

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

### Introduction:

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LCAP Year: 2014-2017

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

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

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

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

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

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

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

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## **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 (l), 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 (l), 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)

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## **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?

**Section 1: Stakeholder Engagement**

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>On 1/27/14, 4/9/14 and 5/14/14 presentations were made in public board sessions covering LCAP, LCFF, and Common Core to help ensure the board, military liaison, bargaining unit members, parents, and public were well informed of the funding formula, new laws, and processes.</p> <p>On 1/27/14, 2/24/14, 3/24/14, and 4/28/14 the District Advisory Council which is comprised of parents and site administrators had presentations on LCFF, LCAP, and Common Core in January 2014 and then discussed parent survey data in February. Also in February the district presented information on LCFF, LCAP, and the parent surveys to the School Site Councils. The district then brought the draft LCAP to the DAC for review and comments.</p>	<p>The parent, student, and staff surveys were used to determine areas where the district needed to improve and they were used to facilitate discussions by parents, teachers, staff, and administrators on goals to improve services. The surveys were also used to determine areas where the district was performing well or excellent and facilitated discussion as to how to maintain the district's strength while making the needed improvements to better serve students. Through the survey the areas of improvement identified were new instructional materials were needed, additional college/career planning is needed, increased parent involvement in the path the district takes as well as giving support to the parents, and need for visual and performing arts and more technology in instruction.</p>
<p>The district also went to joint site council meetings to discuss the LCAP and parent survey to get feedback. The district met with the Boron schools 3/10/14 and the Edwards Schools 3/3/14</p> <p>The district attempted to convene the DELAC on 9/18/13, 11/20/13, 1/15/13, and 3/26/14. The March agenda included discussion on the LCAP however the district has been unable to solicit enough parents to get a quorum at any of the meeting despite repeated attempts and methods.</p> <p>The superintendent will respond to any questions from the DAC or DELAC in writing.</p>	<p>Feedback from multiple input sessions with the teachers, parents, and staff were used to guide the goals and actions and focus of the LCFF while still maintaining a plan which was effective, attainable, and realistic. At the DAC and board meetings the public was invited and an opportunity for input/feedback was allowed and encouraged.</p> <p>During weekly collaboration time every Wednesdays during April and May teachers were asked for specific feedback on the actions and goals of the plan</p> <p>This year also will help guide the district in future years on how to better obtain community, student, and staff feedback in the development of the LCAP in the future.</p>
<p>In February 2014 parent, student, and staff surveys were sent out and results tallied to show areas where the district needed to improve and areas the district needed to maintain. The district also met with site administrators to gather teacher and staff feedback after they had met with teachers and staff discussing the development of the LCAP and results of the surveys. The district had administrator lead brainstorming</p>	

sessions with staff during collaboration to develop goals and actions for the LCAP. A draft of the LCAP was also reviewed by teachers in April. In April the draft LCAP was presented to the Board as an informational item. The LCAP was brought before the Board in May when the public hearing was held. Then in June the final adoption took place.

**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 EC52052) 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 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
1 Based on classroom observation and Academic Program Survey many classrooms are not teaching common core	100% of all classroom instruction will be aligned to Math and ELA common core standards by 2016-17.	ALL	ALL	Classroom Walkthroughs and Academic Program Survey	50% of classrooms aligned	75% of classrooms aligned	100% of classrooms aligned	1, 2, 4, 8

2 Based on STAR testing 55% of students were classified as at least proficient in ELA and/or math	All students will attain high achievement by meeting or exceeding state and/or benchmark proficiency standards for their grade level/subject in ELA and Math. The district will also utilize CAHSEE scores.	All	All	Use benchmark assessments to establish a baseline for 2014-15 with the goal of improving a minimum of 10% each of the following years in ELA and Math	Establish new baseline and increase achievement by 6% from prior year.	Students will increase 10% in ELA and Math from the previous benchmark assessment in 2014-15	Students will increase 10% in ELA and Math from the previous benchmark assessment in 2015-16 If available, the district will also begin using data from the new standardized testing.	2,4,5
3 District attendance is currently 96.5%	The district will increase the rate of student attendance by .5% each year as indicated on the yearly attendance report to achieve 98%.	All	All	Period 2 average daily attendance	Reach 97% attendance rate	Reach 97.5% attendance rate	Reach 98% attendance rate	3,4,5,6
4 School facilities are in need of repair due to the lack of state funding and recent current fiscal hardship	The district will resume and complete at least 75% of the regular major maintenance projects identified each year in the facilities master plan	All	All	Williams Facilities Inspection Tool and 5 year facilities master plan	Complete at least 75% of the key projects identified to be completed in the 14-15 facility master plan	Complete at least 75% of the key projects identified to be completed in the 15-16 facility master plan	Complete at least 75% of the key projects identified to be completed in the 16-17 facility master plan	1, 5, 6

	plan.				list.	list including those not completed in 14-15.	list including those not completed in prior years.	
5 Our district does not provide sufficient training for students pursuing a non-college career.	The district will expand the course offerings for career readiness as determined by research done in 2014-15.	All	All	Increased enrollment in career tech/ROP classes	Complete research to determine student's interest for additional ROP classes	10% increase in enrollment and/or the addition of new course offerings.	5% increase in enrollment and/or the addition of new course offerings.	4, 5, 7
6 Based on the parent survey the district needs to increase parent involvement.	The district will actively seek to increase parent involvement in the schools/ District academic programs/com mittees as measured by the parent survey	All	All	Compare LCAP Surveys	Increase number of agrees or strongly agrees.	The average response will be agree or strongly agree.	A majority of responses will be agree or strongly agree.	3, 4, 5, 6

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

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



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

**Guiding Questions:**

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

- 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
100% of all classroom instruction will be aligned to Math and ELA common core standards by 2016-17.	1,2,4,8	Professional development in common core standards for teachers and instructional aides	LEA Wide	Review number of staff trained	Annual Training for staff members \$8,000 LCFF Base	Follow up training for regular and new staff members \$1,000 LCFF Base	Follow up annual training for regular and new staff members as needed \$1,000 LCFF Base
		Professional development in explicit direct instruction	LEA Wide	Review number of staff trained	Annual Training for staff members 20,000 Supplemental	Follow up training for regular and new staff members 10,000 Supplemental	Follow up training for regular and new staff members 10,000 Supplemental
		Adopt state approved ELA curriculum	LEA Wide	Board Approval of approved text	Materials not yet available from the state.	Review/recommend state approved adoption if available No Cost	Adopt if reviewed in 15-16 or review/recommend state approved adoption materials 300,000 Lottery &



		building functional understanding of technology					
All students will attain high achievement by meeting or exceeding state and/or benchmark proficiency standards for their grade level/subject in ELA and Math. The district will also utilize CAHSEE scores.	2,4,5	Full implementation of a student data management system with frequent and consistent analysis of data	LEA Wide	Data Management records	Analysis of data and adjustment of instruction to meet student needs \$21,000 LCFF Base \$8,500 LCFF Base	Analysis of data and adjustment of instruction to meet student needs \$21,000 LCFF Base	Analysis of data and adjustment of instruction to meet student needs \$21,000 LCFF Base
		Student assessment and benchmarks aligned with common core	LEA Wide	Review assessment data and survey feedback	Instructional committee to revise benchmarks and training on benchmarking program. \$9,000 LCFF Base	Instructional committee to develop common core aligned report card No Cost	Instructional committee to develop common core aligned report card No cost
		Increase use of parent portal by staff and parents by ensuring	LEA Wide	Records of parent portal enrollment and use	Ensure 100% of secondary teachers are trained to use parent portal. Provide information to parents	Offer parent trainings on parent portal and train all elementary teachers so they can begin using parent portal. No Cost	Consistent use by all teachers and majority of parents. No Cost

	teachers utilize portal and parents are aware of the portal and how to use it.			to ensure they know how to use it. No Cost		
	Expand current Student Attendance Review Board (SARB) to become part of the Kern County Office of Education SARB consortium	LEA Wide	Systematic review of student attendance records	Investigate the option of expanding current Student Attendance Review Board process and begin implementation if possible. 15,000 Supplemental	Implement attendance reviews and referrals to SARB 15,000 Supplemental	Implement attendance reviews and referrals to SARB 15,000 Supplemental
	School wide emphasis on and recognition of academic achievement	LEA Wide	Annual Review of academic achievement	Establish recognition program for progress in academic achievement. 500 LCFF Base	Continue implementing and improving recognition program. 500 LCFF Base	Continue implementing and improving recognition program. 500 LCFF Base
	Establish and/or Revise Social, academic, and behavioral expectations for all Students, Parents, Staff, and Administrators	LEA Wide	Monitor Yearly Progress towards achievement expectations	Develop expectations for students and parents, and revise expectations for staff and administrators. No cost	Continue to review and revise expectations. Promote awareness of expectations and foster a culture of success. No cost	Continue to review and revise expectations. Promote awareness of expectations and foster a culture of success. No Cost
	Identify and implement interventions to address	LEA Wide	Use student assessment data to determine type	Develop a tier system of interventions with identified instructional materials and use	Additional intervention strategies for underserved students. 10,000 Supplemental	Monitor success of intervention strategies. 10,000 Supplemental

		academic gaps		of interventions	15,000 Supplemental		
		Encourage concurrent enrollment practices between the district and colleges	LEA wide at second ary level	Use current student data to see how many students participate in concurrent enrollment	Begin offering concurrent enrollment. No cost	Increase participation by 5% No cost	Increase participation by 2% No Cost
		Expand Positive Behavior Intervention and Support(PBIS)	LEA Wide	Number of schools utilizing PBIS	Boron Jr./Sr. high continue with year 3. Begin using PBIS at Desert Jr./Sr High. No Cost	Both Jr./Sr. Highs continue PBIS implementation. No Cost	Jr./Sr. Highs begin training elementary staff. No Cost
The district will increase the rate of student attendance by .5% each year as indicated on the yearly attendance report to achieve 98%.	3,4,5,6	Expand current Student Attendance Review Board (SARB) to become part of the Kern County Office of Education SARB consortium	LEA Wide	Systematic review of student attendance records	Investigate the option of expanding current Student Attendance Review Board process and begin implementation if possible. 15,000 Supplemental	Implement attendance reviews and referrals to SARB 15,000 Supplemental	Implement attendance reviews and referrals to SARB 15,000 Supplemental
		Establish and/or Revise Social, academic, and/or behavioral expectations for all Students,	LEA Wide	Monitor Yearly Progress towards achievement expectations	Develop expectations for students and parents, and revise expectations for staff and administrators. No cost	Continue to review and revise expectations. Promote awareness of expectations and foster a culture of success. No cost	Continue to review and revise expectations. Promote awareness of expectations and foster a culture of success. No Cost

		Parents, Staff, and Administrators.					
The district will resume and complete 75% of the regular major maintenance projects identified each year in the facilities master plan	1, 5, 6	Resume regular maintenance and repair of school facilities. Ensure adequate budget to make needed repairs.	LEA Wide	Review of 5 year facilities plan and prior year's FIT.	Perform major repairs by priority per 5 year plan 200,000 LCFF Base	Perform major repairs by priority per 5 year plan 200,000 LCFF Base	Perform major repairs by priority per 5 year plan 200,000 LCFF Base
		Director of FOPT performs quarterly FIT inspection of all school sites with principal and/or district administration	LEA Wide	Review of prior quarters FIT to ensure items are corrected in a timely fashion.	Review FIT inspections with end of year inspection to ensure items were addressed and 5 year facilities plan is updated as needed. No Cost	Review FIT inspections with end of year inspection to ensure items were addressed and 5 year facilities plan is updated as needed. No Cost	Review FIT inspections with end of year inspection to ensure items were addressed and 5 year facilities plan is updated as needed. No Cost
The district will expand the course offerings for career readiness as determined by research done in	4,5,7	Research and plan a ROP/career tech program to best address career opportunities within surrounding	LEA Wide	Number of students enrolled in ROP classes	Conduct surveys and research effective ROP classes to best prepare students for careers in surrounding communities. No Cost	Implement plan determined in year 14-15. \$65,000 for additional teacher	Continue to expand program \$65,000 for second additional teacher

2014-15		communities						
		Enhance guidance and support to students to preemptively develop a comprehensive career or college plan.	LEA Wide	Review Yearly student career or college plans	Develop a career/college plan with all 7-12 grade students with an emphasis on underserved students	Continue and expand career plans for 7 <sup>th</sup> grade student and monitor and revise grade 8-12 plans with an emphasis on underserved students.	Continue and expand career plans for 7 <sup>th</sup> grade student and monitor and revise grade 8-12 plans With an emphasis on underserved students.	
		Integrate technology into classrooms to support and enhance learning while building functional understanding of technology	LEA Wide	Walkthroughs and review of lesson plans	Training on Chromebooks and techniques to support instruction with technology No cost	Continued training and support \$5,000 Base Grant	Continued training and support \$5,000 Base Grant	
		Increase use of CTE courses that meet the a-g requirements	LEA Wide	Enrollment in ROP/CTE classes	Utilize current online learning to supplement CTE courses offered No Cost	Utilize current online learning to supplement CTE courses offered No Cost	Utilize current online learning to supplement CTE courses offered No Cost	
The district will actively seek to increase parent involvement in the schools/district academic	3,4,5,6	Develop and provide trainings for parents on common core, state testing, homework strategies and other student support	LEA Wide	Parent Survey	Each school site would survey parent population to determine the specific needs by site and prepare a program to serve the needs of the schools' parents. 10,000 Supplemental	Revise and expand program as requested in prior year surveys. Continue surveys and refine and/or expand program as needed. 10,000 supplemental	Revise and expand program as requested in prior year surveys. Continue surveys and refine and/or expand program as needed. 10,000 supplemental	



programs/committees as measured by the parent survey		techniques	LEA Wide	Parent Survey	Conduct research and visits of districts with a successful community liaison.	Hire community Liaison and develop plan to meet the needs of the district. 50,000 Supplemental	Continue to improve services offered to parents and train community liaison to provide additional classes and assistance. 60,000 supplemental
		Investigate feasibility of a community relations liaison to improve communications with parents and the district, provide parenting support, and ensure parents have the tools to ensure student success	LEA Wide	Parent Survey	Increase emphasis on academics and academic success in schools through marquees, parent newsletters, and parent communication system. Educate parents on the benefits of career readiness programs. No Cost	Continue with 14-15 actions and hold a parent outreach meeting to solicit input. Ensure data is available on the district website. No Cost	Review successful methods and continue. Add or revise as needed. Continue parent outreach meetings to solicit parent input.
		Improve communication and parent outreach on academic programs and academic achievement.	LEA	Records of	Ensure 100% of	Offer parent trainings on	Consistent use by all

		parent portal by staff and parents by ensuring teachers utilize portal and parents are aware of the portal and how to use it.	Wide	parent portal enrollment and use	secondary teachers are trained to use parent portal. Provide information to parents to ensure they know how to use it.	parent portal and train all elementary teachers so they can begin using parent portal.	teachers and majority of parents. No Cost
		Establish and/or Revise Social, academic, and/or behavioral expectations for all students, parents, and staff.	LEA Wide	Monitor yearly progress by examining discipline, academic performance, and parent involvement.	Develop expectations for students and parents, and revise expectations for staff and administrators. Report to Board once expectations are established. No cost	Communicate expectations to students, parents, and staff. Continue to review and revise expectations. Promote awareness of expectations and foster a culture of success. Yearly report on progress made. No cost	Review communication methods and revise if needed. Continue to review and revise expectations. Promote awareness of expectations and foster a culture of success. Yearly report on progress made.
		Educate parents on the benefits of career readiness programs and available college resources.	LEA Wide	Number of parent education meetings.	Develop a parent education program on career readiness. Provide counseling on potential career and college paths to parents and students. Prepare student/parent guidebooks with timelines. 2,000 Supplemental	Implement and revise. 2,000 Supplemental	Continue revising and expanding. 2,000 Supplemental

**Section 3: Actions, Services, and Expenditures (cont)**

- 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)	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
100% of all classroom instruction will be aligned to Math and ELA common LEA wide core standards	1,2,4,8	For low income pupils:  Create individualized learning plans and adjust instruction accordingly	LEA wide for identified at-risk students	Monitor teacher training rosters and review data to determine student progress	Provide training on how to write LLPs during collaboration. No Cost	Implement LLPs at all sites for identified at-risk students No Cost	Continue to refine and use LLPs at all sites for identified at-risk students No Cost
		For low income pupils Tiered Academic Interventions	LEA wide for identified at-risk students	Use matrix of identified interventions with descriptors to use as a	Identify and implement effective tiered academic interventions that will be	Evaluate progress made through interventions by determining number of students who needed and received interventions and adjust intervention criteria	Continue to evaluate the progress made and evaluate the success of the interventions. Evaluate programs for effectiveness and

			baseline to address areas of need and monitor student participation and progress in subsequent years	incorporated in ILPs to meet identified student needs 10,000 Supplemental	as needed for students. 5,000 Supplemental	determine if district should continue with programs or research alternatives. 5,000 Supplemental
		<b>For low income pupils</b> Additional Workbooks and study guides	Lea wide	Use text assessments to monitor progress of learning to teach concepts	Identify skill gaps and use supplemental workbooks and study guide lessons to improve academic proficiency 10,000 Supplemental	Identify skill gaps and use supplemental workbooks and study guide lessons to improve academic proficiency 10,000 Supplemental
		<b>For low income pupils</b> Before and afterschool Programs	LEA wide for identified school sites	Analyze the students participation, attendance, and performance level progress to determine effectiveness of the program	Planning year for after school programs for schools with highest percentage of low income pupils	Expand to other school sites based on need and begin planning process for before school programs. 25,000+ Supplemental
		<b>For low income pupils</b> Online instruction to close	LEA wide for identified at-risk students	Use online assessments and independent learning	Investigate and select appropriate online instructional programs to meet student needs.	Implement the use of online program based on students' academic need and provide remediation and credit recover
						Implement the use of online program based on students' academic needs and provide remediation and credit

		achievement gap		activities to monitor growth	No additional cost	No additional cost	recover No additional cost
		<b>For low income pupils</b> Homework Support	LEA wide for identified at-risk students		Develop options to provide homework support during the school day for at-risk students No cost	Expand opportunities for before/after school homework support No additional cost, part of after-school program.	Continue to offer opportunities for at-risk student support No additional cost, part of after-school program.
		<b>For English learners:</b> Adopt ELD textbooks	LEA wide for identified English Learners	Review of CELDT scores	Await state to approve new ELD materials.	Await state to approve new ELD materials.	Review ELD textbooks and make recommendations for adoption of new materials 20,000 Supplemental
		<b>For English learners:</b> English language development by language proficiency level	LEA wide for identified English Learners	Review of CELDT scores to monitor progress	Based on student CELDT scores use data to guide daily instruction to improve proficiency by one level No cost	Based on student CELDT scores use data to guide daily instruction to improve proficiency by one level No cost	Based on student CELDT scores use data to guide daily instruction to improve proficiency by one level No cost
		<b>For English learners:</b> Implement EL strategies	LEA	Review of lesson plans and classroom observations	Increase student participation in Specially Designed Academic Instruction in English during daily instruction and set baseline participation rate. No cost	Increase Specially Designed Academic Instruction in English during daily instruction by 10% No cost	Increase Specially Designed Academic Instruction in English during daily instruction by 15% No cost

		<b>For English learners:</b> Tiered Academic Interventions	LEA wide for identified students	Use matrix of identified interventions with descriptors to use as a baseline to address areas of need and monitor student participation and progress in subsequent years	Identify effective tiered academic interventions that will be incorporated in ILPs to meet identified student needs	Evaluate progress made through interventions by determining number of students who needed and received interventions and adjust intervention criteria as needed for students.	Continue to evaluate the progress made and evaluate the success of the interventions. Evaluate programs for effectiveness and determine if district should continue with programs or research alternatives.
		<b>For English learners:</b> EL coach	LEA wide for identified students	Review of plans and outcome of support provided at each site.	Assist teachers in improving classroom instruction strategies to meet the needs of students. 90,000 Supplemental	Assist in implementing ELD coursework and continue to assist teachers. 90,000 Supplemental	Provide additional professional development as needed. 90,000 Supplemental
		<b>For English learners:</b> Effective use of Rosetta Stone	LEA Wide for identified students	Number of students utilizing Rosetta Stone	Create individual student plan for Rosetta Stone instruction. \$10,000 Supplemental	Monitor progress and adjust program instruction accordingly. \$10,000 Supplemental	Monitor progress and adjust program instruction accordingly. \$10,000 Supplemental

		<b>For English learners:</b> Homework support	LEA wide for identified at-risk students		Develop options to provide homework support during the school day for at-risk students No cost	Implement and evaluate progress made through interventions by determining number of students who needed and received interventions and adjust intervention criteria as needed for students.	Continue to evaluate the progress made and evaluate the success of the interventions. Evaluate programs for effectiveness and determine if district should continue with programs or research alternatives.
		<b>For re-designated fluent English proficient pupils:</b> Monitor language proficiency	Re-designated English proficient	EL coach will review progress reports/report cards and have informal observations of re-designated pupils.	Establish baselines and review progress from prior year. Provide instructional strategies to support student learning. No cost	Perform quarterly reviews of progress reports/report cards and compare to baseline. Provide instructional strategies to support student learning. No cost	Perform quarterly reviews of progress reports/report cards and compare to baseline. Provide instructional strategies to support student learning. No cost
		<b>For re-designated fluent English proficient pupils:</b> Provide Academic Support	Re-designated English proficient	Review of plans and outcome of support provided at each site.	Assist teachers in improving classroom instruction strategies to meet the needs of students. 10,000	Assist in implementing ELD coursework and continue to assist teachers.. 10,000	Provide additional professional development as needed. 10,000









		<b>For Special Education</b> Expand mainstreaming into regular education classrooms to support learning and social interaction with peers	LEA Wide: Special Education	Classroom observations and walkthroughs.	Build accountability for all teachers to implement the IEP accommodations to support learning. \$1,000 Base Grant	Provide additional training to assist teachers implementing IEP's \$1,000 Base Grant	Ongoing training for new staff on implementing IEP's \$1,000 Base Grant
		<b>For Special Education</b> Organize classes to provide structure per student needs	LEA Wide: Special Education	IEP's	Established resource specialist program and special day classes as necessitated by instructional needs of students. \$120,000 Special Education	Make adjustments to classes based on student enrollment. \$120,000 Special Education	Make adjustments to classes based on student enrollment. \$120,000 Special Education
		<b>For Special Education</b> Teach Life Skills	LEA Wide: Special Education	Classroom observations and walkthroughs.	Investigate effective online programs for social skills.	Implement program determined in year 1 Cost \$45,000	Monitor effectiveness of social skills program. Cost \$45,000
		<b>For Special Education</b> Professional development for special education instructional	LEA Wide: Special Education	Number of aides trained	Investigate training options and begin training aides. \$10,000 Special Education	Ensure all aides are trained \$5,000 Special Education	Ongoing training for new aides. \$1,000

		aides					
		<p><b>For Targeted Pupils:</b>          Provide additional psychologist time to work with students needed.          Provide more focused, individual, and small group work based on behavior issues.</p>	<p>LEA Wide:          Targeted Pupils</p>	<p>Number of students receiving services and hours provided.</p>	<p>Hire intern psychologist to increase service hours available to students.          Investigate effective strategies to implement.          \$15,000 Supplemental</p>	<p>Maintain second psychologist and implement strategies identified in year one.          Cost \$60,000 Supplemental</p>	<p>Maintain second psychologist and continue with strategies.          Cost \$60,000 Supplemental</p>

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

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

- The district's increase in funds from LCF based on supplemental grants (Muroc does not qualify for concentration)
  - a. 2014-2015: \$210,000 \*
  - b. 2015-2016: \$215,000 \*
  - c. 2016-2017: \$110,000 \*
- The district will be spending supplemental grand funding as determined by the district's goals as outlined in section 2 of this LCAP and actions to progress towards those goals as outlined in section 3a and 3b.
- Muroc Joint Union School District has an unduplicated rate of 28.92%. The district has determined that the most effective use of its LCF supplemental and concentration grant funds would be to enhance services for all students. For the 2014-2015 school year the district is projected to receive \$210,000.00 in supplemental and concentrated funds.

\*Funding figures based on Governor's proposed budget.

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

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.

According to the minimum proportionality percentage (MPP) calculation, the percentage by which Muroc Joint Unified School District will increase and improve services is 2.45%\* for 2014-2015, 3.3%\* for 2015-2016, 3.5%\* for 2016-2017.

- Services for low income, foster youth, and English learners will be increased/improved as identified in Section 3B of this Local Control Accountability Plan in the following areas:
  - Increase professional development for staff
  - Purchase curriculum
  - Develop intervention
  - Expand before/after school program
  - Increase time for Academic Advisor

\*MPP % based on Governor's proposed budget

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.