**Introduction:**

**LEA: Mupu Elementary School District     Contact: Sheryl Barnd, Superintendent, sbarnd@mupu.k12.ca.us, 805-525-6111        LCAP Year: 2015-2016**

## *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. The LCAP and Annual Update Template must be completed by all LEAs each year.*

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

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

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

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

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in*

*the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## State Priorities

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

**A. Conditions of Learning:**

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

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

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

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

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

**B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

**Guiding Questions:**

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

| Involvement Process | Impact on LCAP |
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| 3/2/15- LCAP Parent Advisory Group Meeting (Spanish)<br>Parents were personally notified by phone call regarding meeting. Parents were interested in seeing if the school's library could be open during summer hours and if students moving onto high school could possibly get community service hours by helping out at Mupu during the summer.<br><br>Parents also brought up the program PIQE- Parent Institute for Quality Education and questioned whether this program could be brought to Mupu.<br><br>3/30/15- LCAP Parent Advisory Group Meeting<br>Some parents were happy with the increased communication via the website and "All call" while others expressed that they had not been getting the information. Suggestion was made to include email and texting as a form of communication as well and to ensure parents know that the website will contain all upcoming events.<br><br>Parents also appreciated the fine arts instructor, drama club, and music lessons which focused on song writing and singing, but would like to see music lessons that revolved around learning to play an instrument.<br><br>Parents were very happy to see technology being incorporated into students' everyday learning environment.<br><br>Parents wanted to see more of a healthy lifestyle or nutrition program included in their child's learning. The ideas of a garden project, salad bar, and a nutritionist | The school's library will be open one day a week for three hours during the summer months. Scholars will be allowed to check out books at this time, use the computers and software programs, and get tutoring/help with studies. Both current 7th-8th graders and former scholars may volunteer to get service hours.<br><br>Mupu will look into PIQE and see if this program could work at our site.<br><br>A survey will be given in regards to the best method of communication regarding school events. All information will continue to be posted on the website as well as given in both English and Spanish.<br><br>Drama Club will continue with a focus on including all grades and possibly during school hours. Music instruction will also be incorporated into the LCAP actions and goals.<br><br>The LCAP will continue to incorporate the use of technology throughout the school as well as staff development so teachers can effectively implement devices and programs in their daily schedule.<br><br>Included in the LCAP actions and goals are a purchase of a salad bar, continue and grow the garden project which |

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| were mentioned during our meetings.<br><br>4/24/15, 5/8/15- Staff Meetings | started out as a community service project last year, and include nutritional eating/healthy living classes.<br><br>Staff met and reviewed Year 2 and 3 goals from this year's LCAP. Input was given on what programs should be included and if hours of After School Intervention were feasible. At the 5/8/15 meeting, we reviewed the 2015-2016 LCAP and discussed our measurable outcomes. Original goals were much higher than current goals because teachers wanted to make sure that goals were attainable and based on current performance. |
| 4/22/15- Board Meeting<br>Board members would like to see the continued use of technology in the classroom and increase family style events. | Board members expressed the importance and value of holding family style events throughout the year. They also want to continue with the focus on technology and making sure teachers are effectively implementing software programs and computers in their classroom. |
| April 2015- Student (3rd-8th Grade) Survey<br>Students in Grades 3-8 were given a climate survey. Survey consisted of 29 questions based on general school climate, subject areas, school programs and activities, and their experiences at school. | Students in Grades 3-8 were surveyed and shared their opinions and input regarding next year's goals. Students would like to see a salad bar, more library books, more field trips and outdoor learning, and better play equipment. Several scholars mentioned that they liked the electives and Drama Club and the facilities were kept in nice condition. Their input will be included in our LCAP goals for 2015-2016. |
| 5/20/15- Public Hearing<br><br>6/17/15- Board Approval | No written responses were submitted to the superintendent.<br><br>No public comments were made and no changes made to LCAP. |
| Annual Update:<br>Teachers' meetings: 11/17/14, 3/06/15<br>Throughout the year, staff and administration discuss the LCAP goals and how we can ensure the needs of all students are being met. These occur informally during lunch hours, after school discussions, or formally at staff meetings. | Annual Update:<br>LCAP goals, actions, and outcomes are posted in the lunchroom and highlighted once we have achieved or are in the process of being accomplished. This constant reminder has helped us to remain diligent about our goals. |

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| Board meetings: 10/15/14, 11/19/15, 1/26/15, 2/18/15<br>Throughout the year, the Board of Trustees was informed of progress being made toward LCAP goals and how funds were being spent to provide services to meet our goals. A formal update of each goal was presented at the 2/18/15 meeting. | The Board of Trustees is appreciative towards what has been accomplished and acknowledged the importance of including input from parents as well as students. |
| Parent Meeting: 2/10/15<br>LCFF was introduced and/or reviewed for parents. The four LCAP goals and expenditures were reviewed and discussed. | Input from the Parent Annual update was that the Spanish speakers appreciated the communication via phone calls. Parents, along with former LCAP committee members, were pleased with what had been accomplished, in particular those goals dealing with technology. They did not recall setting a goal of 9 learning events and expressed an interest in lowering that amount. |

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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for

each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

**Guiding Questions:**

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

| GOAL: | Goal #1- Increase student achievement. | | Related State and/or Local Priorities:<br>1\_\_\_ 2\_X\_ 3\_\_\_ 4\_X\_<br>5\_\_\_ 6\_\_\_ 7\_\_\_ 8\_X\_<br>COE only: 9\_\_ 10\_\_<br>Local : Specify _____ |
|---|---|---|---|
| Identified Need : | Student achievement<br>Needs: Overall student achievement needs to improve. Student performance on Science CSTs were low, low performance on district tests, and we have a low percentage of students on academic honor roll.<br>Metrics:<br>1.Performance on standardized tests<br>2.Performance on district tests<br>3.Percent of students on academic honor roll | | |
| Goal Applies to: | Schools: | Mupu Elementary School | |
| | Applicable Pupil Subgroups: | All pupils, including English Learners, Students with Disabilities, Low Income, Foster, Hispanic | |

| LCAP Year 1: 2015-16 | | | |
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| Expected Annual Measurable Outcomes: | 1. We will establish a baseline percentage for proficiency on state and local benchmark assessments.<br>2. 70% of students will score proficient or above on district assessments.<br>3. 50% of students will achieve academic honor roll. | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1.1 Purchase K-5 Math Common Core Program. | ALL | \_X\_ALL<br>OR:<br>\_\_Low Income pupils  \_\_English Learners<br>\_\_Foster Youth  \_\_Redesignated fluent English proficient<br>\_\_Other Subgroups:(Specify)_____ | Books & Supplies; Unrestricted $20,000 |
| 1.2 Purchase necessary kits, materials, and on-line resources so students can conduct common core aligned investigations, performance tasks, & science projects. | ALL | \_X\_ALL<br>OR:<br>\_\_Low Income pupils  \_\_English Learners<br>\_\_Foster Youth  \_\_Redesignated fluent English proficient<br>\_\_Other Subgroups:(Specify)_____ | Books & Supplies; Unrestricted $3,000 |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1.3 Continue to purchase and replenish technology devices so that students and teachers optimize on-line and digital learning. | ALL | _X_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Books & Supplies; Unrestricted $30,000<br><br>Certificated Salaries & Benefits, Unrestricted $2,870 |
| 1.4 Develop teachers' depth of knowledge in content areas, including: NGSS, ELD strategies, Math Practices, and Common Core, as well as instructional planning, and assessments through professional development and learning communities. | ALL | _X_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Certificated Personnel Salaries; Unrestricted $15,000 Professional Services; Unrestricted $5,000 |
| 1.5 Maintain separate 8th grade math instruction. | ALL | _X_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Certificated Personnel Salaries; Salaries & Benefits; Unrestricted $16,000 |

| **LCAP Year 2**: 2016-17 |||||
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| Expected Annual Measurable Outcomes: | 1. Goals will be based on previous year outcomes.<br>2. 75% of students will score proficient or above on district assessments.<br>3. 55% of students will achieve academic honor roll. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1.1 Purchase K-8 Common Core Language Arts Programs. | ALL | _X_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Books & Supplies; Unrestricted $30,000 |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 1.2 Purchase necessary kits, materials, and on-line resources so students can conduct common core aligned investigations, performance tasks, & history/social studies projects. | ALL | _X_ALL <br> OR: <br> __Low Income pupils  __English Learners <br> __Foster Youth  __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | Books & Supplies; Unrestricted $3,500 |
| 1.3 Continue to purchase and replenish devices so that students and teachers optimize on-line and digital learning. | ALL | _X_ALL <br> OR: <br> __Low Income pupils  __English Learners <br> __Foster Youth  __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | Books & Supplies; Unrestricted $30,000 <br><br> Certificated Salaries & Benefits, Unrestricted $3,000 |
| 1.4 Develop teachers' depth of knowledge in content areas, including: NGSS, ELD strategies, Math Practices, and Common Core, as well as instructional planning, and assessments through professional development and learning communities. | ALL | _X_ALL <br> OR: <br> __Low Income pupils  __English Learners <br> __Foster Youth  __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | Certificated Personnel Salaries; Unrestricted $15,000 Professional Services; Unrestricted $5,000 |
| 1.5 Continue to maintain separate 8th grade math instruction. | ALL | _X_ALL <br> OR: <br> __Low Income pupils  __English Learners <br> __Foster Youth  __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | Certificated Personnel Salaries; Salaries & Benefits; Unrestricted $18,000 |

**LCAP Year 3**: 2017-18

| Expected Annual Measurable Outcomes: | 1. Goals will be based on previous year outcomes. <br> 2. 80% of students will score proficient or above on district assessments. <br> 3. 60% of students will achieve academic honor roll. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 1.1 Purchase K-8 Common Core Science Program | ALL | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Books & Supplies; Unrestricted $30,000 |
| 1.2 Purchase necessary kits, materials, and on-line resources so students can conduct common core aligned investigations, performance tasks, & history/social studies projects. | ALL | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Books & Supplies; Unrestricted $4,000 |
| 1.3 Continue to purchase and replenish devices so that students and teachers optimize on-line and digital learning. | ALL | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Books & Supplies; Unrestricted $30,000<br><br>Certificated Salaries & Benefits, Unrestricted $3,000 |
| 1.4 Develop teachers' depth of knowledge in content areas, including: NGSS, ELD strategies, Math Practices, and Common Core, as well as instructional planning, and assessments through professional development and learning communities. | ALL | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Certificated Personnel Salaries; Unrestricted $15,000 Professional Services; Unrestricted $5,000 |
| 1.5 Continue to maintain separate 8th grade math instruction. | ALL | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Certificated Personnel Salaries; Salaries & Benefits; Unrestricted $20,000 |

| | | Related State and/or Local Priorities: |
|---|---|---|
| GOAL: | Goal #2: Close achievement gap among subgroups. | 1_X_ 2_X_ 3___ 4_X_<br>5___ 6___ 7_X_ 8_X_<br>COE only: 9__ 10__<br>Local : Specify _____ |

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| Identified Need : | Achievement gap among subgroups<br>Needs: The need to close the achievement gap among subgroups compared to the White subgroup. Our subgroups performed lower on Science CSTs, lower on district tests, and had a lower percentage of students on academic honor roll than our white subgroup.<br>Metrics:<br>1. Performance on standardized tests<br>2. Performance on district tests<br>3. Percent of English Learners Classified to Fluent English Proficient |

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| Goal Applies to: | Schools: | Mupu Elementary School |
| | Applicable Pupil Subgroups: | English Learners, Students with Disabilities, Low Income, Foster Youth, Hispanic |

**LCAP Year 1:** 2015-16

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| Expected Annual Measurable Outcomes: | 1. We will establish a baseline percentage for proficiency on standardized assessments.<br>2. Score proficient or above on district assessments.<br>   a. 70% of Hispanics<br>   b. 60% of EL students<br>   c. 55% of students with disabilities<br>   d. 85% OF Low Income students<br>3. 25% of English Learners will be reclassified to Fluent English Proficient (14/15- 12%) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 2.1 Continue intervention program. | ALL | ___ALL<br><br><br>OR:<br>_X_Low Income pupils  _X_English Learners<br>_X_Foster Youth  _X_Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)_Hispanic_____ | Cost of intervention teacher, Certificated Personnel Salaries; Salaries & Benefits; Unrestricted $23,600 Restricted; $5,900 |

| Actions/Services | Pupils to be served | Pupils to be served within identified scope of service | |
|---|---|---|---|
| | | | Cost of instructional aide; Classified Personnel Salaries; unrestricted; $2,800 |
| 2.2 Subscribe to or purchase digital intervention resources. | ALL | ___ALL<br><br>OR:<br>_X_Low Income pupils  _X_English Learners<br>_X_Foster Youth  _X_Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)_Hispanic_____ | Intervention equipment; Books & supplies; Unrestricted; $30,000 |
| 2.3 Increase After School Program to include 4 hours of intervention program for low income, students with disabilities, English Learners, Foster Youth, or Redesignated Fluent English Proficient. | ALL | ___ALL<br><br>OR:<br>_X_Low Income pupils  _X_English Learners<br>_X_Foster Youth  _X_Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)_Hispanic_____ | Certificated Personnel Salaries; Salaries and Benefits; Unrestricted; $5,000 |
| 2.4 Provide small group instruction within class day to address the needs of English Learners. | ALL | ___ALL<br>OR:<br>___Low Income pupils  _X_English Learners<br>__Foster Youth  __Redesignated fluent English proficient _<br>_Other Subgroups:(Specify)_____ | Certificated & Classified Personnel Salaries, Unrestricted; $0 |

**LCAP Year 2**: 2016-17

| Expected Annual Measurable Outcomes: | 1. Goals will be based on previous year's outcomes.<br>2. Score proficient or above on district assessments.<br>   a. 75% of Hispanics<br>   b. 65% of EL students<br>   c. 60% of students with disabilities<br>   d. 85% of Low Income students<br>3. 30% of English Learners will be reclassified to Fluent English Proficient |
|---|---|

| Actions/Services | Pupils to be served | Pupils to be served within identified scope of service | |
|---|---|---|---|

| | within identified scope of service | | Budgeted Expenditures |
|---|---|---|---|
| 2.1 Continue intervention program. | ALL | ___ALL<br>------------------------------------------<br><br>OR:<br>_X_Low Income pupils  _X_English Learners<br>_X_Foster Youth  _X_Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)_Hispanic_____ | Cost of intervention teacher, Certificated Personnel Salaries; Salaries & Benefits; Unrestricted $29,100 Restricted; $5,900<br><br>Cost of instructional aide; Classified Personnel Salaries; unrestricted; $3,000 |
| 2.2 Continue subscriptions for digital intervention resources. | ALL | ___ALL<br>------------------------------------------<br>OR:<br>_X_Low Income pupils  _X_English Learners<br>_X_Foster Youth  _X_Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)_Hispanic_____ | Intervention equipment; Books & supplies; Unrestricted; $30,000 |
| 2.3 Increase After School Program to include 10 hours of intervention program for low income, students with disabilities, English Learners, Foster Youth, or Redesignated Fluent English Proficient. | ALL | ___ALL<br>------------------------------------------<br><br>OR:<br>_X_Low Income pupils  _X_English Learners<br>_X_Foster Youth  _X_Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)_Hispanic_____ | Certificated Personnel Salaries; Salaries and Benefits; Unrestricted; $13,000 |

| | | | |
|---|---|---|---|
| 2.4 Provide small group instruction within class day to address the needs of English Learners. | ALL | ___ALL<br>OR:<br>__Low Income pupils  _X_English Learners<br>__Foster Youth  __Redesignated fluent English proficient _<br>_Other Subgroups:(Specify)_____ | Certificated & Classified Personnel Salaries, Unrestricted; $0 |

| **LCAP Year 3**: 2017-18 |
|---|

| Expected Annual Measurable Outcomes: | 1. Goals will be based on previous year's outcomes.<br>2. Score proficient or above on district assessments.<br>   a. 80% of Hispanics<br>   b. 70% of EI students<br>   c. 65% of students with disabilities<br>   d. 90% of Low Income students<br>3. 35% of English Learners will be reclassified to Fluent English Proficient |
|---|---|

| Actions/Services | Pupils to be served within identified scope of service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 2.1 Continue intervention program. | ALL | ___ALL<br><br>OR:<br> _X_Low Income pupils  _X_English Learners<br> _X_Foster Youth  _X_Redesignated fluent English proficient<br> _X_Other Subgroups:(Specify)_Hispanic_____ | Cost of intervention teacher, Certificated Personnel Salaries; Salaries & Benefits; Unrestricted $34,100 Restricted; $5,900<br><br>Cost of instructional aide; Classified Personnel |

| | | | Salaries; unrestricted; $3,500 |
|---|---|---|---|
| 2.2 Continue subscriptions for digital intervention resources. | ALL | ___ALL<br><br>OR:<br> _X_Low Income pupils  _X_English Learners<br> _X_Foster Youth  _X_Redesignated fluent English proficient<br> _X_Other Subgroups:(Specify)_Hispanic_____ | Intervention equipment; Books & supplies; Unrestricted; $30,000 |
| 2.3 Continue After School Program with 10 hours of intervention program for low income, students with disabilities, English Learners, Foster Youth, or Redesignated Fluent English Proficient. | | ___ALL<br><br>OR:<br> _X_Low Income pupils  _X_English Learners<br> _X_Foster Youth  _X_Redesignated fluent English proficient<br> _X_Other Subgroups:(Specify)_Hispanic_____ | Certificated Personnel Salaries; Salaries and Benefits; Unrestricted; $15,000 |
| 2.4 Provide small group instruction within class day to address the needs of English Learners. | ALL | ___ALL<br><br>OR:<br> __Low Income pupils  _X_English Learners<br> __Foster Youth  ___Redesignated fluent English proficient<br> __Other Subgroups:(Specify)_____ | Certificated & Classified Personnel Salaries, Unrestricted; $0 |

| GOAL: | Goal #3: Increase parent engagement and participation. | Related State and/or Local Priorities:<br>1_X_ 2___ 3_X_ 4___<br>5___ 6___ 7___ 8___<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Identified Need : | Parent engagement and participation<br>Needs: Current parent participation is mainly attendance at events and parent/teacher conferences.  There is a need for parents to participate in learning opportunities, to provide input on schoolwide decisions, and to feel more connected to the school.<br>Metrics:<br>1. Percent of parent participation at school sponsored events<br>2. Percent of parents returning parental input surveys<br>3. Percent of parents participating in learning opportunities |
|---|---|

| Goal Applies to: | Schools: | Mupu Elementary School |
|---|---|---|
| | Applicable Pupil Subgroups: | All students, including English Learner, Students with Disabilities, Low Income, Foster, Hispanic |

| **LCAP Year 1:** 2015-16 |
|---|

| Expected Annual Measurable Outcomes: | 1. 60% parent participation in school sponsored events.<br>2. 60% return of parent surveys<br>3. 60% parent participation in school sponsored learning opportunities |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 3.1 Continue to hold 4 family style events to build school community. | ALL | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Books & Supplies; Unrestricted; $2,500 |
| 3.2 Hold 3 Learning Events for parents, students, and teachers. | ALL | _X_ALL<br><br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Books & Supplies, Professional Consulting Services, Classified Salaries; Salaries & Benefits; |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| | | | Unrestricted; $2,300 Materials Unrestricted $2,700 |
| 3.3 Upgrade kitchen with salad bar and necessary appliances. | ALL | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Capital Outlay, Equipment: Unrestricted: $20,000 |

| **LCAP Year 2**: 2016-17 |
|---|

| Expected Annual Measurable Outcomes: | 1. 70% parent participation in school sponsored events.<br>2. 70% return of parent surveys<br>3. 70% parent participation in school sponsored learning opportunities |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 3.1 Increase to 5 family style events to build school community. | ALL | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Books & Supplies; Unrestricted; $3,000 |
| 3.2 Increase to 4 Learning Events for parents, students, and teachers. | ALL | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Books & Supplies, Professional Consulting Services, Classified Salaries; Salaries & Benefits; Unrestricted; $2,300 Materials Unrestricted $3,700 |

| 3.3 Maintain kitchen to meet all health code requirements. Replace appliances as needed. | ALL | _X_ALL<br>---<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Capital Outlay, Equipment: Unrestricted: $15,000 |

| **LCAP Year 3**: 2017-18 | | | |
|---|---|---|---|

| Expected Annual Measurable Outcomes: | 1. 80% parent participation in school sponsored events.<br>2. 80% return of parent surveys<br>3. 80% parent participation in school sponsored learning opportunities | | |
|---|---|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 3.1 Continue to hold 5 family style events to build school community. | ALL | _X_ALL<br>---<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Books & Supplies; Unrestricted; $3,000 |
| 3.2 Increase to 5 Learning Events for parents, students, and teachers. | ALL | _X_ALL<br>---<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Books & Supplies, Professional Consulting Services, Classified Salaries; Salaries & Benefits; Unrestricted; $2,500 Materials Unrestricted $4,000 |
| 3.3 Maintain kitchen to meet all health code requirements. Replace appliances as needed. | ALL | _X_ALL<br>---<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Capital Outlay, Equipment: Unrestricted: $15,000 |

| | | | Related State and/or Local Priorities: |
|---|---|---|---|
| GOAL: | Goal #4: Increase student engagement in the school environment | | 1___ 2___ 3___ 4___<br>5_X_ 6_X_ 7___ 8___<br>COE only: 9__ 10__<br>Local : Specify _____ |

| | |
|---|---|
| Identified Need : | Needs: More students need to learn and demonstrate skills for successful learning, engagement, and living and to feel that they are important members of the learning community.<br>Metrics:<br>1. Percent of students on Citizenship Honor roll.<br>2. Percent of students participating in student service projects<br>3. Suspension/Expulsion rates<br>4. Attendance rates<br>5. Survey results on student satisfaction and connectedness to school<br>6. Facilities in good repair |

| Goal Applies to: | Schools: | Mupu Elementary School |
|---|---|---|
| | Applicable Pupil Subgroups: | All students |

**LCAP Year 1:** 2015-16

| | |
|---|---|
| Expected Annual Measurable Outcomes: | 1. 75% of students will achieve Citizenship honor roll.<br>2. 100% of students will participate in student service projects<br>3. Suspension/Expulsion rates: 0%<br>4. Attendance rates: 98.5%.<br>5. 80% of students surveyed will indicate positive attitudes toward school.<br>6. Maintain an Exemplary rating on the Facilities Inspection Tool (FIT) |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 4.1 Continue to involve students in yearlong community service projects. | ALL | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Books & Supplies: Unrestricted; $2,000 |
| 4.2 Provide after school sports and athletic activities and competition events. Include extra hours for coaching and supplies. | ALL | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Certificated Personnel Salaries, Salaries & Benefits, Unrestricted |

| | | | $2,300 Books & Supplies; Unrestricted; $2,700 |
|---|---|---|---|
| 4.3 Continue to support fine arts enrichment to educational program. Add music and drama component to art instruction. | ALL | ___ALL<br><br>OR:<br>_X_Low Income pupils  _X_English Learners<br>_X_Foster Youth  _X_Redesignated fluent English proficient<br>___Other Subgroups:(Specify)_____ | Classified Personnel Salaries, Salaries & Benefits; Unrestricted; $6,400 Books & Supplies; Unrestricted; $14,600 |
| 4.4 Add books and digital resources to the library. Open library during the summer one day a week; community service hours will be granted. | ALL | ___ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Books & Supplies; Unrestricted; $5,000 |
| 4.5 Continue K-4 field trip support and add support for grades 5-8 multi-day field trips for low income pupils. | ALL | ___ALL<br><br>OR:<br>_X_Low Income pupils  ___English Learners<br>__Foster Youth  ___Redesignated fluent English proficient<br>___Other Subgroups:(Specify)_____ | Certificated Personnel Salaries; Unrestricted: $1,300 Professional & Consulting Services, Unrestricted; $13,700 |
| 4.6 Continue to designate Foster Youth liaison to ensure immediate enrollment, smooth transition, and support as needed. | ALL | ___ALL<br>OR:<br>__Low Income pupils  __English Learners<br>_X_Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Certificated & Classified Personnel Salaries, Unrestricted; $0 |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 4.7 Develop an awareness of a healthy living lifestyle. | ALL | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Books & Supplies, Professional Services; Unrestricted: $2,000 |
| 4.8 Regularly inspect, monitor and repair grounds and facilities to ensure school facilities that are safe, welcoming and support student learning. | ALL | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Certificated & Classified Personnel Salaries, Unrestricted; $0 |

| | | | |
|---|---|---|---|
| **LCAP Year 2**: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | 1. 80% of students will achieve Citizenship honor roll.<br>2. 100% of students will participate in student service projects<br>3. Suspension/Expulsion rates: 0%<br>4. Attendance rates: 98.5%.<br>5. 85% of students surveyed will indicate positive attitudes toward school.<br>6. Maintain an Exemplary rating on the Facilities Inspection Tool (FIT) | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 4.1 Continue to involve students in yearlong community service projects. | ALL | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Books & Supplies: Unrestricted; $2,000 |
| 4.2 Continue to provide after school sports and athletic activities and competition events. Include extra hours for coaching and supplies. | ALL | _X_ALL<br><br><br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Certificated Personnel Salaries, Salaries & Benefits, Unrestricted $2,300 Books & Supplies; Unrestricted; $3,700 |

| | | | |
|---|---|---|---|
| 4.3 Continue to support fine arts enrichment to educational program. Add music and drama component to art instruction. | ALL | _X_ALL<br><br>OR:<br>_X_Low Income pupils  _X_English Learners<br>_X_Foster Youth  _X_Redesignated fluent English proficient<br>___Other Subgroups:(Specify)_____ | Classified Personnel Salaries, Salaries & Benefits; Unrestricted; $6,400 Books & Supplies; Unrestricted; $14,600 |
| 4.4 Continue to add books and digital resources to the library. Keep library open during the summer one day a week; allowing students to earn community service hours. | ALL | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Books & Supplies; Unrestricted; $5,000 |
| 4.5 Continue K-4 field trip support and add support for grades 5-8 multi-day field trips for low income pupils. | ALL | ___ALL<br><br>OR:<br>_X_Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>___Other Subgroups:(Specify)_____ | Certificated Personnel Salaries; Unrestricted: $1,300 Professional & Consulting Services, Unrestricted; $13,700 |
| 4.6 Continue to designate Foster Youth liaison to ensure immediate enrollment, smooth transition, and support as needed. | ALL | ___ALL<br>OR:<br>__Low Income pupils  __English Learners<br>_X_Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Certificated & Classified Personnel Salaries, Unrestricted; $0 |
| 4.7 Develop an awareness of a healthy living lifestyle. | ALL | _X_ALL<br>-----------------------------------------------------------------<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Books & Supplies, Professional Services; Unrestricted: $2,000 |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 4.8 Regularly inspect, monitor and repair grounds and facilities to ensure school facilities that are safe, welcoming and support student learning. | ALL | _X_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Certificated & Classified Personnel Salaries, Unrestricted; $0 |

**LCAP Year 3**: 2017-18

| Expected Annual Measurable Outcomes: | 1. 85% of students will achieve Citizenship honor roll.<br>2. 100% of students will participate in student service projects<br>3. Suspension/Expulsion rates: 0%<br>4. Attendance rates: 98.5%.<br>5. 90% of students surveyed will indicate positive attitudes toward school. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 4.1 Continue to involve students in yearlong community service projects. | ALL | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Books & Supplies: Unrestricted; $2,000 |
| 4.2 Continue to provide after school sports and athletic activities and competition events. Include extra hours for coaching and supplies. | ALL | _X_ALL<br><br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Certificated Personnel Salaries, Salaries & Benefits, Unrestricted $2,300 Books & Supplies; Unrestricted; $3,700 |
| 4.3 Continue to support fine arts enrichment to educational program. Add music and drama component to art instruction. | ALL | _X_ALL<br>OR:<br>_X_Low Income pupils  _X_English Learners<br>_X_Foster Youth  _X_Redesignated fluent English proficient<br>___Other Subgroups:(Specify)_____ | Classified Personnel Salaries, Salaries & Benefits; Unrestricted; |

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| | | | $6,400 Books & Supplies; Unrestricted; $14,600 |
|---|---|---|---|
| 4.4 Replenish and add books and digital resources to the library as needed. Extend summer library hours and continue to allow students to earn community service hours. | ALL | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Books & Supplies; Unrestricted; $5,000 |
| 4.5 Continue K-4 field trip support and add support for grades 5-8 multi-day field trips for low income pupils. | ALL | ___ALL<br><br>OR:<br>_X_Low Income pupils ___English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>___Other Subgroups:(Specify)_____ | Certificated Personnel Salaries; Unrestricted: $1,300 Professional & Consulting Services, Unrestricted; $13,700 |
| 4.6 Continue to designate Foster Youth liaison to ensure immediate enrollment, smooth transition, and support as needed. | ALL | ___ALL<br>OR:<br>___Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>___Other Subgroups:(Specify)_____ | Certificated & Classified Personnel Salaries, Unrestricted; $0 |
| 4.7 Develop an awareness of a healthy living lifestyle. | ALL | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Books & Supplies, Professional Services; Unrestricted; $2,000 |
| 4.8 Regularly inspect, monitor and repair grounds and facilities to ensure school facilities that are safe, welcoming and support student learning. | ALL | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Certificated & Classified Personnel Salaries, Unrestricted; $0 |

**Complete a copy of this table for each of the LEA's goals.  Duplicate and expand the fields as necessary.**


# Annual Update

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

**Guiding Questions:**

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


**Complete a copy of this table for each of the LEA's goals in the prior year LCAP.  Duplicate and expand the fields as necessary.**

| Original GOAL from prior year LCAP: | Goal #1: Increase student achievement. | Related State and/or Local Priorities:<br>1_X_ 2_X_ 3___ 4_X_<br>5___ 6___ 7_X_ 8_X_<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | LEA Wide |
|---|---|---|
| | Applicable Pupil Subgroups: | All pupils, including English Learner, Students with Disabilities, Low Income, Foster, Hispanic |

| | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | 1. 75% of students will score proficient or above on standardized assessments.<br>2. 75% of students will score proficient or above on district assessments<br>3. 75% of students will achieve academic honor roll.<br>4. API will be 850 school wide (834-2013/14)<br>5. Maintain 100% rate of correct teacher assignment.<br>6. Maintain 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide common core instruction)<br>7. 100% of teachers will align at least half of their instruction to the common core standards.<br>8. Maintain 100% student access and enrollment in all required areas of study. | Actual Annual Measurable Outcomes: | 1. 55% of 5th and 8th grade students scored proficient or above in the Science CSTs. This was the only standardized assessment available.<br>2. 55% of students scored proficient or above on the Reading, Writing, and Math district assessments.<br>3. 39% of students achieved academic honor roll.<br>4. API is no longer produced.<br>5. Mupu did maintain 100% rate of correct teacher assignment.<br>6. Mupu did maintain 100% access to standards-aligned instructional materials.<br>7. 100% of teachers did align at least half of their instruction to the common core standards.<br>8. Mupu did maintain 100% student access and enrollment in all required areas of study. |

**LCAP Year**: 2014-15

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1.1 Adopt/Pilot and purchase common core aligned programs. | Books and Supplies; Unrestricted; $14,000 | 1.1 Purchased Common Core aligned programs for 6-8 grades. Amount of purchased materials was less than anticipated. | Books and Supplies; Unrestricted; $11,100 |

| Scope of service: | Mupu Elementary | | Scope of service: | Mupu Elementary | |
|---|---|---|---|---|---|
| XALL | | | XALL | | |

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| | | | |
|---|---|---|---|
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| 1.2 Purchase common core aligned supplementary materials to support common core instruction | Each grade to receive hard-copy or on-line subscriptions that support history/s.s. or science; Books and Supplies; Unrestricted; $3,000 | 1.2 Purchased common core aligned supplementary materials to support common core instruction. Some grades chose to share the supplementary materials this year. Next year, all grades plan on purchasing the online/hard copy subscriptions. | Books and Supplies; Unrestricted; $2,000 |
| Scope of service: Mupu Elementary | | Scope of service: Mupu Elementary | |
| XALL | | XALL | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| 1.3 Purchase technology devices to develop 1:1 ratio so that all students have access to common core instruction and assessment | Laptops, tablets, desktops purchased to add to or replenish technology; Books & Supplies; Unrestricted; $30,000 | 1.3 Purchased technology devices to develop 1:1 ratio so that all students have access to common core instruction and assessment. 40 iPads, 40 Chromebooks, and several charging carts were purchased to ensure that all students had access to a device. Extra hours were paid to teacher to set up Google classrooms in the upper grades and train other teachers how to effectively implement technology in the classroom. | Books and supplies; Unrestricted; $24,200<br><br>Certificated Personnel Salaries; Salaries & Benefits; unrestricted; $2,800 |

| | | | | |
|---|---|---|---|---|
| **Scope of service:** | Mupu Elementary | | **Scope of service:** | Mupu Elementary | |
| XALL | | | XALL | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| 1.4 Provide Professional Development: common core, integrating technology, best instructional practices | Staff development focused on developing common core aligned instructional units, optimizing use of technology. Certificated Personnel Salaries: Unrestricted; $16,000 | 1.4 Provided Professional Development: common core, integrating technology, best instructional practices. Contracted with Ventura County Office of Education to provide teacher training and support for Common Core implementation. | Certificated Personnel Salaries; Salaries & Benefits; Unrestricted; $15,740<br><br>Services and Other Operating Expenditures; Unrestricted; $4,350 |
| **Scope of service:** | Mupu Elementary | | **Scope of service:** | Mupu Elementary | |
| XALL | | | XALL | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| 1.5 Provide separate Grade 8 math instruction (Currently provided by Principal) | 8th grade math instruction (other than principal) to ensure that students will receive uninterrupted | 1.5 Provided separate Grade 8 math instruction. Cost savings due to extra duty assignment rather than full-time employee. Will continue to look for a qualified teacher willing to take part-time position. | Certificated Personnel Salaries; Salaries & Benefits; Unrestricted; $13,560 |

| | | | |
|---|---|---|---|
| | instruction; Certificated Personnel Salaries; unrestricted; $26,460 | | |
| **Scope of service:** Mupu Elementary<br>__ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)____Special Ed_____ | | **Scope of service:** Mupu Elementary<br>__ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)__Special Ed_____ | |
| 1.6 Special Education services will be provided by the district, or by the County Office of Education, or by another interdistrict provider according to the Special Education Local Plan. Additional services may be provided by the SELPA, outside contractor or Non Public School or Agency. | Services provided according to each IEP. Restricted & Unrestricted, Special Education; Services and Other Operating Expenditures; Unrestricted | 1.6 Special Education services were provided by the district, or by the County Office of Education, or by another interdistrict provider according to the Special Education Local Plan. Additional services were provided by the SELPA, outside contractor or Non Public School or Agency. SpEd Intervention tools and assessments were purchased. | Books and Supplies; Restricted; $1,250 |
| **Scope of service:** Mupu Elementary<br>__ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | **Scope of service:** Mupu Elementary<br>__ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | We will continue to purchase curriculum materials and provide Professional Development that is aligned with Common Core. We have increased our expenditures due to purchasing a new math curriculum for grades K-5 (last year was just 6-8). We have also budgeted more for Professional Development as we see the need for more training with this new curriculum and continued effort for improvement. |

| Original GOAL from prior year LCAP: | Goal #2: Close achievement gap among subgroups. | Related State and/or Local Priorities:<br>1_X_ 2_X_ 3___ 4_X_<br>5___ 6___ 7_X_ 8_X_<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | LEA Wide | |
|---|---|---|---|
| | Applicable Pupil Subgroups: | English Learners, Students with Disabilities, Low Income, Foster Youth, Hispanic | |

| Expected Annual Measurable Outcomes: | 1.a. 75% of Hispanic students will score proficient or above on standardized assessments.<br>1.b. 50% of EL students will score proficient or above on standardized assessments.<br>1.c. 50% of Students with Disabilities will score proficient or above on standardized assessments.<br>1.d. 75% of Low Income students will score proficient or above on standardized assessments.<br>2.a. 75% of Hispanic students will score proficient or above on district assessments.<br>2.b. 50% of EL students will score proficient or above on district assessments.<br>2.c. 50% of Students with Disabilities will score proficient or above on district assessments.<br>2.d. 75% of Low Income students will score proficient or above on district assessments.<br>3.a. Hispanic API: 850 (820- 2013-2014)<br>3.b. EL API: 750 (724 currently)<br>3.c. Students with Disabilities API: 700 (682- 2013-14)<br>3.d. Low Income API: 850 (812-2013-2014)<br>4. 25% of English Learners will be reclassified to Fluent English Proficient<br>5. 80% of English Learners will become English Proficient (12/13-76.9%) | Actual Annual Measurable Outcomes: | 1. a. 48% of Hispanic students in the 5th and 8th grade scored proficient or above in the Science CSTs.<br>1.b. 0% of EL students in the 5th and 8th grade scored proficient or above in the Science CSTs. (Only 3 students and all scored Basic)<br>1.c. 20% of Students with Disabilities in the 5th and 8th grade scored proficient or above in the Science CSTs. (80% scored Basic or higher- Total- 4 out of 5 students)<br>1.d. 44% of Low Income students in the 5th and 8th grade scored proficient or above in the Science CSTs.<br>2.a. 37% of Hispanic students scored proficient or above on district assessments<br>2.b. 39% of EL students scored proficient or above on district assessments<br>2.c. 11% of Students with Disabilities scored proficient or above on district assessments<br>2.d. 45% of Low Income students scored proficient or above on standardized assessments<br>3.a-d. API is no longer produced.<br>4. 12% of English Learners were reclassified to Fluent English Proficient<br>5. No data due to state standardized testing not being reported. |
|---|---|---|---|

| **LCAP Year**: 2014-15 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |

| | | | |
|---|---|---|---|
| 2.1 Provide additional intervention, acceleration, and support for students in the following subgroups: Low Income; English Learners/Redesignated English Learners; Foster Youth, and students with disabilities | Hire .4 FTE to provide supplemental services for students with disabilities and other subgroups. Certificated Personnel Salaries; Unrestricted and restricted; $23,000 | 2.1 Hired .4 FTE to provide supplemental services for students with disabilities and other subgroups. Continued with hourly math intervention aide. Cost exceeded budgeted amount due to the addition of math intervention and salary increases. | Cost of intervention teacher; Certificated Personnel Salaries; Salaries & Benefits; Unrestricted & restricted; $28,130<br><br>Cost of instructional aide; Classified Personnel Salaries; Unrestricted; $2,370 |

| Scope of service: | Mupu Elementary | | Scope of service: | Mupu Elementary | |
|---|---|---|---|---|---|
| __ALL | | | __ALL | | |
| OR:<br> _X_ Low Income pupils  _X_ English Learners<br> _X_ Foster Youth  _X_ Redesignated fluent English proficient _X_ Other Subgroups:(Specify)_Special Ed_____ | | | OR:<br> _X_ Low Income pupils  _X_ English Learners<br> _X_ Foster Youth  _X_ Redesignated fluent English proficient<br> _X_ Other Subgroups:(Specify)_Special Ed_____ | | |

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|---|---|---|---|
| 2.2 Purchase materials and services for intervention and acceleration for students in the following subgroups: Low Income; English Learners/Redesignated English Learners; Foster Youth, and students with disabilities | Purchase materials & services for intervention & acceleration to target specific needs of low performing students in the subgroups. Books & Supplies; | 2.2 Purchased materials and services for intervention and acceleration for students in the following subgroups: Low Income; English Learners/Redesignated English Learners; Foster Youth, and students with disabilities. Amount designated was more than needed. | Intervention Equipment; Books & Supplies; $1,000 |

| | | Unrestricted, $5,500 | | | |
|---|---|---|---|---|---|
| Scope of service: | Mupu Elementary | | Scope of service: | Mupu Elementary | |
| __ALL | | | __ALL | | |
| OR:<br>_X_Low Income pupils  _X_English Learners<br>_X_Foster Youth  _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Special Ed_____ | | | OR:<br>_X_Low Income pupils  _X_English Learners<br>_X_Foster Youth  _X_Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)_Special Ed_____ | | |
| 2.3 Provide after school support for students who are not making expected progress. | | Maintain current program (add hours each year) | 2.3 Provided after school support for students who are not making expected progress. | | Program is part of teachers' regular day- no added cost. |
| Scope of service: | Mupu Elementary | | Scope of service: | Mupu Elementary | |
| _X_ALL | | | _X_ALL | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | We increased our expenditures, especially with Goal 2.2, largely due to our plan to purchase a new web-based program that is similar to our current, but outdated SuccessMaker. | | | | |

| Original GOAL from prior year LCAP: | Goal #3: Increase parent engagement and participation. | Related State and/or Local Priorities: 1_X_ 2___ 3_X_ 4___ 5___ 6_X_ 7___ 8___ COE only: 9__ 10__ Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | LEA Wide |
|---|---|---|
| | Applicable Pupil Subgroups: | All students, including English Learner, Students with Disabilities, Low Income, Foster, Hispanic |

| Expected Annual Measurable Outcomes: | 1. 50% parent participation in school sponsored events<br>2. 50% return of parent surveys<br>3. 50% parent participation in school sponsored learning opportunities | Actual Annual Measurable Outcomes: | 1. Parent participation varied depending on school events. More than 50% attended Back to School Night and about 30% participate in our Mupu Library Night. Other events such as Movie Night had over 70% parent participation.<br>2. Parent surveys will be conducted next year.<br>3. School sponsored learning opportunities did not take place this year; they are included in the 2015-16 LCAP goals. |
|---|---|---|---|

<table>
<tr><td colspan="4" align="center"><strong>LCAP Year</strong>: 2014-15</td></tr>
<tr><td colspan="2" align="center">Planned Actions/Services</td><td colspan="2" align="center">Actual Actions/Services</td></tr>
<tr><td></td><td>Budgeted Expenditures</td><td></td><td>Estimated Actual Annual Expenditures</td></tr>
<tr><td>3.1 Hold Family Style Events to build school community.</td><td>Hold 4 family events; Books and Supplies; Unrestricted; $2,000</td><td>3.1 Held 5 family events, several at no cost. To increase participation, translator was utilized. Cost of translation- All-calls, meetings, parent conferences, and letters was not included in the budgeted expenditures but was instrumental in making sure all members of community were involved.</td><td>Movie license, supplies; Books & Supplies; Unrestricted; $1,000.<br><br>Translator Fees; Certificated Personnel Salaries; Salaries & Benefits; Unrestricted; $2,000.</td></tr>
</table>

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|---|---|---|---|---|
| Scope of service: | Mupu Elementary | | Scope of service: | Mupu Elementary |
| _X_ALL | | | _X_ALL | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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|---|---|---|---|
| 3.2 Hold Learning Events for parents, students, and teachers. | Hold 9 learning events.<br>Books & Supplies, Professional Consulting Services, Certificated Salaries and Benefits; Unrestricted; $5,000 | 3.2 These events did not take place, will plan for family nights for future events. | Books & Supplies, Professional Consulting Services, Certificated Personnel Salaries; Salaries & Benefits; Unrestricted; $0 |

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|---|---|---|---|---|
| Scope of service: | Mupu Elementary | | Scope of service: | Mupu Elementary |
| _X_ALL | | | _X_ALL | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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| 3.3 Make school kitchen certified for food preparation and service | Determine requirements and costs to make kitchen certified. $0 | 3.3 School kitchen was certified as able to be used for food sales. | No cost |

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|---|---|---|---|---|
| Scope of service: | Mupu Elementary | | Scope of service: | Mupu Elementary |
| _X_ALL | | | _X_ALL | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | This year we were unable to meet our goal of holding 9 learning events. Next year we plan to hold 3 learning events where families can learn about topics such as: healthy living, content/curriculum, parenting skills, and technology. We will continue to budget the same amout to meet these goals. |
| --- | --- |

| Original GOAL from prior year LCAP: | Goal #4: Increase student engagement in the school environment. | Related State and/or Local Priorities:<br>1___ 2___ 3___ 4___<br>5_X_ 6_X_ 7___ 8___<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | LEA Wide |
|---|---|---|
| | Applicable Pupil Subgroups: | All students |

| Expected Annual Measurable Outcomes: | 1. 75% of students will achieve Citizenship Honor Roll.<br>2. 75% of students will participate in student service projects<br>3. Suspension/Expulsion rates: 0%<br>4. Attendance rates: 98%<br>5. 75% of students surveyed will indicate positive attitudes toward school.<br>6. Maintain facilities in good repair.<br>7. Maintain less than 1% chronic absenteeism rate.<br>8. Maintain 0% middle school dropout rate. | Actual Annual Measurable Outcomes: | 1. 61% of students achieved Citizenship Honor Roll.<br>2. 100% of scholars participated in student service projects. All classes did some sort of project, including: letter writing to the military or Senior Citizens, collecting canned food or a peanut butter drive, taking care of the school's garden, or bringing in items to help our local pet shelter.<br>3. Suspension/Expulsion rates: 0%<br>4. Attendance rates: 95.5%<br>5. 74% of students surveyed in grades 3-8 did indicate positive attitudes toward school.<br>6. Mupu received an Exemplary standing on the Facility Inspection Tool (FIT).<br>7. This year Mupu had a 12% chronic absenteeism rate (14 or more absences.)<br>8. Mupu had a 0% middle school dropout rate. |
|---|---|---|---|

| **LCAP Year**: 2014-15 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 4.1 Involve students in community service projects. | Organize 3 year-long service projects; Books & Supplies; Unrestricted; $1500 | Involved students in community service projects. All costs were covered through donations and volunteers. | Postage; Books and Supplies, Unrestricted; $10 |

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|---|---|---|---|---|---|
| **Scope of service:** | Mupu Elementary | | **Scope of service:** | Mupu Elementary | |
| _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| 4.2 Add extra hours for coaching and supplies. | | Classified Personnel Salaries, Books & Supplies; Unrestricted; $6,000 | 4.2 Added extra hours for coaching and supplies. Amount was less due to coach volunteering own time or working with students during the lunch hour and recess. | | Soccer t-shirts; Books and Supplies; Unrestricted; $600 |
| **Scope of service:** | Mupu Elementary | | **Scope of service:** | Mupu Elementary | |
| _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| 4.2a Add fine arts enrichment to the educational program | | 18 artist residencies Professional Consulting Services; Unrestricted; $9,000 | 4.2a. Added fine arts enrichment to the educational program. Reduction in costs due to difficulty in finding artist residencies; hired a fine arts support person in January. | | Artist residencies; Services & Other Operating Expenditures; Unrestricted; $2,350 Fine Arts Support; Classified Personnel Salaries; Unrestricted; $3,850 |

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|---|---|---|---|---|---|
| **Scope of service:** | Mupu Elementary | | **Scope of service:** | Mupu Elementary | |
| _X_ALL | | | _X_ALL | | |
| OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | | | OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | | |
| 4.3 Add counseling hours to provide time for groups to address issues that arise out of homelessness, foster care issues, socialization issues for students with disabilities, and other social-emotional issues | | Add hours to Psychologist's time. Professional Consulting Services; Services & Other Operating Expenditures; Unrestricted; $5,000 | 4.3 Added counseling hours to provide time for groups to address issues that arise out of homelessness, foster care issues, socialization issues for students with disabilities, and other social-emotional issues | | Counseling Services; Services & Other Operating Expenditures; Restricted; $5,000 |
| **Scope of service:** | Mupu Elementary | | **Scope of service:** | Mupu Elementary | |
| _X_ALL | | | _X_ALL | | |
| OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | | | OR: <br> __Low Income pupils __English Learners <br> __Foster Youth __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | | |
| 4.4 Provide out-of-school enrichment opportunities | | Support one field trip for each grade. Professional and Consulting Services. Services & Other Operating Expenditures; Unrestricted; $9,000 | Provided out-of-school enrichment opportunities. Cost was lower than anticipated due to several organizations donating the cost of bus transportation. | | Bus and admission fees; Services. Services & Other Operating Expenditures; Unrestricted; $4,000 <br><br> Overnight chaperones; |

| | | | | | Certificated Personnel Salaries; Salaries & Benefits; Unrestricted; $1,250 |
|---|---|---|---|---|---|
| Scope of service: | Mupu Elementary | | Scope of service: | Mupu Elementary | |
| _X_ALL | | | _X_ALL | | |
| OR: <br> __Low Income pupils  __English Learners <br> __Foster Youth  __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | | | OR: <br> __Low Income pupils  __English Learners <br> __Foster Youth  __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The discrepancy in budgeted amounts and expenditures are the results of: <br> 4.1- items/services were donated for our community service projects throughout the year <br> 4.2- coaching took place during school hours <br> 4.3- Fine arts instructor was hired in January <br> 4.4- Bus fees were donated for two field trips. <br> We have increased our budget because our goal is to provide more out-of-school experiences for our scholars. | | | | |

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP.  Duplicate and expand the fields as necessary.**

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

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

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

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

| Total amount of Supplemental and Concentration grant funds calculated: | $__78, 251_____ |
|---|---|

Mupu Elementary has 45% unduplicated pupils in the LCFF subgroups. In School Year 2015/16, Supplemental/Concentration funding will be about $78,251, or about 7.46% of total LCFF Funding. The funds expended from the Supplemental and Concentration funding sources align with all the goals of the LCAP. Funds are to assist in the purchase of intervention materials and services, to pay for services and materials required to promote parent and student engagement, and to pay for services to provide counseling for students who require support. Instructional aides will be used to provide services to unduplicated students.

Educational research states improving student achievement occurs when teachers are using best practices. Providing professional development, particularly in the area of meeting the needs of unduplicated pupils, and learning communities are part of the LCAP goals and will help to increase student achievement.

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

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

| 7.46 | % | By increasing time for certificated and qualified personnel to provide intervention or acceleration of targeted subgroups and by improving access to technology and digital resources, students in those subgroups will increase their academic achievement. By focusing expenditures |
|---|---|---|

on improving school connectedness for parents and students, students and parents will improve their understanding of what proficient achievement looks like and realize that proficiency is within their reach. Services for students within the subgroups will be increased or improved by 7.46%, compared to all students. The expenditures specified for the subgroups meet or exceed the 7.46% threshold

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

(e) "Suspension rate" shall be calculated as follows:

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

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

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

(f) "Expulsion rate" shall be calculated as follows:

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

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

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

01-13-15 [California Department of Education]