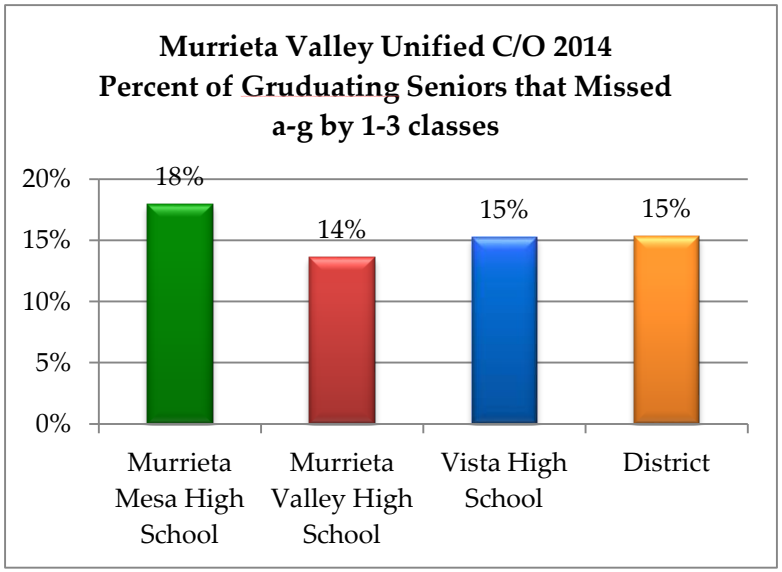
SWD = Students with Disabilities

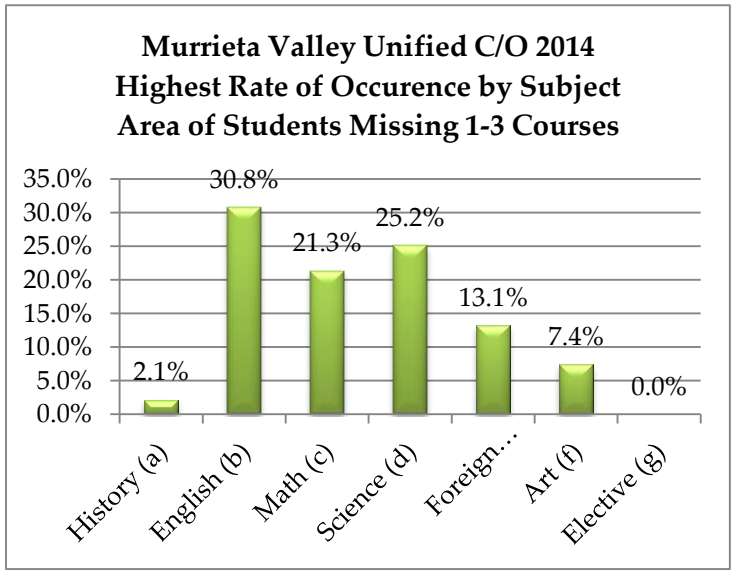
AYP Percent Proficient Criteria						
	ELA			Math		
	ES/MS (02-08)	HS (09-11)	Span (02-11)	ES/MS (02-08)	HS (09-11)	Span (02-11)
2013	89.2%	88.9%	89.0%	89.5%	88.7%	89.1%
2012	78.4%	77.8%	78.0%	79.0%	77.4%	78.2%
2011	67.6%	66.7%	67.0%	68.5%	66.1%	67.3%

a-g Completion Rates

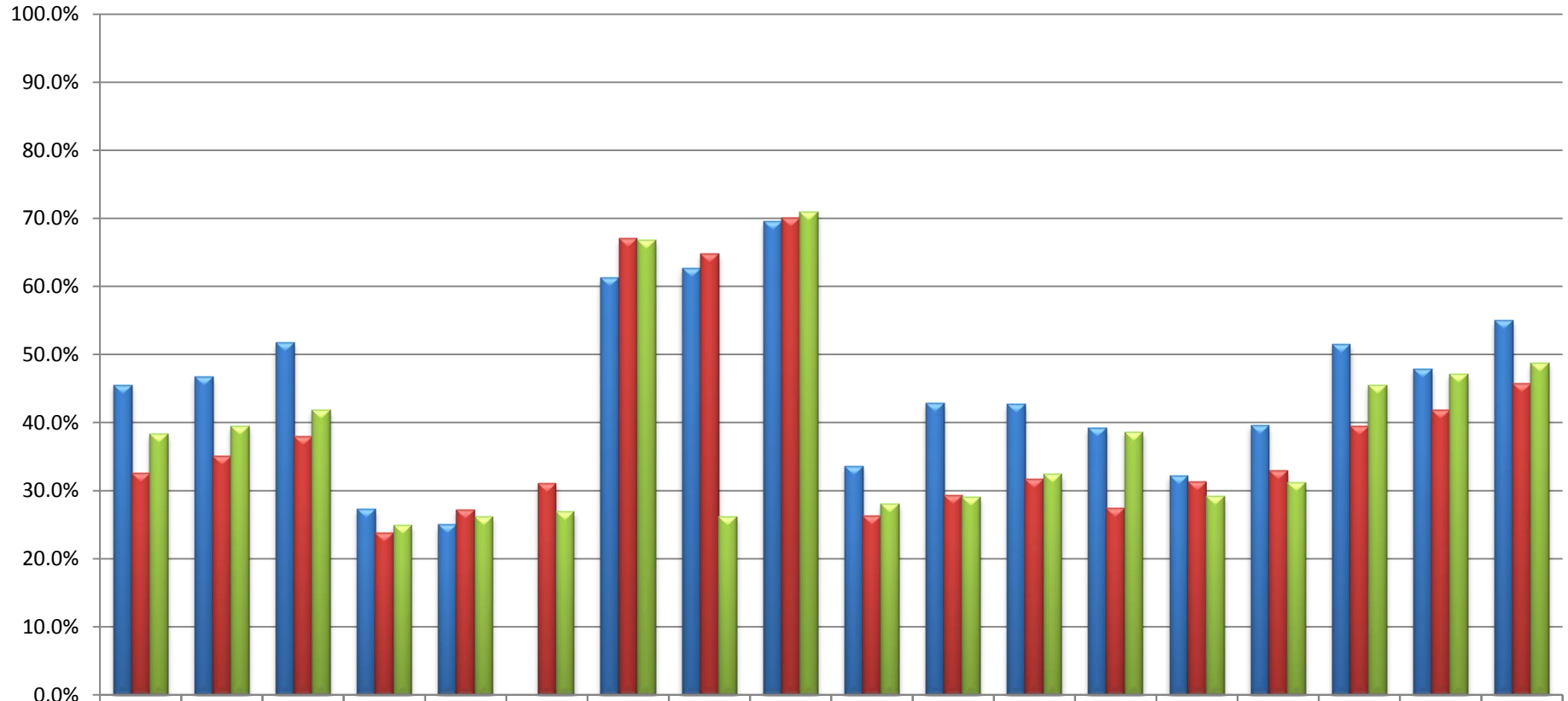
While graduation and dropout metrics look favorable for almost all subgroups, a-g completion rates show us a slightly different picture. Because completing a-g requirements is more rigorous than just graduating, we tend to see greater differences between these subgroups: the American Indian, African American, English Learner, and Socioeconomically Disadvantaged (SED) subgroups. Students With Disabilities are not available from the state at this time; however, we as a district are making a concerted effort to ensure that students remain on a pipeline from ninth grade to twelfth to complete a-g requirements. As part of this, we are also reviewing data on a grade level basis. Furthermore, historical analyses of our previous students' course enrollment patterns have also revealed to us that many students are very close to completing the requirements, and may need only a few interventions in order to do so. Utilizing this laser-like focus, we hope to dramatically increase our a-g completion rates.

Murrieta Valley Unified 2014-15 Semester 2 Ninth Grade Student a-g On-Track Rates												
	Total 9th	Total Passing All A - G	% Passing all A - G	SPED	EL	Foster	AF AM M	AF AM F	HIS M	HIS F	AM IND M	AM IND F
Murrita Valley (536)	632	333	52.69%	26	1	0	4	9	17	60	1	2
Vista Murrieta (546)	855	413	48.30%	43	6	1	6	20	56	45	6	4
Murrieta Mesa (556)	566	257	45.41%	31	2	0	7	17	32	48	2	0

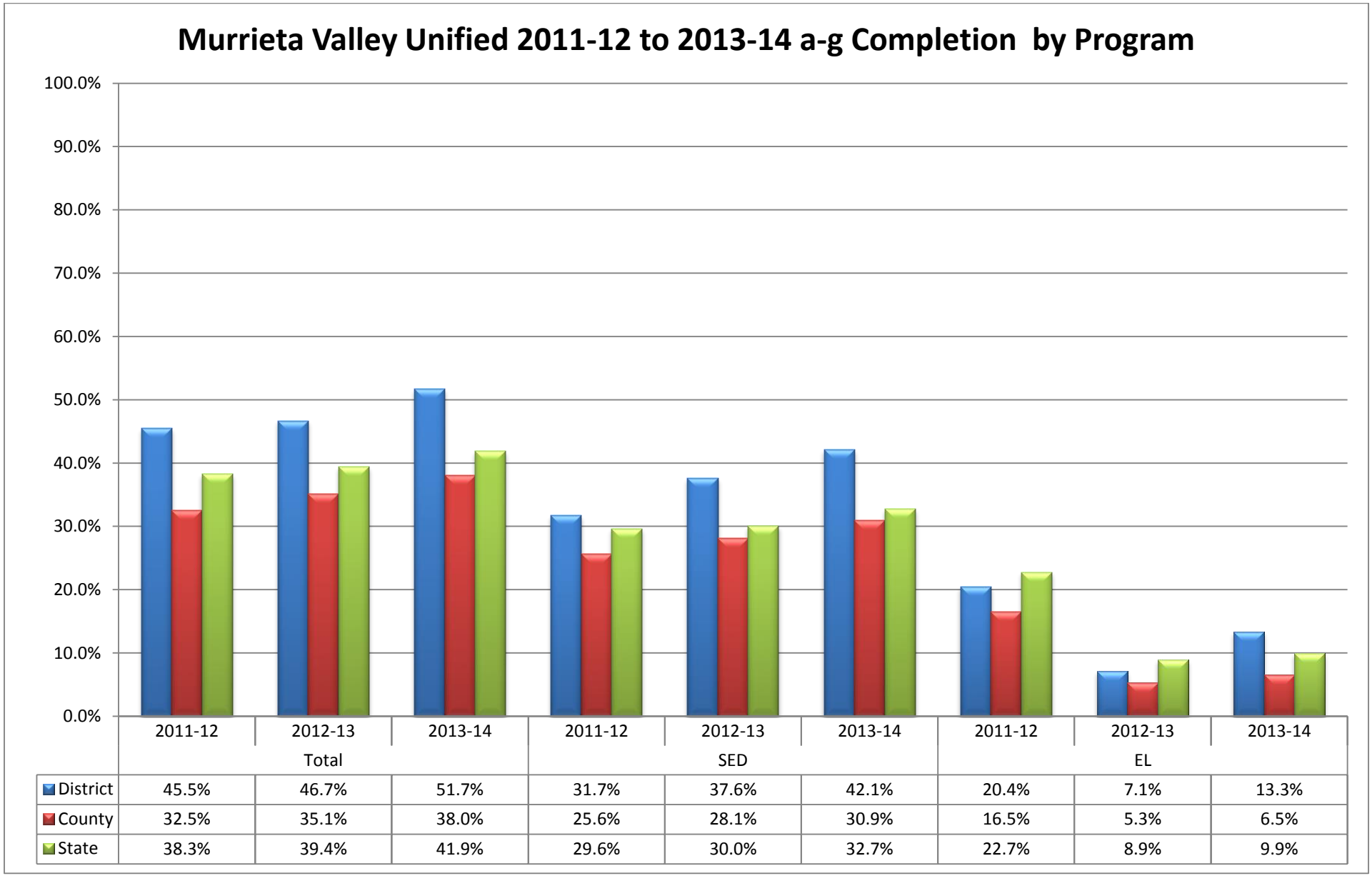




Req	Years (Rec)
a	2
b	4
c	3 **(4)**
d	2 **(3)**
e	2 **(3)**
f	1
g	1



	Total			American Indian			Asian			Hispanic			African American			White		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
District	45.5%	46.7%	51.7%	27.3%	25.0%	0.0%	61.3%	62.7%	69.5%	33.6%	42.9%	42.7%	39.2%	32.2%	39.5%	51.5%	47.9%	55.0%
County	32.5%	35.1%	38.0%	23.8%	27.1%	31.1%	67.0%	64.8%	70.1%	26.3%	29.3%	31.7%	27.4%	31.3%	32.9%	39.4%	41.9%	45.7%
State	38.3%	39.4%	41.9%	24.9%	26.2%	26.9%	66.8%	26.2%	70.9%	28.0%	29.1%	32.4%	38.6%	29.2%	31.2%	45.5%	47.1%	48.7%



	Total			SED			EL		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
District	45.5%	46.7%	51.7%	31.7%	37.6%	42.1%	20.4%	7.1%	13.3%
County	32.5%	35.1%	38.0%	25.6%	28.1%	30.9%	16.5%	5.3%	6.5%
State	38.3%	39.4%	41.9%	29.6%	30.0%	32.7%	22.7%	8.9%	9.9%

English Learner Reclassification Rates

Recently, with the no scores available from the CSTs, the district investigated the use of Lexile cut points for reclassification purposes. A series of bands were created that served as the academic performance in English Language Arts criteria. However, the criteria used may be too rigorous. In 2014-15, the district dropped 10 percentage points, reclassifying 80 less students as proficient in English than in 2013-14. Therefore, a recommendation is to conduct research on appropriate cut points utilizing CAASPP scores when they become available. Other services towards English Learners also need to be established such as advisory councils at school and district levels for English learners.

District	2012-13		2013-14		2014-15	
	English Learners	Students Redesignated FEP	English Learners	Students Redesignated FEP	English Learners	Students Redesignated FEP
Murrieta Valley Unified	989 (4.3 %)	131 (14.1 %)	1,060 (4.6 %)	137 (15.9 %)	1,302 (5.7 %)	57 (5.4 %)
County Total:	85,783 (20.1 %)	9,432 (10.7 %)	89,256 (20.9 %)	9,520 (10.5 %)	89,137 (20.9 %)	8,480 (9.5 %)
State Totals:	1,346,333 (21.6%)	168,960 (12.2%)	1,413,549 (22.7%)	169,573 (12.0%)	1,392,263 (22.3%)	154,959 (11.0%)

English Learner Proficiency Rates

As a measure of English proficiency, the California English Language Development Test (CELDT) is used to measure students' abilities in English. Proficiency on this exam translates into the student having the necessary skills in English in order to complete a rigorous course of study in English Language Arts. Over the past three years, the percentage of students meeting the CELDT criterion has dropped by 3 percentage points from 41% to 37% (see table to the right). On a grade level basis, Kindergarten follows a typical pattern with the lowest percentage of students making the criterion, but grade 1 does not follow the normal pattern with 50% of our grade 1 students meeting the CELDT criterion. This warrants further analysis into the grade 1 English language development strategies to see if these can be utilized in other grade levels. Furthermore, English Learners are of particular interest to the district as a higher area of need due to the relative lower performance of this subgroup on a variety of other metrics.

Percent of Students Overall Meeting Criterion			
	2011-12	2012-13	2013-14
# Students	528	470	468
% Students	41	38	37
Number Tested	1,291	1,239	1,279

Murrieta Valley Unified Number and Percent of Students Meeting CELDT Criterion by Grade 2013-14														
	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# Students	49	86	58	58	50	31	18	28	30	18	18	14	10	468
% Students	18	50	32	33	48	35	34	51	57	43	38	64	63	37
Number Tested	267	172	181	178	104	88	53	55	53	42	48	22	16	1,279

Advanced Placement (AP) Exam Performance

The Advanced Placement (AP) program offers students the opportunity to take a college level-rigor class that is designed to prepare them for an assessment that gives a student the opportunity to earn college credit in a particular subject area. Scores of 3, 4, or 5 on the exam indicates a passing score for most colleges. AP data are not available by program yet, but ethnicity and school values are available.

When analyzing AP data, it is critical to ensure that we're incentivizing participation and performance on the exams, and not one at the detriment of other. As a district, the number of exams and the percentage of students passing exams have increased over the years. However, if you analyze individual schools, there is some fluctuation. We as a district will want to continually monitor the status of our AP students at each school to ensure that as many students as possible have access and are successful on AP exams. Murrieta Mesa also has lower numbers of AP students in 2010 due to the school having recently opened.

Subgroup	Number of Test Takers	Number of Tests	Passing Tests	Passing Rate
Total Participation	1281	2263	1553	68.6%
American Indian	10	15	12	80.0%
African American	62	106	61	57.5%
Hispanic	305	509	344	67.6%
White	569	970	683	70.4%

Murrieta Valley Unified School District 2013-14

	Score	Total Exams*	% on Total
District (D136036)	5	316	13.9%
	4	540	23.8%
	3	699	30.8%
	2	511	22.5%
	1	203	8.9%
	Total Number of Exams	2,269	
California	5	99,257	14.8%
	4	134,701	20.1%
	3	165,612	24.8%
	2	146,218	21.9%
	1	122,728	18.4%
	Total Number of Exams	668,516	
United States	5	554,578	13.6%
	4	814,920	20.0%
	3	1,027,254	25.1%
	2	916,598	22.4%
	1	771,416	18.9%
Global	5	590,646	14.1%
	4	842,335	20.1%
	3	1,050,124	25.0%
	2	931,458	22.2%
	1	785,118	18.7%
	Total Number of Exams	4,199,681	

Comparable Group	Total Schools	Total Students	Unknown	ger in High	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
Murrieta Valley Unified S	3	1,284	13		516	493	248	14	
California	1773	354,226	10,032	167	129,350	135,646	69,773	9,014	244
United States	17827	2,294,119	56,737	784	849,438	841,033	420,789	119,265	6,073
Global	19333	2,352,083	58,220	2,518	878,585	860,169	426,535	119,955	6,101

Murrieta Valley Unified					
	2010	2011	2012	2013	2014
Total AP Students	1,085	1,182	1,294	1,277	1,283
Number of Exams	1,769	1,863	2,167	2,083	2,268
AP Students with Scores 3+	688	728	803	857	928
% of Total AP Students with Scores 3+	63.41	61.59	62.06	67.11	72.33

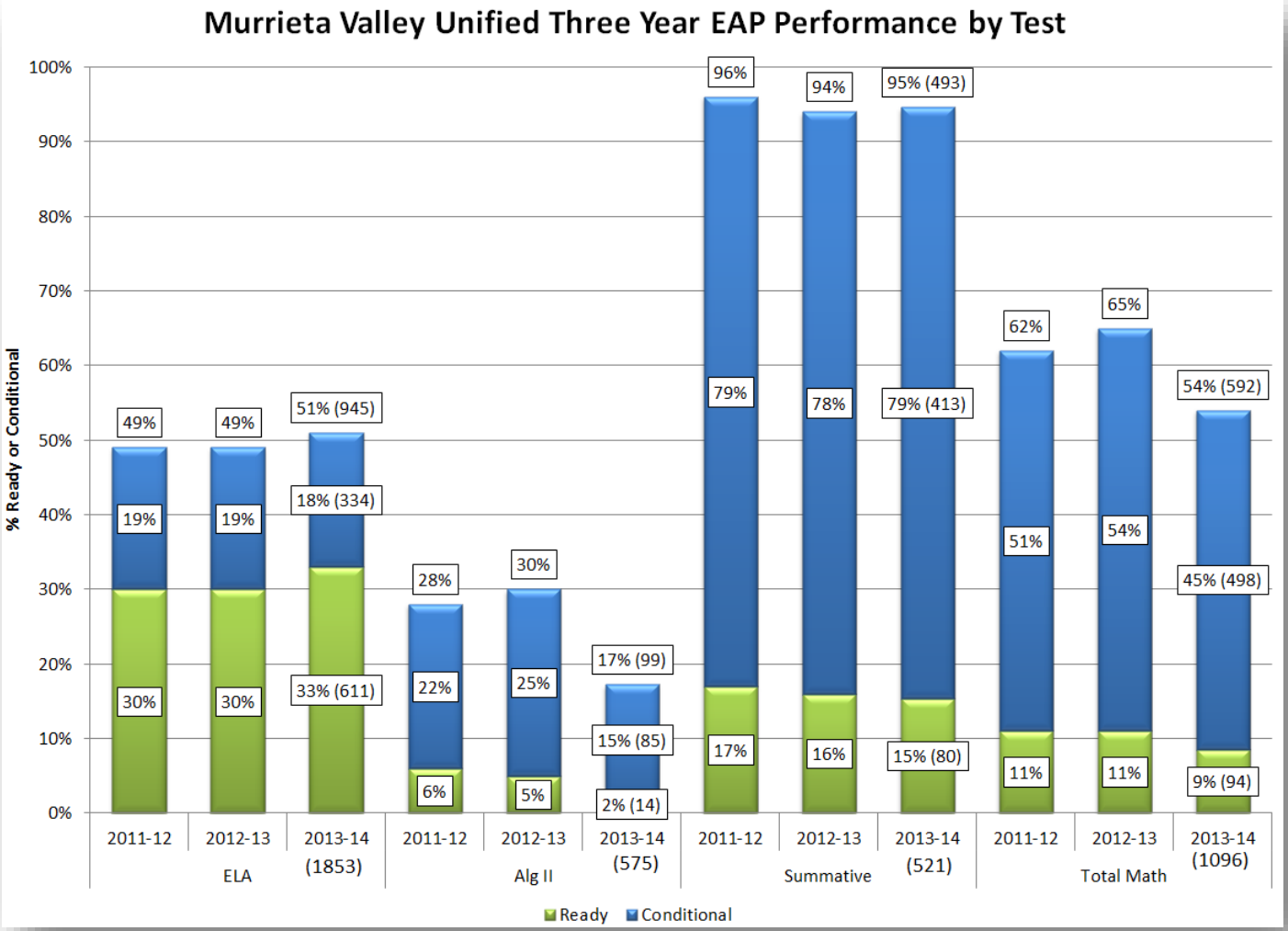
Vista Murrieta High School (053004)					
	2010	2011	2012	2013	2014
Total AP Students	557	568	512	536	555
Number of Exams	942	944	877	873	953
AP Students with Scores 3+	348	350	355	360	391
% of Total AP Students with Scores 3+	62.5	61.6	69.3	67.2	70.5

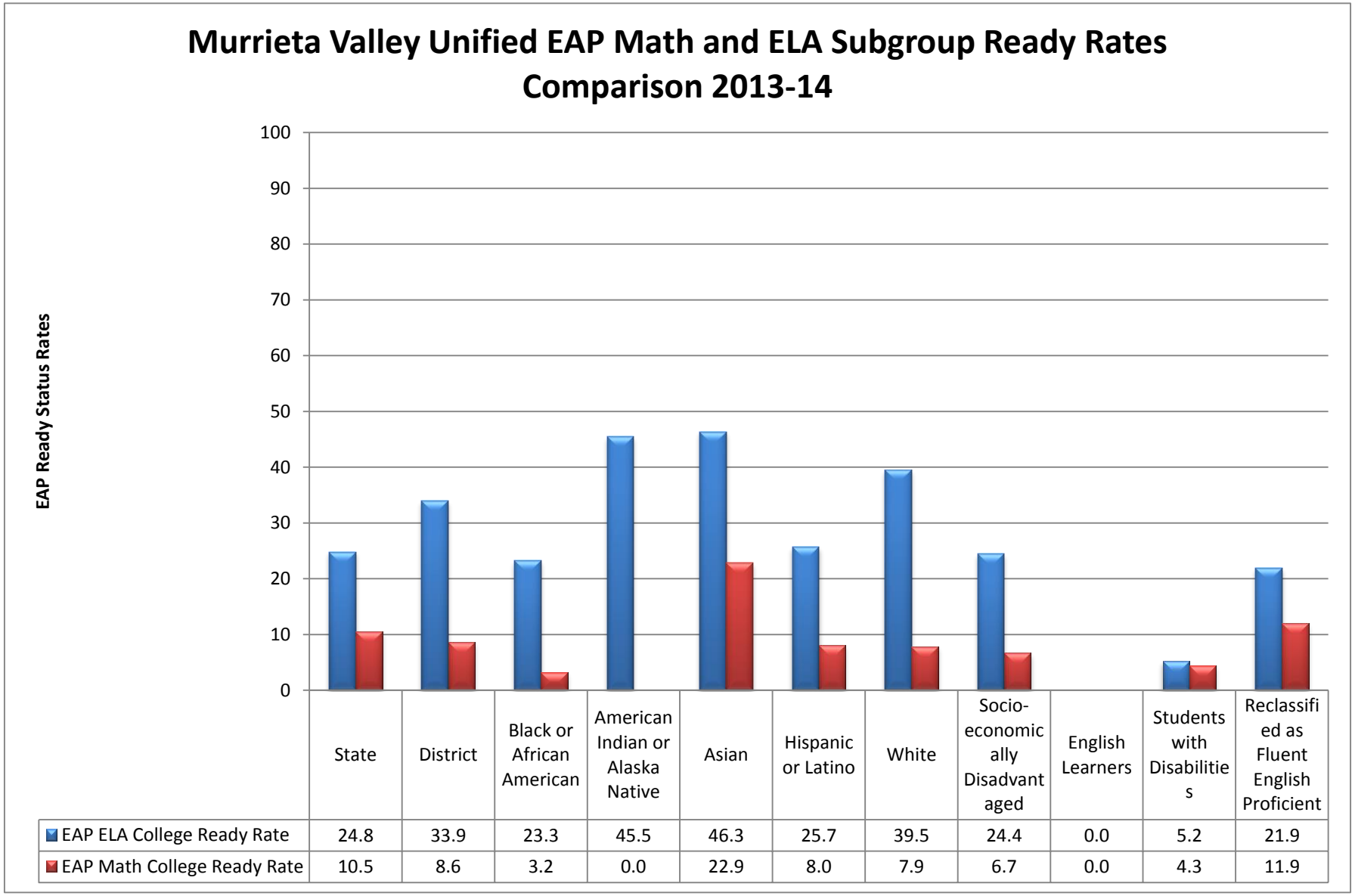
Murrieta Valley High School (052073)					
	2010	2011	2012	2013	2014
Total AP Students	495	406	410	398	426
Number of Exams	794	619	663	610	754
AP Students with Scores 3+	324	272	259	285	322
% of Total AP Students with Scores 3+	65.5	67.0	63.2	71.6	75.6

Murrieta Mesa High School (054357)					
	2010	2011	2012	2013	2014
Total AP Students	33	208	372	343	302
Number of Exams	33	300	627	600	561
AP Students with Scores 3+	16	106	189	212	215
% of Total AP Students with Scores 3+	48.5	51.0	50.8	61.8	71.2

Early Assessment Program Results

The Early Assessment Program is a program started by the California State University system to determine whether or not students are ready to enter credit-bearing college courses. Overall, the district has about 51% of students scoring either ready or conditionally ready in English Language Arts, and 54% of students scoring either ready or conditionally ready in math. When we look at subgroup rates, the African-American and Hispanic subgroups lag behind the overall by about 10 percentage points ay ~42% for each subgroup respectively. However, the greatest concern is with our English Learner students, with only 6% of students scoring ready or conditionally ready in ELA, and no English Learner students scoring ready or conditionally ready in math.





	State	District	Black or African American	American Indian or Alaska Native	Asian	Hispanic or Latino	White	Socio-economically Disadvantaged	English Learners	Students with Disabilities	Reclassified as Fluent English Proficient
EAP ELA College Ready Rate	24.8	33.9	23.3	45.5	46.3	25.7	39.5	24.4	0.0	5.2	21.9
EAP Math College Ready Rate	10.5	8.6	3.2	0.0	22.9	8.0	7.9	6.7	0.0	4.3	11.9

Other Pupil Outcomes: Priority 8

Other Outcomes

While Murrieta Valley Unified tracks a number of other metrics, all of them fall underneath one of the already-identified priorities for the state. When applicable, additional data elements and metrics are tracked to ensure that students in the targeted student populations are receiving the services they need. Analyses on the effectiveness of individual programs will be conducted to provide an evaluation of the program. These evaluations will be used in a variety of planning purposes, not just for the LCAP, in order to put in place the necessary personnel, resources, and plans to ensure the continued effectiveness.

Engagement

Parental Involvement: Priority 3

Efforts to Seek Parental Involvement

Each school site is required to hold a number of meetings involving parents including but not limited to parent teacher meetings, parent nights, school site councils, and other organizations to help facilitate parent involvement in our schools. At a district level, a number of surveys are administered for parents to deliver feedback to specific areas of interest and in generalized open-ended responses. This includes a survey specific to elementary, middle, and high school. Around 750 parents responded to the middle school, and nearly 200 parents responded to the high school survey, and the elementary survey is currently in the process of being administered. Data collected was specific to overall school satisfaction, the effectiveness of resources provided to parents, what additional resources parents want from our schools, and open ended prompts that allowed parents to respond generally.

Despite current efforts for involving parents, this is an additional area Murrieta Valley Unified would like to investigate and improve upon. To aid in this effort, the district is applying for admission into the Riverside County Office of Education's Parent Engagement Leadership initiative. The focus of the initiative is to increase parent engagement, which is key to student success, promote positive parenting in public education, and enhance communicating, volunteering, and learning at home.

Promotion of Parent Participation in Programs

Each school site runs a number of unique programs in which they are encouraged to have parents participate. Some of these things include volunteering to help work with students, promotion of parent involvement in school related activities such as career, college, art, and science fairs, music, sports, performing arts, and other school specific functions such as Science Technology Engineering and Mathematics programs. Furthermore, parents are given access to a parent portal in which they can monitor the progress of their student(s). This portal will contain important information regarding the progress of their students and upcoming events. Parents are offered a series of trainings to take advantage of these resources among other resources.

As part of our interest in ensuring that parents have every opportunity to be involved in their child's education, Murrieta Valley Unified would like to explore consistent methods at a district of ensuring that parents receive the resources and authentic engagement required to give their child every chance to succeed.

Pupil Engagement: Priority 5

Attendance Rates

Murrieta Valley Unified has maintained at least a 95% attendance rate for a number of years. While overall ADA rates may be good, chronic absenteeism is more of an area of focus. Furthermore, it's at the K-2 grades where we are most interested in making sure kids are showing up to school. In these grade levels, the precedent for the student's academic career is set and research has shown that if a student is chronically absent in the early grades, they are highly predicted to have increased chances for dropping out later on (cite).

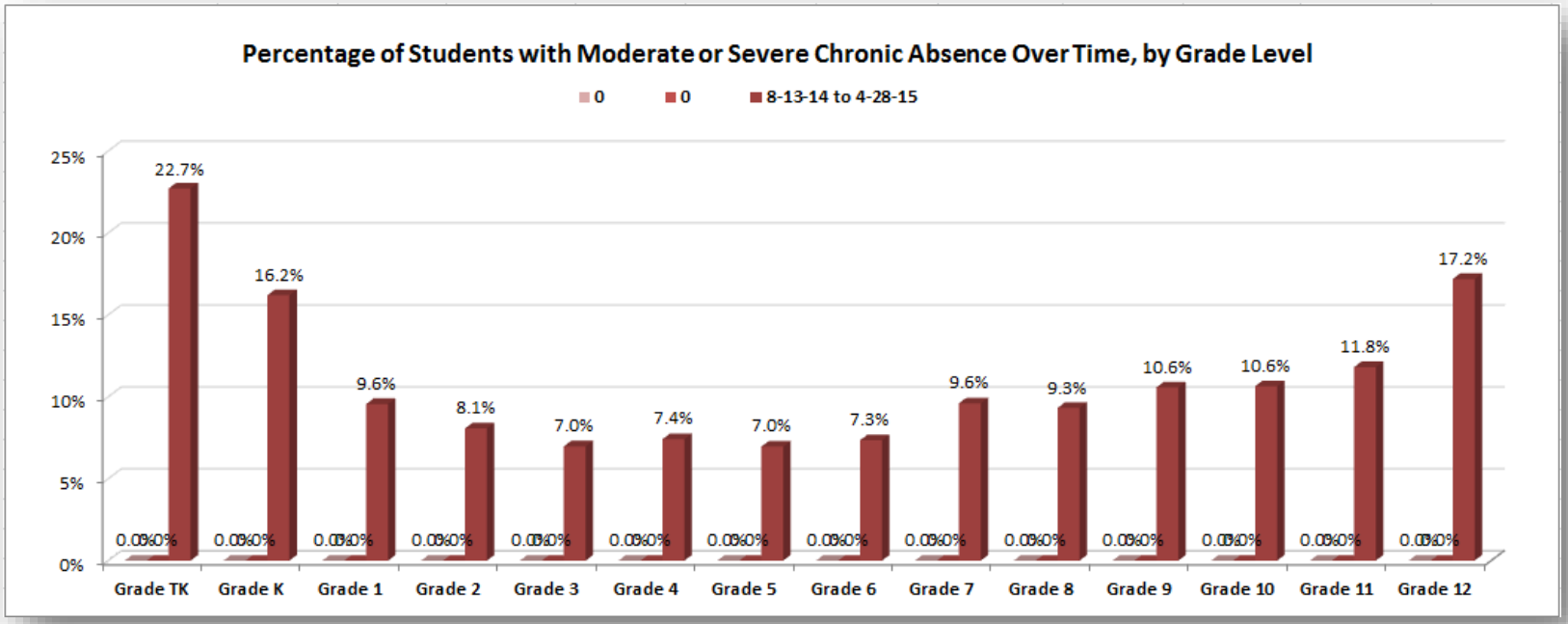
To further differentiate our attendance efforts, the following table shows each grade level with satisfactory attendance which is defined by missing less than 5% of the total school days. Utilizing this metric, we see similar trends that are found in chronic absenteeism where a need for increased attention to attendance is present in grades TK-K and 12th grade.

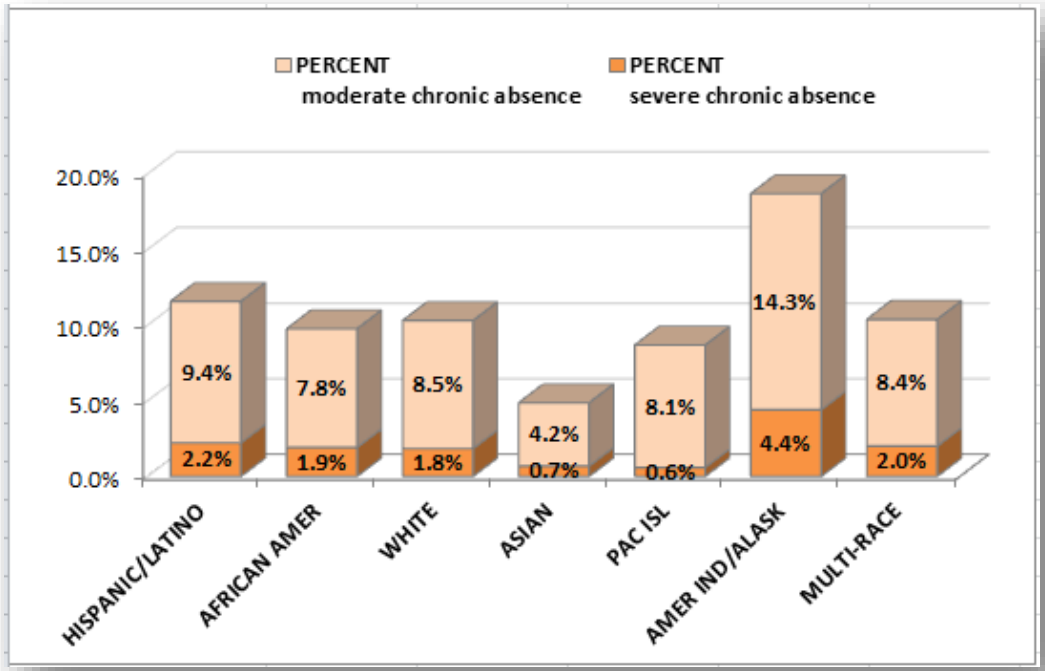
Murrieta Valley Unified 2015-16 Attendance	
Race/ Ethnicity	Attendance Percentage
Overall	95.38%
African American	96.08%
American Indian	94.35%
Asian	97.16%
Hispanic	95.32%
Multiple Races	95.98%
Pacific Islander	95.68%
White	95.43%
SED	95.25%
EL	95.53%
SWD	95.36%

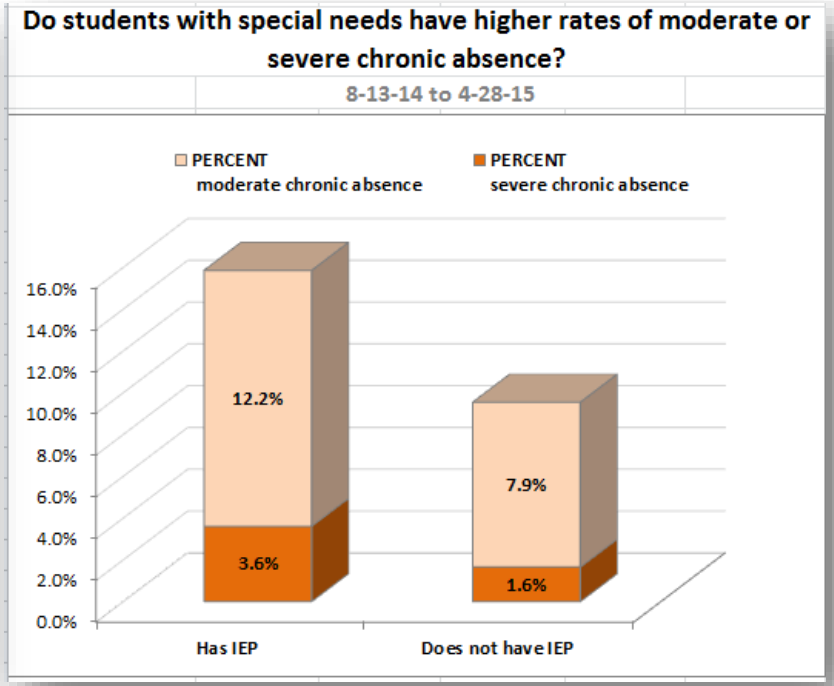
Murrieta Valley Unified Number of Percent of Students with Less than 5% of Days Missed		
GRADE	NUMBER satisfactory attendance	PERCENT Satisfactory Attendance
Grade TK	143	52.4%
Grade K	732	55.9%
Grade 1	1,018	66.6%
Grade 2	1,034	67.3%
Grade 3	1,164	70.5%
Grade 4	1,179	71.0%
Grade 5	1,237	72.9%
Grade 6	1,343	74.2%
Grade 7	1,272	69.8%
Grade 8	1,351	69.2%
Grade 9	1,617	72.4%
Grade 10	1,571	70.5%
Grade 11	1,448	67.3%
Grade 12	1,148	56.5%
Total- All Grades	**16,257**	**68.1%**

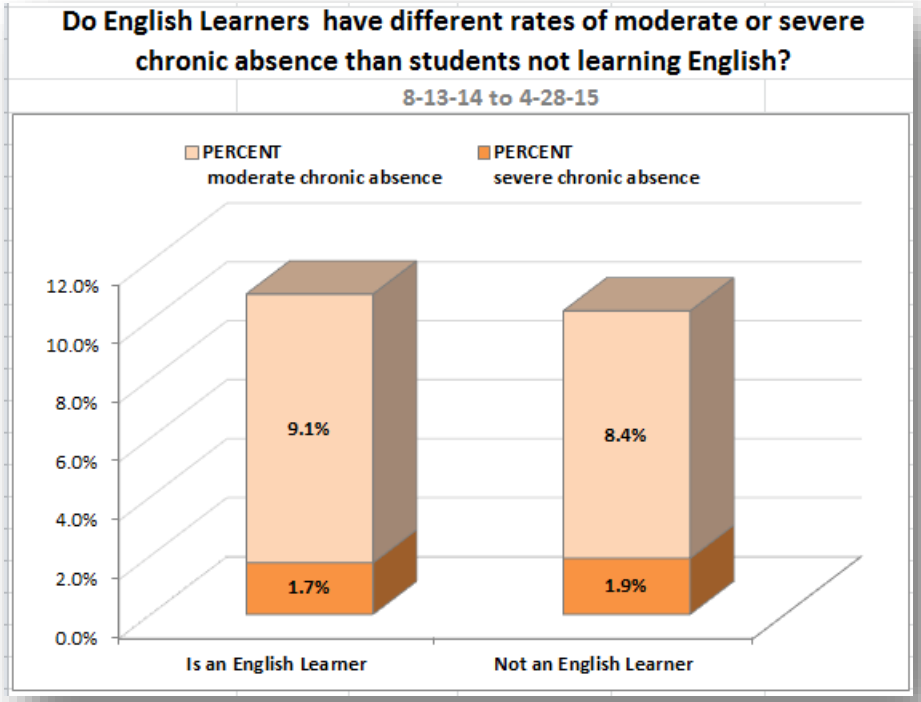
Chronic Absenteeism

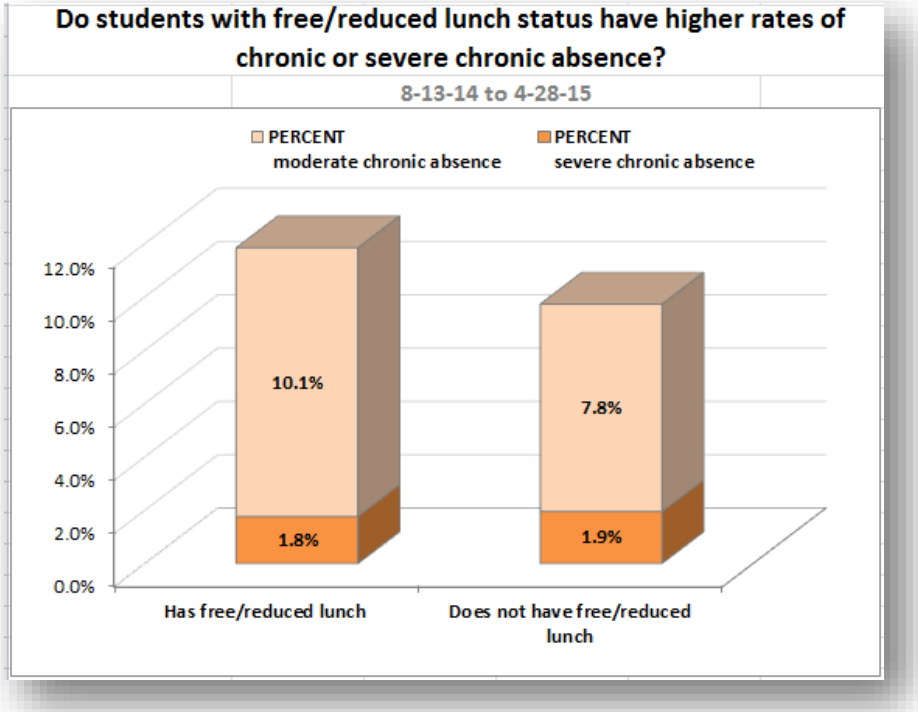
Chronic absenteeism for a student is defined as missing 10% or more of enrolled school days, whether excused or not. In grades TK, K, and 12th grade, we see the highest levels of chronic absenteeism. It is especially important for us to make sure that our younger students have good attendance.
Our Hispanic, American Indian, SED, and SWD students are of particular interest with chronic absenteeism.




PERCENT moderate chronic absence
PERCENT severe chronic absence
20.0%
15.0%
10.0%
5.0%
0.0%
9.4%
2.2%
7.8%
1.9%
8.5%
1.8%
4.2%
0.7%
8.1%
0.6%
14.3%
4.4%
8.4%
2.0%
HISPANIC/LATINO
AFRICAN AMER
WHITE
ASIAN
PAC ISL
AMER IND/ALASK
MULTI-RACE


Do students with special needs have higher rates of moderate or severe chronic absence?
8-13-14 to 4-28-15
PERCENT moderate chronic absence
PERCENT severe chronic absence
16.0%
14.0%
12.0%
10.0%
8.0%
6.0%
4.0%
2.0%
0.0%
12.2%
3.6%
7.9%
1.6%
Has IEP
Does not have IEP


Do English Learners have different rates of moderate or severe chronic absence than students not learning English?
8-13-14 to 4-28-15
PERCENT moderate chronic absence
PERCENT severe chronic absence
12.0%
10.0%
8.0%
6.0%
4.0%
2.0%
0.0%
9.1%
1.7%
8.4%
1.9%
Is an English Learner
Not an English Learner


Do students with free/reduced lunch status have higher rates of chronic or severe chronic absence?
8-13-14 to 4-28-15
PERCENT moderate chronic absence
PERCENT severe chronic absence
12.0%
10.0%
8.0%
6.0%
4.0%
2.0%
0.0%
10.1%
1.8%
7.8%
1.9%
Has free/reduced lunch
Does not have free/reduced lunch

Middle School Dropout Rates

Middle school dropout rates have been an area of focus for the state of California but have been unable to produce a reliable way of estimating the rates. As a result, the data below reflects the number of dropouts in grades 8 and 9 divided by the enrollment in these grades to produce a comparable rate to the state and county. With a total of 8 students between 8th and 9th grade, it makes distinguishing between subgroups difficult. Still, it is important to monitor each and every individual student to ensure that they are able to successfully matriculate to high school and graduate on time.

Murrieta Valley Unified 2013-14 Middle School Dropout Rates Comparison							
	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Grade 8+9 Total Adjusted Dropout	Grade 8 Enrollment	Grade 9 Enrollment	Grade 8 + 9 Enrollment	Adjusted Rate
District Total	3	5	8	1895	2106	4001	0.20%
County Total	61	131	192	33264	33194	66458	0.29%
Statewide Total	1282	5917	7199	472381	491493	963874	0.75%

High School Dropout and Graduation Rates

The following table details school districts within Riverside County that had a significant number of graduates to be included. In relation to Murrieta Valley's performance, Murrieta Valley started out at 86.04% of students graduating total, and increased to 94.03%. Overall, Murrieta Valley Unified ranks 3rd for graduation rates in 2013-14 (Nuview is #1, but has very few seniors graduating in comparison to other districts).

Name	2009-10 Cohort Grad Rate	2009-10 Cohort Dropout Rate	2010-11 Cohort Grad Rate	2010-11 Cohort Dropout Rate	2011=12 Cohort Grad Rate	2011-12 Cohort Dropout Rate	2012-13 Cohort Grad Rate	2012-13 Cohort Dropout Rate	2013-14 Cohort Grad Rate	2013-14 Cohort Dropout Rate	Four Year Grad Rate Difference	Four Year Dropout Rate Difference	Riverside County 2013-14 Grad Rank
Statewide	74.72	16.6	77.14	14.7	78.87	13.1	80.4		80.78	11.6	6.06	-5	NA
Riverside County	77.72	15.1	79.95	13.5	82.51	11.1	84.4		85.13	9.4	7.41	-5.7	**NA**
Alvord Unified	77.01	15.2	76.95	15.5	78.52	11.2	80.2	10.0	83.91	8.6	6.9	-6.6	12
Banning Unified	80.65	16.8	82.41	13.1	80.15	14	83.7	13.0	78.57	15.7	-2.08	-1.1	17
Beaumont Unified	77.2	12.2	85.91	8	86.93	9.4	88.9	7.2	84.86	9.9	7.66	-2.3	11
Coachella Valley Unified	72.67	22.3	74.39	22.7	77.78	19.6	79.1	14.2	78.47	16.3	5.8	-6	18
Corona-Norco Unified	87.51	7.4	88.57	7.6	90.96	5.1	91.9	4.5	92.32	4.4	4.81	-3	4
Desert Sands Unified	84.04	11.4	83.79	10	85.91	8.8	85.6	8.6	87.52	7.8	3.48	-3.6	7
Hemet Unified	76.29	15.1	80.77	11.8	79.64	12.8	79.0	12.8	81.42	11.5	5.13	-3.6	16
Jurupa Unified	77.65	16.5	81.05	12.8	82.13	11.6	82.0	12.1	82.35	11.7	4.7	-4.8	15
Lake Elsinore Unified	88.82	6	89.75	6.4	89.77	4.8	88.8	5.4	88.67	6.7	-0.15	0.7	6
Moreno Valley Unified	65.73	21.9	69.94	20	74.74	16.9	81.5	11.9	82.81	11.3	17.08	-10.6	13
Murrieta Valley	**86.04**	**11.2**	**89.73**	**7.1**	**92.07**	**5.5**	**94.4**	**3.7**	**94.03**	**4.4**	**7.99**	**-6.8**	**3**
Nuview Union	98.44	0	98.78	1.2	100	0	100	0	100	0	1.56	0	1
Palm Springs Unified	81.2	11.9	80.19	11.6	83.71	10.5	87.2	8.6	87.19	9	5.99	-2.9	9
Palo Verde Unified	72.8	24.3	78.63	18.4	70.47	22.4	81.7	13.1	71.38	23.2	-1.42	-1.1	19
Perris Union High	80.19	15.8	83.05	12.6	83.87	11.8	84.4	11.8	82.68	12.4	2.49	-3.4	14
Riverside Unified	81.85	9.9	80.96	11.4	81.84	10.5	85.5	8.0	87.25	6.5	5.4	-3.4	8
San Jacinto Unified	72.75	11.4	79.27	6.8	78.75	8.2	81.6	5.6	85.97	5	13.22	-6.4	10
Temecula Valley Unified	91.73	4.3	92.42	4.2	93.28	3.3	94.0	2.7	94.22	3.2	2.49	-1.1	2
Val Verde Unified	78.22	16.7	81.92	12.9	89.52	7.6			91.18	5.3	12.96	-11.4	5

Subgroup	2009-10 Cohort Grad Rate	Gap Difference 2009-10	2010-11 Cohort Grad Rate	Gap Difference 2010-11	2011-12 Cohort Grad Rate	Gap Difference 2011-12	2012-13 Cohort Grad Rate	Gap Difference 2012-13	2013-14 Cohort Grad Rate	Achievement Gap Difference 2013-14	Four Year Gap Difference	Total Number in 2014 Cohort
Overall	86.04	-0.14	89.73	-2.55	92.07	-1.69	94.4	-1.4	94.03	0.32	0.46	2010
American Indian	100	13.82	66.67	-25.61	91.67	-2.09	100	4.2	81.82	-11.89	-25.71	*Under 11
Asian	90.14	3.96	91.43	-0.85	98.75	4.99	100	4.2	94.19	0.48	-3.48	86
Pacific Islander	71.43	-14.75	100	7.72	87.5	-6.26	100	4.2	100	6.29	21.04	*Under 11
Filipino	92.52	6.34	92.63	0.35	96.67	2.91	95.1	-0.7	100	6.29	-0.05	91
Hispanic	85.33	-0.85	87.69	-4.59	90.39	-3.37	93.1	-2.7	93.34	-0.37	0.48	661
African American	81.15	-5.03	81.65	-10.63	81.74	-12.02	91.0	-4.8	94.85	1.14	6.17	136
White	86.18	0	92.28	0	93.76	0	95.8	0	93.71	0	0	922
Two or More	91.18	5	95.71	3.43	94.87	1.11	93.9	-1.9	95.92	2.21	-2.79	98
SED	65.33	-20.85	84.94	-7.34	88.75	-5.01	91.0	-4.8	91.57	-2.14	18.71	771
EL	59.09	-27.09	76.81	-15.47	78.48	-15.28	81.5	-14.3	89.16	-4.55	22.54	83
SWD	71.43	-14.75	77.91	-14.37	79.14	-14.62	83.7	-12.1	81.86	-11.85	2.9	204

*Note: *Subgroup numbers with less than 11 students are hidden due to privacy rules. Conditional formatting left off for subgroups less than 11*

At first glance, one might have concerns for the Asian and Filipino subgroups; however, these subgroups are above the white subgroup to begin with, so their negative achievement gap shows the white subgroup getting closer to their rates of achievement. The clear successes from above are the SED and EL subgroups, and the African American subgroup increased at such a significant rate, they are now above the white subgroup in terms of achievement gap.

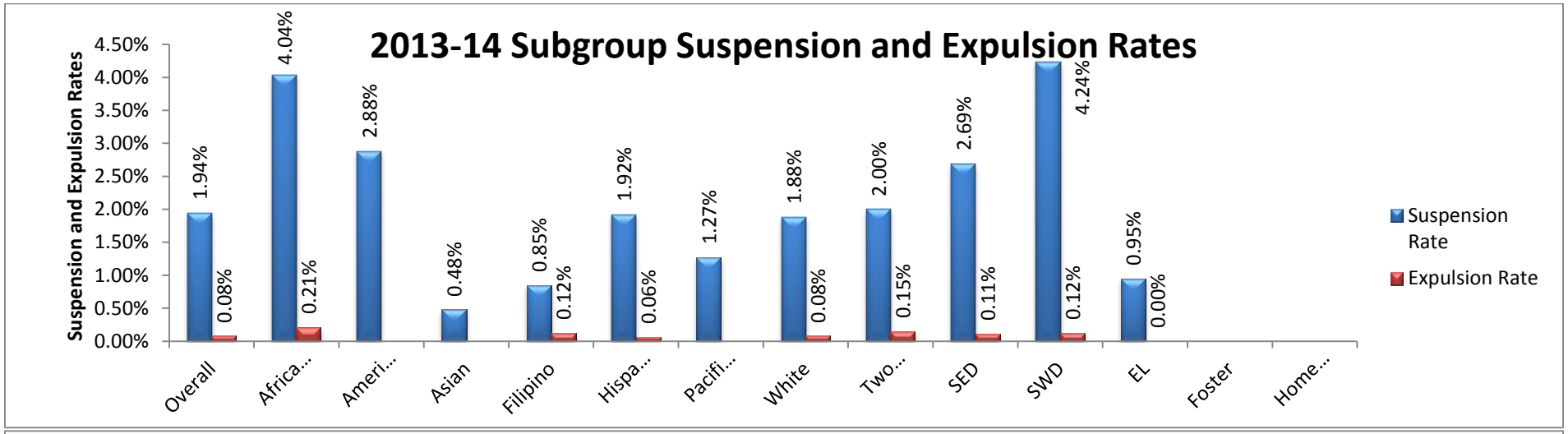
Despite great gains, some subgroups are not meeting the state goal of 90% such as the EL and SWD subgroup. The EL subgroup is very close at 89.16%, and the SWD subgroup warrants a caveat since many students may receive a certificate (and thus would be excluded from the graduation rate calculation).

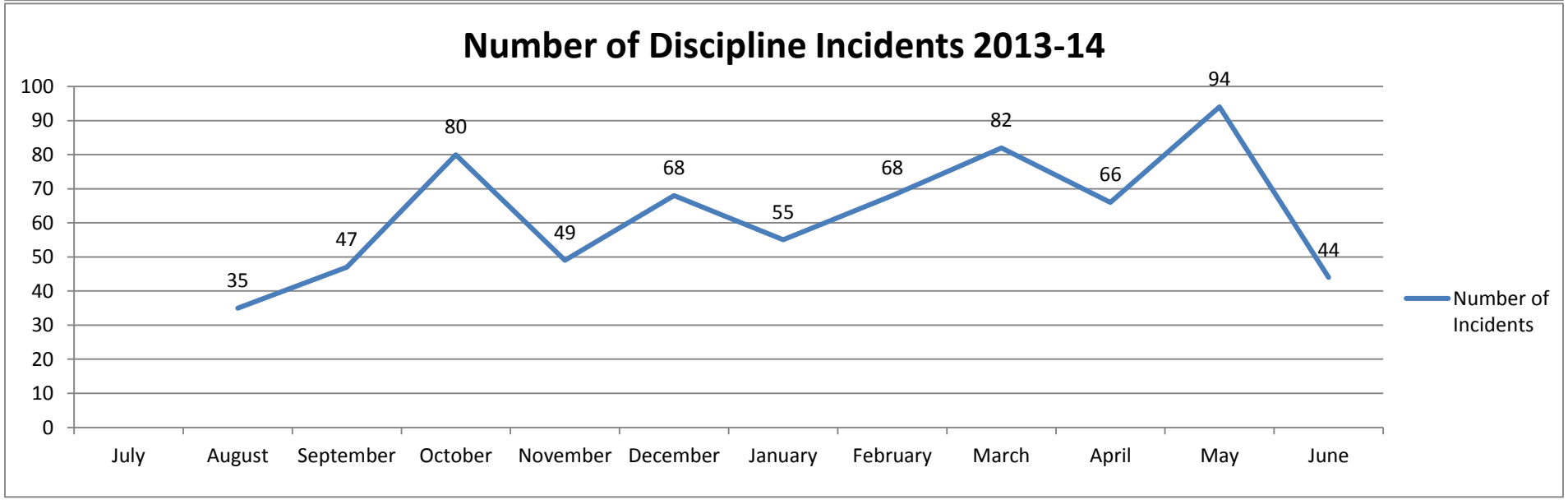
School Climate: Priority 6

Suspension and Expulsion Rates

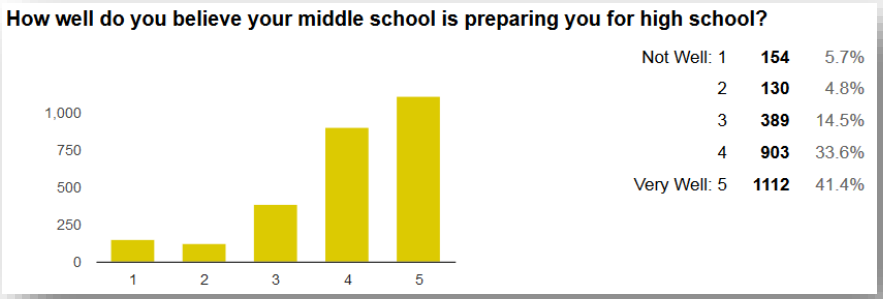
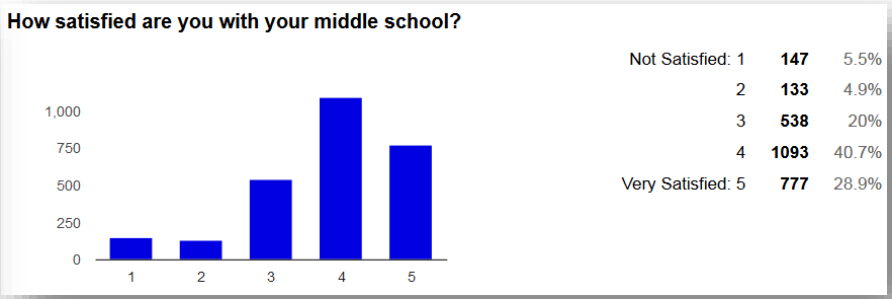
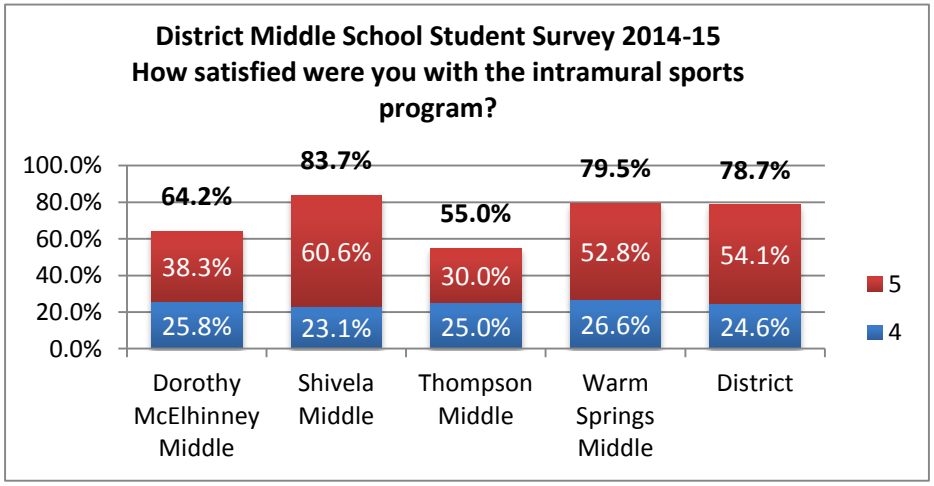
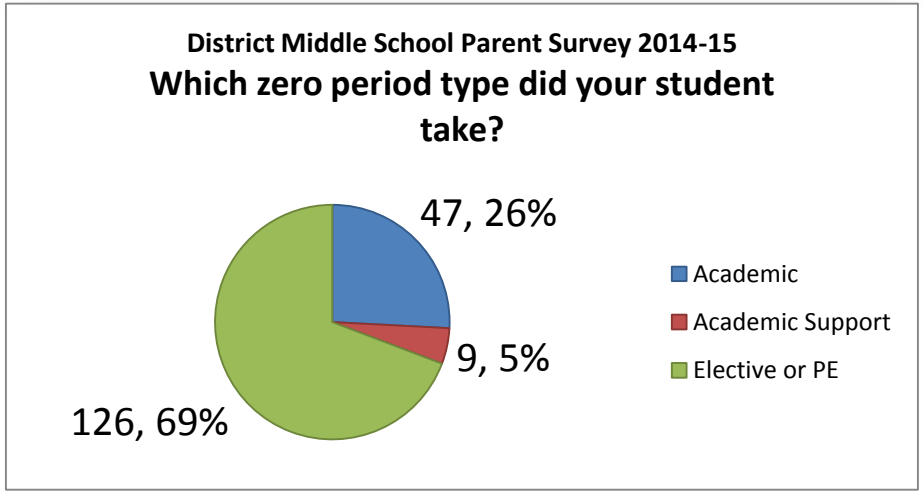
A good indicator of positive school climate is low rates of behavior incidents. In comparison with county, state, and other district rates, Murrieta Valley Unified has very low rates of suspension and expulsion. Expulsions calculated on a rate are difficult to analyze because the numbers are so small. Therefore, moving forward, we have opted to look at the individual number of expulsions and evaluate them on a case-by-case basis. Furthermore, it is important that our policies and procedures do not inappropriately target certain student populations. Despite low suspension and expulsion rates, the most identifiable need in our behavior metrics would be the increased suspension rates for African Americans and Students With Disabilities. Looking across the school year, on average, the district experiences the most behavior related incidents in October and May, with May being the highest. Behavior related issues will continue to be closely monitored.

Subgroup	Cumulative Enrollment	Students Suspended or Expelled	% of Population	Students Suspended	Suspension Rate	Number of Incidents	Students Expelled	Expulsion Rate	Average Incidents Per Student	Total Suspensions	Total Days Suspended	Average Days Suspended
Overall	24340	512	2.00%	473	1.94%	688	20	0.08%	1.34	599	1685	2.81
African American	1411	65	5.00%	57	4.04%	90	3	0.21%	1.38	79	184	2.33
American Indian	104	3	3.00%	3	2.88%	6			2.00	6	14	2.33
Asian	1046	6	1.00%	5	0.48%	9			1.50	8	23	2.88
Filipino	819	8	1.00%	7	0.85%	10	1	0.12%	1.25	9	25	2.78
Hispanic	8390	173	2.00%	161	1.92%	236	5	0.06%	1.36	202	605	3
Pacific Islander	158	2	1.00%	2	1.27%	3			1.50	3	11	3.67
White	11190	224	2.00%	210	1.88%	296	9	0.08%	1.32	254	720	2.83
Two or More	1347	30	2.00%	27	2.00%	45	2	0.15%	1.50	37	98	2.65
SED	8222	235	3.00%	221	2.69%	339	9	0.11%	1.44	291	821	2.82
SWD	3257	169	5.00%	138	4.24%	284	4	0.12%	1.68	203	514	2.53
EL	1157	12	1.00%	11	0.95%	18	0	0.00%	1.50	15	44	2.93


2013-14 Subgroup Suspension and Expulsion Rates
Suspension and Expulsion Rates
4.50%
4.00%
3.50%
3.00%
2.50%
2.00%
1.50%
1.00%
0.50%
0.00%
1.94%
0.08%
4.04%
0.21%
2.88%
0.48%
0.85%
0.12%
1.92%
0.06%
1.27%
1.88%
0.08%
2.00%
0.15%
2.69%
0.11%
4.24%
0.12%
0.95%
0.00%
Overall
Africa...
Ameri...
Asian
Filipino
Hispa...
Pacifi...
White
Two...
SED
SWD
EL
Foster
Home...
Suspension Rate
Expulsion Rate


Number of Discipline Incidents 2013-14
100
90
80
70
60
50
40
30
20
10
0
35
47
80
49
68
55
68
82
66
94
44
July
August
September
October
November
December
January
February
March
April
May
June
Number of Incidents

Local Surveys

To collect data on a number of various efforts, the district conducts a number of surveys. The middle school and high school surveys are a comprehensive survey designed to collect data on student and parent perceptions of school effectiveness, as well as data specific to programs offered at individual school sites such as Advancement Via Individual Determination (AVID) or International Baccalaureate (IB). While middle school response rates were excellent, an area of focus for the district is to gather additional parent and student feedback at the high school level. Examples of survey questions and responses are provided below. A comprehensive review of the data is conducted with each school.

District Survey Response Rates		
School Level	**Parent Responses**	**Student Responses**
High School	156	601
Middle School	776	2688