Morongo Unified School District LCAP

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

Introduction:

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LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents,

education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	**Impact on LCAP**
The Morongo Unified School District has taken a comprehensive approach to developing our LCAP with the involvement of 17 schools, community members, parents, students, employees, and board members. Our Vision is Every student graduates prepared for college/career empowered to become a productive citizen in society. Our mission at MUSD is students always come first; ensure that all students have a rigorous, high-quality education which empowers them with twenty-first century skills, enabling them to be successful in college, career, and society. Morongo Unified School District queried stakeholders at a variety of meetings throughout the year for the purpose of developing the Local Control and Accountability Plan (LCAP). The District leadership conducted a number of feedback gathering sessions over a three month period from February to April 2014. Over the course of this three-month period, Morongo Unified School District held 12 different sessions for gathering feedback. Students and parents from all subgroups drove the LCAP needs and plan. These sessions were designed with the intent to allow a breadth of stakeholders to provide feedback. To ensure that stakeholders on either end of the geographically large district were heard, Morongo Unified made sure to hold two separate meetings at both the west and	The Morongo Unified School District reviewed the feedback provided and addressed the eight areas identified as priority areas. The areas did overlap with each other and will require a coordination of services. The identified stakeholders relayed their goals on various input forms, verbal interactions and through the open comment period. **Basic services-** Students indicated that having adequate instructional materials, technology and textbooks were essential for their success. Many foster youth, socially-economically disadvantaged students and English Learner students voiced a need for support in the way of supplies and materials needed to complete daily work. **Implementation of Common Core** included staff development for teachers and parents. Parents voiced concerns regarding the rigor and increased skill levels required for Smarter Balanced assessments. English Learners indicated additional tutoring and academic support was needed. **Parental involvement** was mentioned by parents, teachers

east ends of the district. Students conducted two separate meetings at two different high schools in order to provide feedback for the plan. Furthermore, both state mandated groups, the District Advisory Committee (DAC) and English Learner Advisory Committee (ELAC), were queried for their input at several different sessions. As part of the process, Morongo Unified made sure to include the foster youth and homeless liaisons at these meetings when possible to give additional perspective to the plan. Board members, school administrators, teachers and the Teachers Union were also given the opportunity to participate in the LCAP development process. Schools will be aligning their Single Site plans to the LCAP. A combination of local data, public data, and data provided by the San Bernardino County Superintendent of Schools were provided to stakeholders in an effort to inform stakeholders of the district's progress as it pertains to the 8 State Priorities. For some areas, data was not available, so a description of the district's current process, procedure or status was provided for those priorities. For example, Morongo Unified School District has a Family Involvement Plan in place, but a quantifiable metric for measuring these efforts are not available. Instead, a description of this plan as well as the opportunities for parents and community members to be involved was provided. Responses were gathered in a focus group session manner, or with the use of open ended questions collected on forms distributed to attendees. This feedback was then synthesized and distilled down to central themes in order to pinpoint what larger messages may exist. Finally, this feedback was directly used to guide the goals and actions of the district's LCAP. As part of improving the systems and processes at Morongo Unified School District, the District is pursuing additional resources to improve stakeholder feedback. The goal is for attendees, who have little knowledge of the education world, to be able to understand and provide authentic feedback. To this end, the district is working on an infographic that outlines the current state of the district succinctly. Three meetings for public comment on the proposed LCAP were held on May 20th, June 3rd and June 24th 2014.	and students who attended the LCAP sessions. The funding of community liaisons and specifically EL parents to assist other parents was brought up. Classes for parents on how to become active participants in their children's education was an identified need. Programs to increase communication including software were discussed by parents as needed to maintain an open dialog with the school. **Student achievement** and the transition to the Common Core Standards is a great concern of teaching staff and the employee associations. The training to support certificated and classified employees requires a complete understanding of the Standards. Coaching and the use of formative assessment devices such as Read180, System 44, Illuminate and the Aleks software were cited as effective tools to support instruction. English Learners discussed computer software and additional classes to support their retention of Common Core concepts. **Student engagement** is a concern of students representing socially-economically disadvantaged students. Dynamic instruction utilizing technology imbedded into their lessons was frequently requested. Students indicated that classes taught by teachers that just "talk at them" did little to motivate their learning. Students also pointed out that after-school activities and buses were essential to their involvement. Data reviewed from the California Healthy Kids Survey also supported the importance of a relationship with a caring adult as a critical factor in student success. **School climate** was raised by the public and foster youth students. The high rate of suspension and the lack of alternatives to an in-house behavior modification program were highlighted. A lack of an "in-house" suspension or discipline room significantly impacts attendance as well as academic achievement. The idea of a program that

Superintendent Dr. Cecelia English responded in writing, to the various stake holder groups including state mandated groups, the District Advisory Committee (DAC) and English Learner Advisory Committee (ELAC) by June 24, 2014. The MUSD held a public hearing and workshop on June 3, 20104. Local control Accountability plan was adopted June 24, 2014. All Brown Act public notice requirements were met. Notice was posted in accordance with all current requirements.	provided a structured academic classroom and direct intervention to change behaviors would be cost effective and should merit further discussion. The review of suspension and discipline statistics for minority students will determine the type of staff development to be provided to engage those students and families in the educational process. **Course access** aligns with our Board of Education goals to increase rigor. The percentage of English Learners in the Advanced Placement program was discussed. The use of online courses and credit recovery will expand the opportunities for all students.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment

between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need Statement: All teachers will be highly qualified and properly credentialed. District Misassignment Report Purchase records for the new math adoption and Williams report The number of computers per student	**Goal # 1 - Student learning:** Increase academic rigor and student engagement in learning, assess individual student progress and improve performance	All	All		*98% of the teaching staff will be appropriately placed *Students will have one to one use of Standards aligned textbooks in core *New Math Textbooks aligned with Common Core *High interest reading books for school	*99% of the teaching staff will be appropriately placed *Students will have one to one use of Standards aligned textbooks in core *New Math Textbooks aligned with Common Core *High interest reading books for school	*99% of the teaching staff will be appropriately placed *Students will have one to one use of Standards aligned textbooks in core *New Math Textbooks aligned with Common Core *High interest reading books for school	Basic Services (1), Pupil Achievement (4), Other Pupil Outcomes (8)

The number of library books checked out per student District Common Core Benchmarks					libraries *Students will have computers available for use in the classrooms and labs *Formative assessments in core will continue to be written and modified for District-wide use	libraries *Students will have computers available for use in the classrooms and labs *Formative assessments in core will continue to be written and modified for District-wide use	libraries *Students will have computers available for use in the classrooms and labs *Formative assessments in core will continue to be written and modified for District-wide use	
Need Statement: Training will be provided for all administrators and staff to support effective leadership and instruction. District Staff Development Plan Staff development contracts Enrollment information in AVID Enrollment and	**Goal # 2 - Effective Instruction, Leadership, and Accountability**: Teachers and administrators will utilize best practices, including analyzing data, in order to ensure that decisions are made in the best interest of **all** students	All	All		*Principal training Math/ELA UCLA Training *Common Core training for instruction staff and admin *AVID will be available for all students *Advanced Placement and Honors courses will be available *Data from the assessments listed above will be used to adjust	*Principal training Math/ELA UCLA Training *Common Core training for instruction staff and admin *AVID will be available for all students *Advanced Placement and Honors courses will be available *Data from the assessments listed above will be used to adjust	*Principal training Math/ELA UCLA Training *Common Core training for instruction staff and admin *AVID will be available for all students *Advanced Placement and Honors courses will be available *Data from the assessments listed above will be used to adjust	Implementation of State Standards (2), Pupil Achievement (4), Pupil Engagement (5), School Climate (6), Course Access (7), and Other Pupil Outcomes (8)

testing information in Advanced Placement Data from formative assessments and minutes from meetings. SBAC Assessments					instruction.	instruction.	instruction.	
Need Statement: The District will ensure a safe and secure environment for all students and staff on each campus. District Safe School Plan School Safety Plan and drill log California Healthy Kids Survey School Experience(Climate) Survey for Parents Williams Visitation Safety campus evaluation review from San Bernardino	**Goal # 3 - School safety:** maintain a safe learning and working environment that supports all students learning.	All	All		*Students will participate in an educational program that is presented in a safe and secure environment. *Site Staff will participate in safety planning and training *CPI Training will be provided for appropriate personnel *School Drills will be conducted as per Education Code.	*Students will participate in an educational program that is presented in a safe and secure environment. *Site Staff will participate in safety planning and training *CPI Training will be provided for appropriate personnel *School Drills will be conducted as per Education Code.	*Students will participate in an educational program that is presented in a safe and secure environment. *Site Staff will participate in safety planning and training *CPI Training will be provided for appropriate personnel *School Drills will be conducted as per Education Code.	Basic Services (1) and School Climate (6)

Sheriff Dept. Safety Review by District Risk Management								
Needs Statement: The District will recruit, retain, and train highly qualified teachers in each classroom. Recruiting Fair Peer Coaching BTSA Program Title II Report on Highly Qualified BTSA Program Evaluation New Teacher Institute Survey	**Goal # 4 - Resource Alignment and Stability**: recruit and retain effective educators to maintain a strong, supportive learning environment for all students	All	All		*To have 100% highly trained and Highly Qualified Teachers *New teachers will participate in support programs	*To have 100% highly trained and Highly Qualified Teachers *New teachers will participate in support programs	*To have 100% highly trained and Highly Qualified Teachers *New teachers will participate in support programs	Basic Services (1) and Course Access (7)
Needs Statement: The District will increase the community involvement in school activities across the district. School	**Goal # 5 - Culture, Collaboration, and Communication:** create school cultures that are conducive to success for all	All	All		*Site Parent Education Programs *Parent/Student Tutoring Program *Student activities and performances	*Site Parent Education Programs *Parent/Student Tutoring Program *Student activities and performances	*Site Parent Education Programs *Parent/Student Tutoring Program *Student activities and performances	Implementation of Common Core (2), Parent Involvement (3), School Climate (6)

Experience(Climate) Survey for Parents CHKS Survey (Student Discipline and Suspension/Expulsion Rates) Sign in sheets at school events School Calendars	students by increasing the percentage of parents that are directly involved in their children's education, activities at the school, and parent conferences.				*Student sports *Parent nights *Parent – Student – Teacher activities	*Student sports *Parent nights *Parent – Student Teacher activities	*Student sports *Parent nights *Parent – Student Teacher activities	
Need Statement: Students will close the achievement gap in all subgroups, in all schools across the district. Assessment data from Illuminate Benchmarks A-G Course completion percentages List new courses available each year – Master Schedule	**Goal # 6 - Closing the Achievement Gap** Ensure that students in all subgroups are making progress A-G high level by decreasing the percentage by 3% between the highest preforming subgroup and lowest performing subgroup as determined by the state's new API subgroups.	All	All		*Master Schedule increase in depth and breadth of offerings *Course descriptions in school catalogs *Increase the number of students from all subgroups that achieve Univ. of Calif. A-G Course Eligibility	*Master Schedule increase in depth and breadth of offerings *Course descriptions in school catalogs *Increase the number of students from all subgroups that achieve Univ. of Calif. A-G Course Eligibility	*Master Schedule increase in depth and breadth of offerings *Course descriptions in school catalogs *Increase the number of students from all subgroups that achieve Univ. of Calif. A-G Course Eligibility	Pupil Achievement (4), Course Access (7)

Need Statement: The district will develop programs to ensure all students read by third grade. Professional Development Program Improvement Plans (Instructional Materials) Priority schools Reading Inventory assessment Formative and Summative Benchmark Assessments; SBAC K-3 Class Size Reduction Report	**Goal # 7 - All students reading by third grade** Provide direct support to primary students to increase reading, writing fluency for all students to reach grade level reading standards	All	All Elementary		*Increase the percentage of students reaching third grade reading level by 5% Reading Literacy *Teacher Staff Development for K-3 teachers *Reduce class size in K-3 grade classes	*Increase the percentage of students reaching third grade reading level by 5% Reading Literacy *Teacher Staff Development for K-3 teachers *Reduce class size in K-3 grade classes	*Increase the percentage of students reaching third grade reading level by 5% Reading Literacy *Teacher Staff Development for K-3 teachers *Reduce class size in K-3 grade classes	Basic Services(1), Pupil Achievement, Implementation of State Standards, (2), Other Pupil Outcomes (8)
Need Statement: The district will reduce the number of students receiving English Learner services in the district. A special focus will be for	**Goal # 8 - English Learners**: All EL students will advance in their proficiency level All students will	Sub-group-English Learners	LEA-wide		*Teacher and staff professional development *Instructional materials that provide language	*Teacher and staff professional development *Instructional materials that provide language	*Teacher and staff professional development *Instructional materials that provide language	Basic Services (1), Pupil Achievement (4), Course Access (7), Pupil Engagement (5), Parent

students in grades 7-12. CELDT Testing ELSSA Plan Williams Report Parent Sign-in Sheets and Agendas Formative District-wide and school-wide assessments SBAC and State testing measures (when available)	exit the program prior to their fifth year of needed services				development	development	development	Involvement Efforts (3), Other Pupil Outcomes (8)
Need Statement: ***To increase the graduation rate for Foster youth Students in district secondary schools.*** Illumination information Transcripts School Attendance Rates Chronic Absenteeism	**Goal # 9 - Foster Youth:** All Students will graduate from Morongo Unified School District Provide direct support and intervention to Foster Youth with the goal to graduate on time with their age level peers.	Sub-group-Foster Youth	LEA-wide		*High School counselors will identify and provide additional services to foster youth *Transcript analysis for State high school graduation requirements	*High School counselors will identify and provide additional services to foster youth *Transcript analysis for State high school graduation requirements	*High School counselors will identify and provide additional services to foster youth *Transcript analysis for State high school graduation requirements	Pupil Achievement (4), Course Access (7), and Pupil Engagement (5)

Rates Middle School Dropout Rates High School Dropout Rates High School Graduation Rates								

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

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

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP Year Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal #1-Student Learning: Increase academic rigor and	Basic Services (1), Pupil Achievement	Provide the Base Instructional Program for	LEA-wide		*K-3 Class Size Reduction $1.4 million LCFF (Object Range 1000 & 3000)	*K-3 Class Size Reduction $1.4 million LCFF (Object Range 1000 & 3000)	*K-3 Class Size Reduction $1.4 million LCFF (Object Range 1000 & 3000)

student engagement in learning, assess individual student progress and improve performance **Goal #7-Provide direct support to primary students to increase reading, writing fluency for all students to reach grade level reading standards**	(4), Other Pupil Outcomes (8) Basic Services(1), Pupil Achievement, Implementation of State Standards, (2), Other Pupil Outcomes (8)	<u>every student and in addition:</u> *Continue Intervention staffing *Staffing for smaller math classes *Additional tutoring *Common Core aligned instructional materials *Intervention program software *classroom computers	LEA-wide LEA-wide School-wide TPHS YVHS LEA-wide TPHS, YVHS,		*Intervention and student support including staffing for all students $1.2 million LCFF (Object Range 1000+5000) *Supplemental Educational Services $250,000 Title I (Object Range 5000) *Direct intervention for struggling students, new library materials, supplemental and instructional supplies $800,000 Site LCFF (Object Range 1000+4000) *Additional staffing support for Integrated math smaller math classes $180,000 LCFF (Object Range 1000 & 3000) *System44 "I" Station READ180 $40,000 LCFF (Object Range 4000 & 5000) *Credit Recovery $60,000 LCFF	*Intervention and student support including staffing for all students $1.2 million LCFF (Object Range 1000-5000) *Supplemental Educational Services $250,000 Title I (Object Range 5000) *Direct intervention for struggling students, new library materials, supplemental and instructional supplies $800,000 Site LCFF (Object Range 1000 5000) *Additional staffing support for Integrated math smaller math classes $180,000 LCFF (Object Range 1000 & 3000) *System44 "I" Station READ180 $40,000 LCFF (Object Range 4000 & 5000) *Credit Recovery $60,000 LCFF	*Intervention and student support including staffing for all students $1.2 million LCFF (Object Range 1000-5000) *Supplemental Educational Services $250,000 Title I (Object Range 5000) *Direct intervention for struggling students, new library materials, supplemental and instructional supplies $800,000 Site LCFF (Object Range 1000 5000) *Additional staffing support for Integrated math smaller math classes $180,000 LCFF (Object Range 1000 & 3000) *System44 "I" Station READ180 $40,000 LCFF (Object Range 4000 & 5000) *Credit Recovery $60,000 LCFF

			BRHS LEA-wide		(Object Range 5000) (*Purchase Common Core aligned math textbooks $1.6 million CCSS in 2013-2014) (Object Range 4000) *Computer Replacement Schedule $499,232 LCFF, Grant (Object Range 4000)	(Object Range 5000) *Purchase Common Core aligned math textbooks $1.6 million CCSS (Object Range 4000) *Computer Replacement Schedule $499,232 LCFF, Grant (Object Range 4000)	(Object Range 5000) *Purchase Common Core aligned math textbooks $1.6 million CCSS (Object Range 4000) *Computer Replacement Schedule $499,232 LCFF, Grant (Object Range 4000)
Goal #2-Effective Instruction, Leadership, and Accountability: Teachers and administrators will utilize best practices, including analyzing data, in order to ensure that decisions are made in the best interest of **all** students	Implementation of State Standards (2), Pupil Achievement (4), Pupil Engagement (5), School Climate (6), Course Access (7), and Other Pupil Outcomes (8)	Professional Development in Common Core, Integrated Math	LEA-wide		*Teacher Common Core Training $120,000 Title and LCFF(Object Range 1000 & 5000) *Staff Training on the new Math adoption $70,000 Title and LCFF (Object Range 1000 & 5000) *Principal Common Core Development $30,000 Title and LCFF(Object Range 1000 & 5000)	*Teacher Common Core Training $120,000 Title and LCFF (Object Range 1000 & 5000) *Staff Training on the new Math adoption $70,000 Title and LCFF (Object Range 1000 & 5000) *Principal Common Core Development $30,000 Title and LCFF (Object Range 1000 & 5000)	*Teacher Common Core Training $120,000 Title and LCFF (Object Range 1000 & 5000) *Staff Training on the new Math adoption $70,000 Title and LCFF (Object Range 1000 & 5000) *Principal Common Core Development $30,000 Title and LCFF (Object Range 1000 & 5000)
Goal #3-School Safety: maintain a safe learning and working	Basic Services (1) and School Climate (6)	Staff Development Reduce	LEA-wide LEA-wide		Staff Development $15,000 (Object Range 1000-5000) Safety Drills	Staff Development $15,000 (Object Range 1000-5000) Safety Drills	Staff Development $15,000 (Object Range 1000-5000) Safety Drills

environment that supports all students learning.		Suspension Rates Child Welfare and Attendance Coordinator Staff training on suspension reduction Data Review	LEA-wide LEA-wide		Supplies, Practices $1000 LCFF (Object Range 1000-4000) Community Outreach Services $45,000 LCFF, Title (Object Range 5000) *School Experience Survey $3000 (Title) (Object Range 4000)	Supplies, Practices $1000 LCFF (Object Range 1000-5000) Community Outreach Services $45,000 LCFF, Title (Object Range 5000) *School Experience Survey $3000 (Title) (Object Range 4000)	Supplies, Practices $1000 LCFF (Object Range 1000-5000) Community Outreach Services $45,000 LCFF, Title (Object Range 5000) *School Experience Survey $3000 (Title) (Object Range 4000)
Goal #1-Student Learning - Increase academic rigor and student engagement in learning, assess individual student progress and improve performance **Goal #2 Effective Instruction, Leadership, and Accountability**: Teachers and administrators will utilize best practices, including analyzing data, in order to ensure that decisions are made in the best interest of **all** students	Basic Services (1), Pupil Achievement (4), Other Pupil Outcomes (8) Implementation of State Standards (2), Pupil Achievement (4), Pupil Engagement (5), School Climate (6), Course Access (7), and Other Pupil	Professional Development BTSA Program	LEA-wide		*Parent and Teacher Common Core Training $819,191 Title, LCFF (Object Range 1000 & 5000)	*Parent and Teacher Common Core Training $819,191 Title, LCFF (Object Range 1000 & 5000)	*Parent and Teacher Common Core Training $819,191 Title, LCFF (Object Range 1000 & 5000)

Goal #4-Resource Alignment and Stability recruit and retain effective educators to maintain a strong, supportive learning environment for all students	Outcomes (8) Basic Services (1) and Course Access (7)						
Goal #5- Culture, Collaboration, and Communication create school cultures that are conducive to success for all students by increasing the percentage of parents that are directly involved in their children's education, activities at the school, and parent conferences. **Goal #6- Closing the Achievement Gap** Ensure that students in all subgroups are making progress A-G	Implementation of Common Core (2), Parent Involvement (3), School Climate (6) Pupil Achievement (4), Course Access (7)	Computer software and technology for learning "I" Station Intervention Program Common Core Assessments	LEA-wide LEA-wide		*Purchase Assessment and Data Analysis for Intervention $60,000 LCFF (Object Range 5000) *Computer Lab, staffing, infrastructure, and installation for State and SBAC assessments $1.0 million LCFF (Object Range 1000-5000)	*Purchase Assessment and Data Analysis for Intervention $60,000 LCFF (Object Range 5000) *Computer Lab, staffing, infrastructure, and installation for State and SBAC assessments $1.0 million LCFF (Object Range 1000-5000)	*Purchase Assessment and Data Analysis for Intervention $60,000 LCFF (Object Range 5000) *Computer Lab, staffing, infrastructure, and installation for State and SBAC assessments $1.0 million LCFF (Object Range 1000-5000)

high level by decreasing the percentage by 3% between the highest preforming subgroup and lowest performing subgroup as determined by the state's new API subgroups.							

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

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP Year Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**

Goal#1-Student learning – Increase academic rigor and student engagement in learning, assess individual student progress and improve performance **Goal #2-Effective Instruction, Leadership, and Accountability** Teachers and administrators will utilize best practices, including analyzing data, in order to ensure that decisions are made in the best interest of **all** students **Goal #7-All Students**	Basic Services (1), Pupil Achievement (4), Other Pupil Outcomes (8) Implementation of State Standards (2), Pupil Achievement (4), Pupil Engagement (5), School Climate (6), Course Access (7), and Other Pupil Outcomes (8) Basic Services (1), Pupil	*For Low Income: Direct intervention (Tutoring)* *For English Learners: Additional Sections of ESL* *For Foster youth: Credit Recovery* *For RFEP:* Counseling and Direct Intervention	LEA-wide LEA-wide LEA-wide LEA-wide		*Direct intervention (tutoring) $15,000 Title & LCFF (Object Range 1000 & 5000) *Additional sections of ESL $50,000 LCFF & Title (Object Range 1000 & 2000) *Credit recovery $5,000 Title & LCFF (Object Range 5000) *Counseling and Direct Intervention $10,000 (Object Range 1000 & 5000) Title 1 LCFF	*Direct intervention (tutoring) $15,000 Title & LCFF (Object Range 1000 & 5000) *Additional sections of ESL $50,000 LCFF & Title (Object Range 1000 & 2000) *Credit recovery $5,000 Title & LCFF (Object Range 5000) Counseling and Direct Intervention $10,000 (Object Range 1000 & 5000)	*Direct intervention (tutoring) $15,000 Title & LCFF (Object Range 1000 & 5000) *Additional sections of ESL $50,000 LCFF & Title (Object Range 1000 & 2000) *Credit recovery $5,000 Title & LCFF (Object Range 5000) Counseling and Direct Intervention $10,000 (Object Range 1000 & 5000)

reading by third grade Provide direct support to primary students to increase reading, writing fluency for all students to reach grade level reading standards	Achievement (4), Course Access (7), Pupil Engagement (5), Parent Involvement Efforts (3), Other Pupil Outcomes (8)						
Goal # 6 - Closing the Achievement Gap Ensure that students in all subgroups are making progress A-G high level by decreasing the percentage by 3% between the highest preforming subgroup and lowest performing subgroup as determined by the state's new	Pupil Achievement (4), Course Access (7)						

API subgroups.							
Goal #3-School Safety maintain a safe learning and working environment that supports all students learning.	Basic Services (1) and School Climate (6)	*For Low Income:* Parent meetings and materials *For English Learners:* Document and meeting translations *For Foster youth:* Student advocacy *For RFEP:* Supplemental Materials	LEA Plan EL Plan Child Welfare & Attendance EL Plan		*Parent meetings and materials $3000 LCFF (Object Range 4000) *Document and meeting translations $2000 LCFF (Object Range 1000, 2000, 4000, & 5000) Credit Recovery $15,000 *Student advocacy $3000 LCFF (Object Range 5000) *Supplemental Materials $2,000 LCFF(Object Range 4000)	Parent meetings and materials $3000 LCFF (Object Range 4000) Document and meeting translations $2000 LCFF (Object Range 1000, 2000, 4000, & 5000) Credit Recovery $15,000 Student advocacy $3000 LCFF (Object Range 5000) Supplemental Materials $2,000 LCFF (Object Range 4000)	Parent meetings and materials $3000 LCFF (Object Range 4000) Document and meeting translations $2000 LCFF (Object Range 1000, 2000, 4000, & 5000) Credit Recovery $15,000 Student advocacy $3000 LCFF (Object Range 5000) Supplemental Materials $2,000 LCFF (Object Range 4000)
Goal #5-Culture, Collaboration, and Communication create school cultures that are conducive to success for all students by increasing the percentage of parents that are	Implementation of Common Core (2), Parent Involvement (3), School Climate (6)	*For Low Income:* Parent communication using Nutrition Services, Parent Handbook, School Handbook *For English Learners:*	LEA-wide School-wide LEA-wide School-		*Parent communication using Nutrition Services, Parent Handbook, School Handbook $10,000 NS, LCFF, Title (Object Range 4000) *Translation services for documents and	Parent communication using Nutrition Services, Parent Handbook, School Handbook $10,000 NS, LCFF, Title (Object Range 4000) Translation services for documents and	Parent communication using Nutrition Services, Parent Handbook, School Handbook $10,000 NS, LCFF, Title (Object Range 4000) Translation services for documents and

directly involved in their children's education, activities at the school, and parent conferences.		Translation services for documents and meetings *For Foster youth:* Staff Training provided by County contracted Probation Officer and Community Service Liaison *For RFEP:* Parent Student, Teacher/Counselor meetings to discuss student performance on assessments	wide LEA-wide LEA-wide		meetings $5000 Title and LCFF (Object Range 1000-5000) *Staff Training provided by County contracted Probation Officer and Community Service Liaison (Paid by County) *Parent Student, Teacher/Counselor meetings to discuss student performance on assessments $5000 Title & LCFF (Object Range 1000, 4000, & 5000)	meetings $5000 Title and LCFF (Object Range 1000-5000) Staff Training provided by County contracted Probation Officer and Community Service Liaison (Paid by County) Parent Student, Teacher/Counselor meetings to discuss student performance on assessments $5000	meetings $5000 Title and LCFF (Object Range 1000-5000) Staff Training provided by County contracted Probation Officer and Community Service Liaison (Paid by County) Parent Student, Teacher/Counselor meetings to discuss student performance on assessments $5000
Goal #8- English Learner All EL students will advance in their proficiency level All students will exit the program prior to their fifth year of	Basic Services (1), Pupil Achievement (4), Course Access (7), Pupil Engagement (5), Parent Involvement Efforts (3), Other Pupil Outcomes (8)	EL instruction by trained teachers Additional sections with trained teachers CEDLT assessment and training	LEA-wide		Staffing and Professional development for staff including instructional techniques for second language learners $300,000 Title & LCFF (Object range 1000, 2000, 3000, 4000 & 5000)	Staffing and Professional development for staff including instructional techniques for second language learners $300,000 Title & LCFF (Object range 1000, 2000, 3000, 4000 & 5000)	Staffing and Professional development for staff including instructional techniques for second language learners $300,000 Title & LCFF (Object range 1000, 2000, 3000, 4000 & 5000)

needed services							
Goal #9-Foster Youth All Students will graduate from Morongo Unified School District Provide direct support and intervention to Foster Youth with the goal to graduate on time with their age level peers.	Student achievement (4), Course Access (7), and Student Engagement (5)	Transcript or grade evaluation of all foster youth students Additional counseling and coordinated care team support	LEA-wide		Community Liaison providing Community Outreach Services and training for staff $40,000 LCFF & Title (Object Range 5000)	Community Liaison providing Community Outreach Services and training for staff $40,000 LCFF & Title (Object Range 5000)	Community Liaison providing Community Outreach Services and training for staff $40,000 LCFF & Title (Object Range 5000)

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school-wide, countywide, or charter-wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Morongo Unified School District's estimated LCAP funding is $4,302,065 with a Minimum Proportionality Percentage of 7.98% for the 2014-15 year. The new State Categorical (LCAP) amount reduces the budgetary increase usable for the 14-15 District General Fund to $2,240,197. The Morongo Unified School District provides a Standards based educational program that supports all students within the confines of a budget that is slowly (very slowly) increasing after 5 years of economic difficulties. Students that are specifically identified in the LCAP Unduplicated Count will receive additional services to support their academic success. Most of the programs address the individual needs of a student and are not

restricted to the economic or language status of the student. Due to the low social-economic status of our students (66% Free & Reduced), the District qualifies under the Federal guidelines for School-Wide programs. The District is focusing on early literacy for all students by providing intensive support for struggling readers in Grades K-3. For those 4-12 grade struggling students, additional Direct Intervention programs are provided under a structured Response to Intervention (RtI) model. Students participate in intervention programs that are identified by assessment data and classroom performance. The RtI model is the product of Professional Learning Community meetings at all of the sites. These meetings result in formative assessments, instructional best practices, and student data. The PLC structure has direct support from consultants brought in to help with the assessment structure and the data. Additionally, staff development and technology resources from our LCAP funding will support Common Core implementation, SBAC and State testing.

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

MUSD's Minimum Proportionality Percentage is 7.98% for the 2014-15 year. The specific needs of English Learners, Foster Youth and socially-economically disadvantaged students were addressed at the various LCAP meetings held over several months. The input from these critical stakeholders highlights the need for specific actions to support the identified needs of each of these groups. The following information reflects actions specifically tied to each group.

<u>English Learners</u>

- Increase class sections at the secondary level to lower class size.
- Professional development for teachers and parents on Common Core teaching strategies.
- The development of second language literacy support group to provide hands-on support to parents who struggle with the English language. The program will focus on helping parents learn how to better support their students' academic success, homework and school experience. It also will focus on teaching parents how to communicate with classroom teachers and schools.
- Provide training and direction to secondary counselors to ensure equal course access as well as appropriate Advanced Placement classes are provided

Foster Youth

Increase the academic success of foster youth by supporting alternative options for credit attainment. These opportunities may include credit recovery, online learning and individual tutoring. Students will also have access to educational software that will support learning while reinforcing basic skills. School administrators and support staff will have training to ensure foster youth will receive equal course access. The review of student performance will reveal any credit deficiency and students will be able to use credit recovery to earn credits if needed. Advocacy is also provided through the use of a Community Outreach liaison.

Socially-Economically Disadvantaged

Socially-Economically Disadvantaged students will receive frequent formative assessments using tests developed in conjunction with Key Data Systems and Illuminate. Teachers and parents will receive feedback regarding the current performance of students. All students will be assessed through the district formative assessments and support services of tiered intervention programs available across the district. The use of "I" Station, Read180, and System44 as well as a math intervention program will be used across the district. Opportunities to enhance our computer labs and software will enhance our students' abilities to learn the required computer skills for the Smarter Balanced assessment system.

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