

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mupu Elementary

CDS Code: 56725040000000

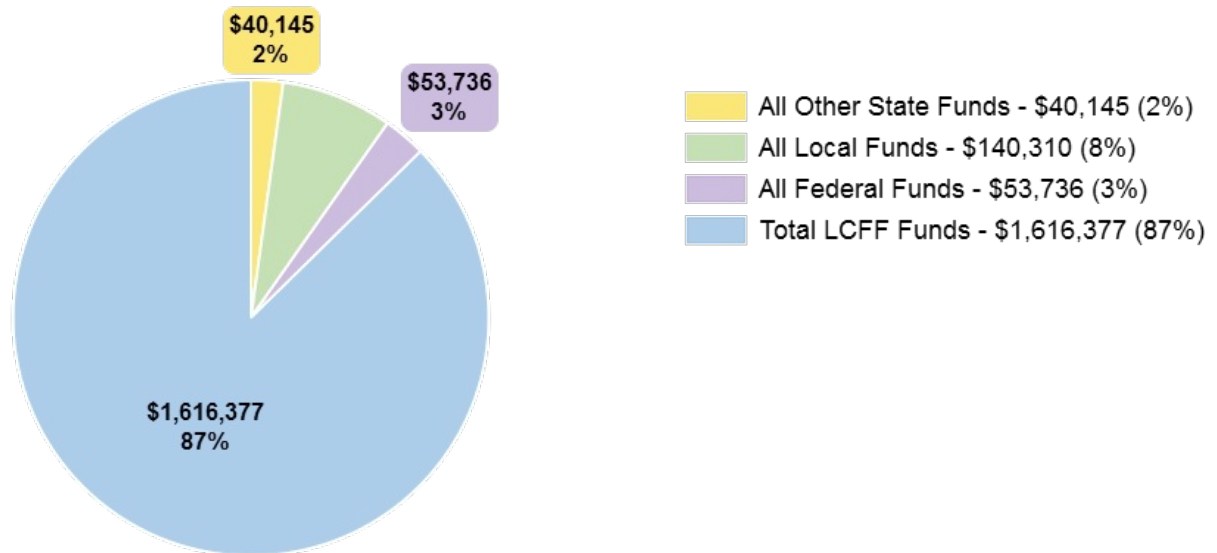
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Dr. Sheryl MM Barnd | sheryl.barnd@mupu.org | (805) 525-6111

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

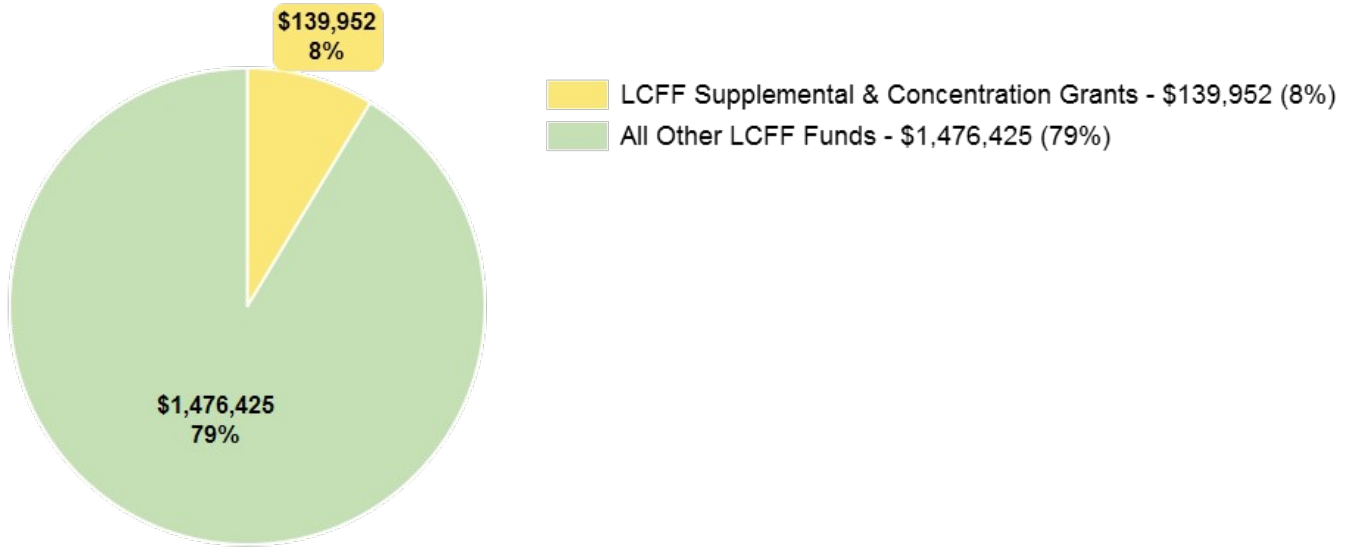
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$40,145	2%
All Local Funds	\$140,310	8%
All Federal Funds	\$53,736	3%
Total LCFF Funds	\$1,616,377	87%

Breakdown of Total LCFF Funds



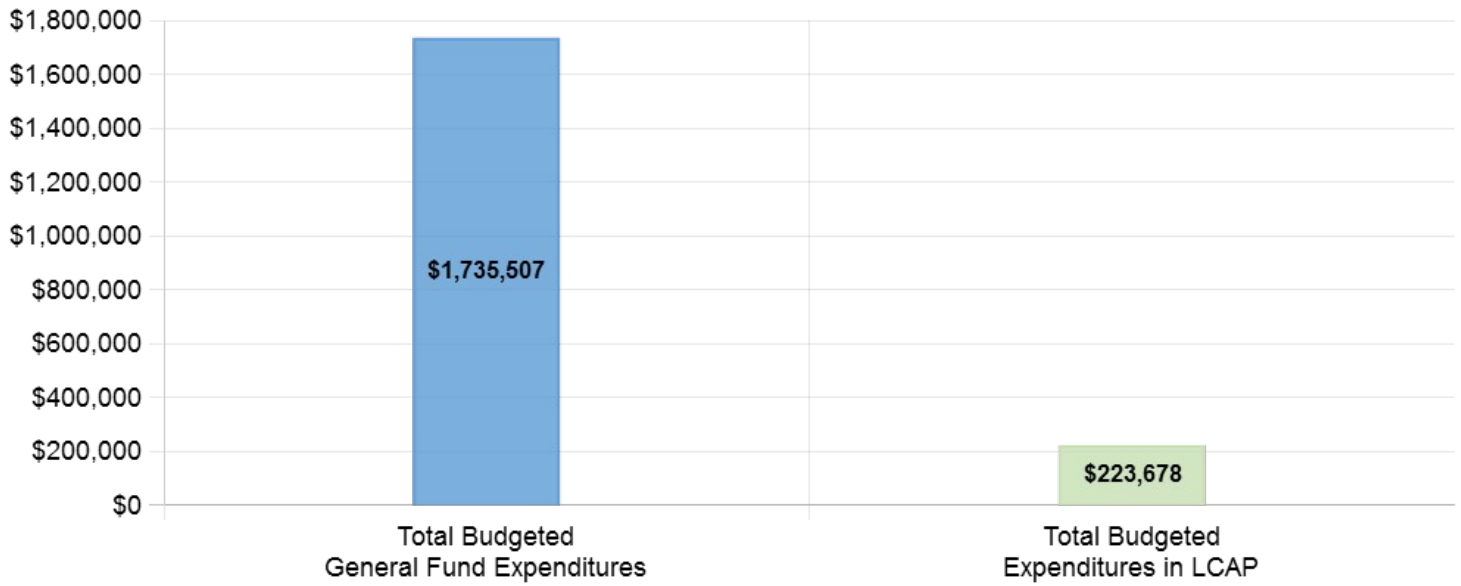
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$139,952	8%
All Other LCFF Funds	\$1,476,425	79%

These charts show the total general purpose revenue Mupu Elementary expects to receive in the coming year from all sources.

The total revenue projected for Mupu Elementary is \$1,850,568, of which \$1,616,377 is Local Control Funding Formula (LCFF), \$40,145 is other state funds, \$140,310 is local funds, and \$53,736 is federal funds. Of the \$1,616,377 in LCFF Funds, \$139,952 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$1,735,507
Total Budgeted Expenditures in LCAP	\$223,678

This chart provides a quick summary of how much Mupu Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Mupu Elementary plans to spend \$1,735,507 for the 2019-20 school year. Of that amount, \$223,678 is tied to actions/services in the LCAP and \$1,511,829 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP does not include expenditures that cover administration support staff and most classroom teachers, custodial and maintenance costs, special education, and fees paid to Ventura County School Business Services Authority.

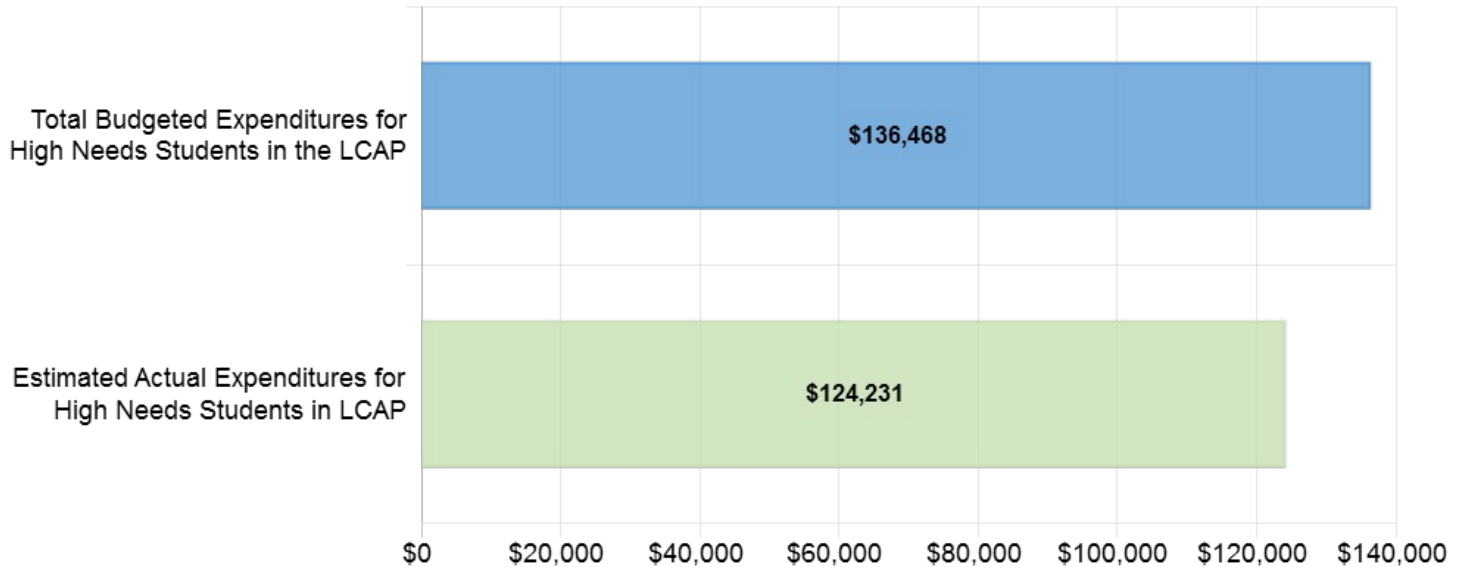
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Mupu Elementary is projecting it will receive \$139,952 based on the enrollment of foster youth, English learner, and low-income students. Mupu Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Mupu Elementary plans to spend \$139,979 on actions to meet this requirement.

Update on Increased or Improved Services for

High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source

Funds

Total Budgeted Expenditures for High Needs Students in the LCAP	\$136,468
Estimated Actual Expenditures for High Needs Students in LCAP	\$124,231

This chart compares what Mupu Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mupu Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Mupu Elementary's LCAP budgeted \$136,468 for planned actions to increase or improve services for high needs students. Mupu Elementary estimates that it will actually spend \$124,231 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$12,237 had the following impact on Mupu Elementary's ability to increase or improve services for high needs students:

In 2018-19, MESD's LCAP budgeted \$136,468 for planned actions to increase or improve services for high needs students and actually spent \$124,231, a difference of \$12,237. Counseling services and professional development for all staff were two areas that we spent much more than anticipated and resulted in increased or improved services for high needs students.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Mupu Elementary

Contact Name and Title

Dr. Sheryl MM Barnd

Superintendent/Principal

Email and Phone

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Mupu is one of the best places we can imagine for children to learn and grow. Scholars from all walks of life come to our school, which is nestled in the Santa Paula Canyon north of the City of Santa Paula. In their time here, our scholars will participate in a rigorous academic program that encompasses all subject areas, will learn to think critically and solve problems, and learn what it means to be a person of strong character. We are preparing our scholars to be successful citizens of the 21st Century. Mupu is the first leg of their lifelong learning journey.

Mupu serves 165 scholars with demographics being 62% Hispanic and 36% White. Our English Learner population is close to 10%, Special Education represent 10%, low socioeconomic represent 52%, and foster care/homeless make up 5% of our district population. The District employs one superintendent/principal, seven full-time teachers, one part-time teacher, and five classified personnel. Speech and Language services, an occupational therapist, a Deaf and Hard of Hearing specialist, a counselor, and a psychologist are outsourced though Ventura County SELPA and Ventura County Office of Education.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Mupu saw an increase in enrollment of 7% from the previous year with 15% of scholars in the 1st - 8th

grade being brand new to our school. Out of our new scholars, 41% of those came to Mupu as a result of their own beloved school shutting down. While this can be a difficult time, our new families were welcomed with open arms and adjusted well to a new setting.

Mupu also went through the process of reorganizing our grade spans to better align and make the best use of space and resources. We went from a K-2, 3-4, and 5-8 collaborative team structure and similar recess and lunch schedules to a K-2, 3-5, and 6-8 schedule. This change has also benefited our scholars and allowed for all grades to receive separate instruction in ELA as well as spend more time with their grade level peers during non-instructional breaks.

A continued focus in this year's LCAP is our desire to update and modernize our school environment. We will continue to undergo site improvements with the additional refurbishing of the school office and teacher work area as well as the play ground, field and front of school.

Additionally, a Kinder English Language Arts curriculum will be purchased along with supplemental materials to support teachers and ensure all scholars have access to instruction. Mupu will continue to support field trips throughout the grades and replenish technology as needed. Our Mupu Parents Club has done a wonderful job in engaging members of our community and will continue to organize and host evening social events, learning nights for parents, in addition to community service opportunities.

We will also be hiring a new music teacher and continue to provide enrichment through art experiences such as "Artist in the Classroom", musical performances and educational presentations.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Our greatest progress continues to be the focus on site improvement. This year Mupu upgraded both the Math & Science portable and the 2nd grade classroom. The upgrades included a new subfloor, carpet, paint, scholar furniture, learning walls, and upgraded technology. Additionally, Mupu installed a new marquee in front of the school that informs parent of upcoming events and important school information. We will continue to work on improving our school site through LCAP Goal 1.6- Continue to purchase and replenish technology devices so that scholars and teachers optimize online and digital learning and LCAP Goal 3.7- Regularly inspect, monitor and repair grounds and facilities to ensure school facilities that are safe, welcoming and support student learning; continue with landscaping company to maintain school grounds.

Mupu also updated our website to make it more user-friendly and added social media to keep stakeholders better connected to school events. This has been well-received and likely contributed in the

increase of parent survey response from 11% in 2017-18 school year to 24% this year. Results show that 96% of responders feel that Mupu school is clean, safe, and in good repair. The same percentage also feel that most teachers take the time to discuss grades, academic successes, or areas of improvement with their child or them as needed. 93% feel that the district values parent/guardians as important partners in their students' education and actively seeks their input while 85% feel that the school maintains a positive school climate.

Based on our most recent California healthy Kids Survey, results show that 82% of 5th graders (11 scholars) and 62% of 7th graders (13 scholars) surveyed feel a high level of school connectedness or that adults care about them. When asked about expectations from adults in school, 73% of 5th graders and 62% of 7th graders shared that there was a high level.

Mupu continued to provide educational experiences and enrichment through field trips. Eighth graders attended the Catalina Island Marine Institute for a week of learning while our sixth graders spent three days at AstroCamp in Idyllwild. In addition, K-5 scholars attended two different musical performances at Pepperdine University while 6-8 attended one. Other field trips included the Santa Barbara Zoo, Warner Brothers Studio, CSUCI, UCLA, and the Ventura County Courthouse.

Regarding Priority 2- Implementation of State Academic Standards, teachers surveyed stated that we are at Level 4- Full Implementation for all areas except Professional Learning which is a Level 5- Full Implementation & Sustainability.

We also exceeded our goal in the number of scholars that achieved Academic honor Roll and our English Learner subgroup achieved the CAASPP math goal.

While we have not received ELPAC Summative Assessment results as of this date, we are looking to redesignate 67% of our English Learners to Fluent English Proficient.

Additionally, Mupu met all Local Indicators as shown on the California Dashboard.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on the MESD's Equity Report, there are two performance areas lower than yellow- Chronic Absenteeism is "Red" and Suspension Rate is "Orange." Our Chronic Absenteeism increased by 4.9% to 12.6%. Our current goal is to reduce to 4%. We will continue to try to accomplish this goal through educating parents about the importance of being in school every day and the detrimental impact that chronic absenteeism can have on their child's future. This year, we began to recognize the class with the highest monthly attendance and the fewest amount of tardies and reward accordingly. Additionally, scholars that achieve "Perfect Attendance" for the month are rewarded with a certificate to a local eatery. Fun events or excursions are organized for those scholars that achieve a "Perfect Attendance"

for the trimester. We will continue these efforts in next year's plan.

The Suspension Rate increased to a rate of 2.5%. This occurred because the previous year there were zero suspensions. In 2018, there was a total of three in-school suspensions. We will continue to implement a variety of Positive Behavior Intervention Strategies, including CHAMPS, along with Restorative Justice practices to promote correct behavior. However, there are times when a suspension is deemed necessary and appropriate. As much as possible, we use in-school suspension in lieu of out-of-school to ensure that the child is being educated and receiving services if needed.

Physical Fitness is an area where MESD did not meet its goal. This will be an area of Focus as seen in LCAP Goal 3.6- Develop an awareness of a healthy living lifestyle including importance of attending school regularly.

Due to our small numbers, the only groups, besides "all student", that are given indicators are Hispanic and Socioeconomically Disadvantaged (SES). The "all student" and SES were given a "yellow" performance level in both ELA and Math while Hispanics received an "orange" in both ELA and Math. Our lower performing scholars are supported throughout the school day with intervention aides that provide extra support as well as during the After School Program where teachers target our most struggling scholars.

MESD will continue to monitor state indicators and local performance indicator status.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There were no groups that were two or more performance levels below the "all student" performance level.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not applicable

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be

addressed through the implementation of the CSI plan.

Not applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable

Annual Update

LCAP Year Reviewed:

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal #1 Increase student achievement and wellness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

CA School Dashboard - State Academic Indicator (ELA)
25 points above level 3

Actual

CA School Dashboard - State Academic Indicator (ELA)
8.6 points above Standard

Expected

CA School Dashboard - State Academic Indicator (Math)
Districtwide: 47% Standards Met or Above
10 points below Level 3

CAASPP ELA (SES only)
3 points below Level 3

CAASPP Math (SES only)
25 points below Level 3

CAASPP ELA (EL only)
5 points above Level 3

CAASPP Math (EL only)
30 points below Level 3

45% achieved Academic Honor Roll

ELPAC
Data in pilot stage, establish baseline

Actual

CA School Dashboard - State Academic Indicator (Math)
Districtwide: 46% Standards Met or Above
23 points Distance From Standard (DFS)

CAASPP ELA (SES only)
5 points DFS

CAASPP Math (SES only)
29 points DFS

CAASPP ELA (EL only)
18 points DFS

CAASPP Math (EL only)
30 points DFS

52% achieved Academic Honor Roll

As of this writing, no test scores have been received.

Expected

EL Reclassification Rate
30% of students reclassified

Physical Fitness Testing
79% of all students will meet 5 of the 6 standards

Fully Credentialed Teachers
Maintain teachers with appropriate credentials

Maintain Professional Development that supports implementation of California State Standards.

Academic Performance Index

High School Dropout/Graduation Rate, A-G, AP, EAP

Implementation of Career Technical Education

Actual

EL Reclassification Rate
67% of students will be reclassified (pending ELPAC results)

33% of all students met 5 of the 6 standards

100% of teachers are fully credentialed
0% of teachers teaching outside subject area of competence

Teachers participated in Professional Development throughout the year including such topics:
Reading Intervention
Multi-tiered System of Supports
PBIS, CHAMPS, & Classroom Management
Implementation of newly adopted curriculum
Career and Technical Education

API - N/A

High School Dropout/Graduation Rate, A-G, AP, EAP N/A

Implementation of Career Technical Education HS - n/a

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

1.1 Continue using math curriculum

Actual Actions/Services

The District continued to use the Houghton Mifflin Harcourt-CA Math Expressions for grades 1-5. The District plans to purchase kindergarten math curriculum which will be implemented in the 2019-20 school year.

Budgeted Expenditures

\$0

Estimated Actual Expenditures

\$0

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.2 Purchase necessary kits, materials, and online resources so students can conduct CCSS aligned investigations, performance tasks, & science projects to increase student achievement in all subgroups including SWDs/Hispanics.

The District purchased graphing calculators, reference materials, student planners, collaborative student furniture, grammar workbooks, Mountain Math curriculum, science supplies, online subscriptions, classroom magazines: Scholastic News, Social Studies Weekly, and Sci Weekly. Part-time teachers were called upon to provide support during student science and learning activities.

\$10,000

Unrestricted Supplemental Concentration, Materials & Supplies - \$8,800
 Unrestricted Supplemental Concentration, Teacher Salaries - \$1,078

Action 3

Planned Actions/Services

1.3 Purchase K-5 CCSS ELA Program and supplementary materials

Actual Actions/Services

The District purchased Houghton Mifflin Harcourt: HMH ELA for grades K-5, Wordly Wise for 6th grade, Handwriting without Tears for K-2, and a reading intervention program to help struggling scholars.

Budgeted Expenditures

\$24,350

Estimated Actual Expenditures

Restricted Lottery, Textbooks - \$5,010
 Restricted Title I, Books & Reference Materials - \$1,175
 Unrestricted Supplemental Concentration, Teacher Salaries - \$1,258
 Unrestricted, Materials & Supplies - \$1,000
 Unrestricted, Textbooks - \$17,512

Action 4**Planned Actions/Services**

1.4 Targeted 8th grade integrated math instruction provided by specialized math teacher in preparation for college and career readiness

Actual Actions/Services

Mupu continued to provide integrated math instruction by a specialized math teacher in preparation for college and career readiness.

Budgeted Expenditures

\$37,531

Estimated Actual Expenditures

Unrestricted,
Supplemental/Concentration
Teacher Salaries - \$37,867

Action 5**Planned Actions/Services**

1.5 Develop staffs' depth of knowledge in areas such as providing social-emotional support and classroom management, including: NGSS, ELD strategies, Math Practices, CCSS, Restorative Justice, as well as instructional planning and creating assessments through professional development and learning communities

Actual Actions/Services

All staff were trained in CPR/First Aid; certificated staff were trained in NCPI and participated in Mindfulness Professional Development. Additionally, both certificated and classified staff attended workshops in PBIS strategies, CHAMPS, Career and Technology Education, Multi-tiered System of Supports, and implementation of newly adopted curriculum.

Budgeted Expenditures

\$4,678

Estimated Actual Expenditures

Unrestricted
Supplemental/Concentration,
Teacher Salaries - \$3,759
Restricted MTSS Grant, Teacher
Salaries - \$3,743
Unrestricted, Books and
Reference Materials - \$300
Unrestricted, Materials and
Supplies - \$1,000
Unrestricted, Travel and
Conferences - \$541
Unrestricted, Professional
Services - \$2,000
Restricted Title I, Professional
Services - \$452

Action 6**Planned Actions/Services**

1.6 Continue to purchase and replenish technology devices so that scholars and teachers optimize on-line and digital learning

Actual Actions/Services

Purchase of new televisions, Chromebooks, laptops, computers, Apple TVs, iPad stands, GoGuardian licenses, domain renewal, TV mounts, headphones, Mobile Device Management, charging carts, and printers.

Budgeted Expenditures

\$10,000

Estimated Actual Expenditures

Unrestricted, Non-capitalized Equipment - \$1,600
Unrestricted Supplemental/Concentration, Contracted Services - \$1,625
Unrestricted Supplemental/Concentration, Materials & Supplies - \$3,200
Unrestricted Supplemental/Concentration, Non-capitalized equipment - \$2,000

Action 7**Planned Actions/Services**

1.7 Utilize online and digital intervention resources such as EADMS to create online assessments and monitor student progress

Actual Actions/Services

Early release time was used to monitor student progress and use technology to enhance student learning.

Budgeted Expenditures

\$0

Estimated Actual Expenditures

\$0

Action 8**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

1.8 Continue intervention program

Intervention services were continued.

\$40,898

Unrestricted
Supplemental/Concentration,
Classified (Instructional Assistant)
Salaries - \$36,962

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All eight actions and services for LCAP Goal #1 "Increase student achievement and wellness" were fully implemented. MESD continued to use the newly purchased CCSS aligned math curriculum for Grades 1st through 5th along with supplemental materials and online resources for all grades in all content areas. An ELA curriculum was purchased for Kinder through 6th grade, as well as more iPads, Chromebooks, and teacher laptops to continue to provide access to technology for all scholars. MESD continued to provide intervention and small group instruction to help struggling scholars as well as separate 8th grade math instruction. Teachers and staff were also supported with various professional opportunities both off and onsite.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

At an initial look of our CAASPP scores and the lack of accomplishing goals, it appears that very little progress was made. However, upon deeper analysis of individual scores and comparing change over time, student scores show improvement and growth, particularly in the area of mathematics. Data below shows the average improvement in points made for each grade level from 2016-17 to 2017-18 along with the county statistics.

4th- ELA- 49 pts. (Ventura Cty- 48 pts.) 4th- Math- 84 pts. (Ventura Cty- 40 pts.)

5th- ELA- 18 pts. (Ventura Cty- 39 pts.) 5th- Math- 5 pts. (Ventura Cty- 24 pts.)

6th- ELA- 5 pts. (Ventura Cty- 23 pts.) 6th- Math- 28 pts. (Ventura Cty- 18 pts.)

7th- ELA- 20 pts. (Ventura Cty- 23 pts.) 7th- Math- 34 pts. (Ventura Cty- 14 pts.)

8th- ELA- 19 pts. (Ventura Cty- 13 pts.) 8th- Math- 40 pts. (Ventura Cty- 13 pts.)

Overall, in ELA, 71% of scholars tested in grades 4-8 improved from their previous score and the average improvement in points was 21 points for these grades. In math, 78% of scholars tested in grades 4-8 improved from their previous score with an average point improvement of 36 points. In

comparison, the County showed an average of 29 points for ELA and 22 points for Math.

Due to our low numbers, data is limited in looking at subgroups. Overall, 96 of the 100 eligible scholars completed the test. In ELA, all students scored 8.6 points above standard which is a decline of 14 points. Our Hispanic population were 8 points below standard with a decline of 14.5 points and our SES students were 5 points below standard, a decline of 11.9 points. English Learners were 17.8 points below standard, a decline of 20 points, and our white subgroup were 41.8 points above standard with a decline of 19.8 points. No data was given for SWD and Homeless population due to less than 11 students being tested.

All students in Math scored 23 points below standard, a decline of 4.9 points. Although Hispanics maintained scores with only a 1.6 decline, this subgroup was 36.7 points below standard. SES showed an increase in 4.4 points but remained below standard by 29.2 points. English Learners also increased, showing an 8.8 point improvement, but were 29.9 points below standard and the White subgroup was 4.1 points above standard with a decline of 21.1 points. Again, no data was given for SWD and Homeless due to low numbers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

LCAP Goal 1.2-

Decrease in expenditures were a result of teachers having extra materials and supplies from previous years.

LCAP Goal 1.5-

Increase in costs were due to more teachers and staff attending professional development.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No change made to Goal #1- "Increase student achievement and wellness."

Changes in expected outcomes/metrics:

Change in Outcome # 1: CAASPP ELA- CA School Dashboard- State Academic Indicator (ELA) 15 points above Level 3

Due to the new "Distance from Level 3" calculation, the new baseline for the Expected Outcome for CAASPP ELA of 25 points above Level 3 to Actual Outcome of 8.6 points above Level 3, our Expected Outcome for 2019-20 is now 15 points above Level 3. (Previous 2019-20- 27 points above Level 3)

Change in Outcome # 2: CAASPP Math- Districtwide: 51% Standards Met or Above; 10 points below Level 3

Due to the new "Distance from Level 3" calculation, the new baseline for the Expected Outcome for CAASPP Math of Districtwide 47% Standards Met or Above, 10 points below Level 3 to Actual Outcome of Districtwide 46% Standards Met or Above, 23 points below Level 3, our Expected outcome for 2019-20 is now Districtwide 51% Standards Met or Above, 10 points below Level 3. (Previous 2019-20- Districtwide 51% Standards Met or Above, 1 point below Level 3)

Change in Outcome # 10: Physical Fitness Testing: 70% of all students will meet 5 of the 6 standards.

The 2018-19 Expected Outcome for Physical Fitness Testing of 79% of all students will meet 5 of the 6 standards to Actual Outcome of 33% of all students will meet 5 of the 6 standards has resulted in an expected decrease for 2019-20. Our Expected Outcome for 2019-20 is now 70% of all students will meet 5 of the 6 standards. (Previous 2019-20- 83% of all students will meet 5 of the 6 standards)

Change in Actions/Services:

LCAP Actions/Services 1.1: Purchase Kinder and necessary 1st-5th CCSS Math Curriculum

Kindergarten had been piloting a math curriculum and has decided to purchase HMH CA Math Expressions. Also, due to increased enrollment more textbooks and consumables are needed for other grades. This will result in an expenditure of \$4,300.

Goal 2

Goal #2 Increase parent engagement and participation.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3

Local Priorities:

Annual Measurable Outcomes

Expected

5 per year

3 per year

2 per year

Actual

7 per year - Increased community events

2 per year -parent learning opportunities

1 per year - -parent surveys

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1**Planned Actions/Services**

2.1 Hold 5 family-style events to build school community

Actual Actions/Services

Several events were held throughout the year that were well-attended by the Mupu community. These included our Fall Festival, Winter Program, Spring Fling, Mupu Color Run, Parents Night Out, and Farm Day. While some of these occurred during the school day, others were after school hours or off-site.

Budgeted Expenditures

\$1,266

Estimated Actual Expenditures

Unrestricted
Supplemental/Concentration,
Classified (Other) Salaries &
Benefits: \$319
Unrestricted
Supplemental/Concentration,
Materials & Supplies - \$176

Action 2**Planned Actions/Services**

2.2 Hold 3 Learning Events for parents, students, and teachers

Actual Actions/Services

A Parent Info Night and a night for 6th - 8th grade parents to learn about overnight field trips was held.

Budgeted Expenditures

\$636

Estimated Actual Expenditures

\$0

Action 3**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

2.3 Increase parent survey response by 5%

Survey response was 24%, an increase from prior year by over 14%

\$441

Unrestricted, Contracted Services - \$3,900
Unrestricted Supplemental/Concentration, Certificated Salaries (Other) - \$2,237
Unrestricted Supplemental/Concentration, Materials & Supplies - \$20

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All three actions and services for LCAP Goal #2 "Increase parent engagement and participation" were implemented. MPC played a vital role in ensuring that community events were well-planned and highly attended.

There were only two informational evenings for parents this year including a Parent Info Night and an informative meeting regarding overnight field trips for our 6th-8th grade parents.

There was a much better response with our online parent surveys this year with a response rate of 24% compared with less than 10% last year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Feedback on parent surveys show that over 95% of parents believe their child attends a clean and safe school where teachers take the time to discuss grades, academic successes and areas where their child can improve. Over 85% affirm that parents are provided resources and training needs to strengthen learning at home and that the district implements programs that address bullying. The majority of responses show that parents believe the district implements additional programs such as health and counseling services as well as closing the achievement gap. Results also show that 93% of parents completing the survey feel the district values parents/guardians as important partners in their child's education and that it actively seeks their input. Over 85% of parents also feel that Mupu effectively addresses attendance and absenteeism and maintains a positive school climate. When given different topics for parent classes/training, "Student Organization/Study Skills" was the most prevalent with 65% of the responses stating that it would be their first choice. Parents were also asked to give input on which state priorities should be the focus and Priority 1- Supporting the Basics- quality teachers, maintained facilities, availability of educational material and technology, was the most popular. We also learned from the responses that text messages and email were the most preferred methods of receiving information from school. This survey was chosen because the resulting data will help to build a positive rapport and partnership between schools and families.

Based on feedback from parent participation at events, MPC will continue to host family events and looks forward to including other venues as well.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

LCAP Goal 2.1-

Decrease in costs as MPC hosted community events.

LCAP Goal 2.2-

No cost incurred as staff conducted events and it is part of their salary.

LCAP Goal 2.3-

Increase in cost as this also included cost to update website and keep parents well-informed.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes in goal, or outcomes at this time.

Changes in Actions/Services 2.1: Hold 5 family style events to build school community.

Increase in expenditure from \$1,266 to \$1,592 due to rising costs of materials and supplies.

Changes in Actions/Services 2.3: Increase parent survey response by 5%.

Increase in expenditures from \$441 to \$2,257 due to cost of website and social media maintenance and updates.

Goal 3

Goal #3 Increase student engagement in the school environment

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

80% of students will earn Citizenship Honor Roll

Maintain 100% participation in Community Service Projects

Maintain a less than 1% Suspension/Expulsion rate

Actual

71% of students earned Citizenship Honor Roll.

All classes participated in the following: a canned food drive collection to help the needy, recycling drive, and a school beautification garden project. The primary grades also created holiday cards to give to residents of local assisted living facilities.

Suspension rate was 2.5%

Expected

Maintain a 97% attendance rate

Decrease chronic absenteeism rate to 4%

Maintain 80% satisfaction rate

Maintain an exemplary rating of the FIT

Continue to maintain middle school dropout rate below state/county average.

Actual

Attendance rate was 94.5%

Chronic absenteeism rate increased to 12.6%

Maintained over 80% satisfaction rate

Maintained an exemplary rating of the FIT

Continued to maintain middle school dropout rate below state/county average.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

3.1 Continue to involve students in year-long community service projects.

Actual Actions/Services

Continued to do community service projects without cost

Budgeted Expenditures

\$200

Estimated Actual Expenditures

Unrestricted, Materials and Supplies - \$200

Action 2

Planned Actions/Services

3.2 Continue to support fine arts enrichment in the educational program.

Actual Actions/Services

"Artist in the Classroom". recorders, music books, music and fine arts instruction

Budgeted Expenditures

\$13,410

Estimated Actual Expenditures

Unrestricted Supplemental/Concentration, Classified Salaries (Instructional Assistant) - \$658
 Unrestricted Supplemental/Concentration, Materials & Supplies - \$650
 Unrestricted Supplemental/Concentration, Contracted Services - \$11,000

Action 3

Planned Actions/Services

3.3 Update Math/Science Lab and 2nd grade classroom.

Actual Actions/Services

The District renovated both the 2nd grade classroom and Math/Sci Lab. Costs included new flooring, carpet, paint, learning wall, student furniture, teacher desk, and a an IDF swap out.

Budgeted Expenditures

\$32,600

Estimated Actual Expenditures

Unrestricted, Materials & Supplies - \$11,385
 Unrestricted, Non-capitalized Equipment - \$3,119
 Unrestricted, Rentals, Leases & Repairs - \$5,990
 Unrestricted, capitalized equipment - \$31,755

Action 4

Planned Actions/Services

3.4 Continue K-8 field trip support to enhance curriculum and to prepare 21st scholars to be college and career ready.

Actual Actions/Services

6th graders attended a three-day overnight field trip at AstroCamp in Idyllwild and 8th graders spent a week at the Catalina Island Marine Institute. Other field trips included the Museum of Tolerance, visiting UCLA and CSUCI campuses, Santa Barbara Zoo, musical performances at Pepperdine University, trips to the Juvenile Justice Center and Ventura County Hall of Justice, and to Universal Studios.

Budgeted Expenditures

\$29,523

Estimated Actual Expenditures

Unrestricted
 Supplemental/Concentration,
 Teacher Salaries - \$2,722
 Unrestricted
 Supplemental/Concentration,
 Professional Services - \$9,900
 Locally Restricted Contracted
 Services - \$16,000

Action 5

Planned Actions/Services

3.5 Continue to designate Foster Youth and Homeless Liaison to ensure immediate enrollment, smooth transitions, and support as needed.

Actual Actions/Services

Foster Youth Liaison was designated to ensure immediate enrollment, smooth transitions, and support as needed.

Budgeted Expenditures

\$0

Estimated Actual Expenditures

\$0

Action 6

Planned Actions/Services

3.6 Develop an awareness of a healthy living lifestyle including importance of attending school regularly.

Actual Actions/Services

Sports equipment was purchased to promote a healthy living lifestyle and increase student engagement at school.

Budgeted Expenditures

\$1,000

Estimated Actual Expenditures

Unrestricted, Materials & Supplies - \$258

Action 7

Planned Actions/Services

3.7 Regularly inspect, monitor and repair grounds and facilities to ensure school facilities that are safe, welcoming and support student learning; continue with landscaping company to maintain school grounds

Actual Actions/Services

Lawn maintenance and sprinkler repairs, gopher abatement, purchase of new marquee, picnic tables, door, window and lock repairs, fire alarm battery, HVAC diagnostics, carpet cleaning, plumbing repairs, bathroom fans

Budgeted Expenditures

\$24,350

Estimated Actual Expenditures

Unrestricted, Materials & Supplies - \$500
 Unrestricted, Non-capitalized Equipment - \$2,881
 Unrestricted, Rentals, Leases & Repairs - \$17,500
 Unrestricted, Contracted Services - \$2,750
 Locally Restricted, Capitalized Equipment - \$26,661

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Actions/Services in Goal #3 "Increase student engagement in the school environment" continued to be the major focus for MESD. Two more classrooms, the 2nd grade and Math/Sci portable were refurbished with new carpet, paint, learning walls, 75" flat panel televisions, Apple TV, and new desks and chairs. Additionally, new desks were purchased for the 3rd/4th grade classroom.

Outside the classroom, school grounds continued to be maintained by both a landscaping and gopher abatement company. A big improvement was the installation of a new marquee at the front of the school. This has greatly improved communication with parents.

All scholars participated in a variety of field trips. Our 6th-8th graders visited two college campuses including UCLA and CSUCI. They also visited Universal Studios to learn more about digital production and the 8th graders will be visiting the Museum of Tolerance. Both the 6th and 8th grade classes participated in extended overnight field trips. Our 5th graders visited the Juvenile Justice Center and participated in a Mock Trial at the Ventura County Government Center. Our younger scholars will be visiting the Santa Barbara Zoo and all scholars visited Pepperdine University to see a musical performance at least once; scholars in K-5 visited twice.

While all Actions/Services were implemented, Action/Service 3.2 was modified due to the 5th - 8th music teacher leaving midyear when offered a full-time position. Scholars continued to receive art instruction and MESD is looking to have a music instruction again for all grades in 2019-20.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Mupu continues to use data from local measure and the California Dashboard to analyze and document progress towards the goal of increasing student engagement in the school environment. Although we did not meet our goals, we are working hard to decrease our chronic absenteeism and increase our attendance rate through maintaining a positive school climate and sustaining a healthy environment that decreases illnesses. We are also

revamping our discipline policy to ensure that all stakeholders are aware of expectations and consequences.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

LCAP Goal 3.1-

Community Service projects did not require any extra funds as this took place on campus with materials that were already on-site.

LCAP Goal 3.2-

Decreased cost as the 5th - 8th grade music instructor took a full-time job midyear and was not replaced.

LCAP Goal 3.3-

Costs increased as subfloor had to be replaced due to termite damage and more furniture was purchased for other classrooms.

LCAP Goal 3.4-

Decrease in cost as MPC and student fundraisers helped to fund field trips.

LCAP Goal 3.6-

Career Pathways grant helped cover some of the cost of sports equipment and materials for a healthy living lifestyle.

LCAP Goal 3.7-

Installation of a new marquee was included in Action 3.7.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Change in Goal 3.3: Update classrooms to include new flooring (as needed), teaching wall, and refurbishment; update office with new paint and carpet.

Changes in Action/Services 3.2: Continue to support fine arts enrichment in the educational program.

Increase in amount due to projected increase in music instruction.

Changes in Action/Services 3.3: Update classrooms to include new flooring (as needed), teaching wall, and refurbishment. Increase in expenditures as office and administration will be included.

Changes in Action/Services 3.4: Continue K-8 field trip support to enhance curriculum and to prepare 21st scholars to be college and career ready. Decrease in expenditures as fundraising and MPC donations have helped in covering cost of field trips and transportation.

Changes in Action/Services 3.6: Develop an awareness of a healthy living lifestyle including importance of attending school regularly. Decrease in expenditures as the Career Technical Education Incentive Grant (CTEIG) has helped to cover some of these costs.

Changes in Action/Services 3.7: Regularly inspect, monitor and repair grounds and facilities to ensure school facilities that are safe, welcoming and support student learning; continue with landscaping company to maintain school grounds. Decrease in expenditures are a result of a more thorough and accurate analysis of costs to maintain facilities.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Parental Involvement is key to ensuring a successful learning experience for all scholars. In addition, involving staff, the MESD Board, and members of the community helps to ensure that all are a part of the LCAP process.

Community Member Engagement-

The following stakeholders listed below were involved in the LCAP process.

Monthly Parent Meetings:

Included parental input/advisement known as Coffee & Chat meetings were held on 9/17/18, 10/22/18, 11/26/18, 1/14/19, 3/18/19, 4/08/19, and 5/20/19. During these meetings, parents shared any concerns and voiced what direction or activities they would like to see take place at Mupu. LCAP progress was also shared at these meetings.

Parent Survey:

24% of parents completed an online survey that asked about school climate, child safety, parent involvement, facilities, district programs, implementation of state standards, and in which areas Mupu should focus.

California Healthy Kids Survey

65% of 5th graders were surveyed (11 scholars)

100% of 7th graders were surveyed (13 scholars)

Local Indicators

100% of teachers used the Self Reflection Tool (8 teachers)

Board Meetings:

LCAP updates and progress were shared with Board members at the following meetings:

8/15/18, 9/19/18, 10/17/18, 11/14/18, 12/06/18, 1/23/19, 2/20/19, 3/20/19

Scholar Input:

All scholars in Grades 3-8 completed an online survey.

Local Bargaining Unit:

Not applicable

Superintendent providing written responses to LCAP:

Not applicable

Public Hearing:

May 20, 2019

Board Adopted:

June 19, 2019

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Through feedback from parent meetings, surveys, phone calls, emails, and personal communications, stakeholders have shared that the new website, social media, and marquee, along with email communication, keep them well-informed and engaged in school events. They also appreciate the classroom upgrades, community events, and sports activities for the upper grades along with the increased technology their children have access to at school. Some concerns have been the need for counseling services, bullying issues, and classroom expectations and behavior.

As a result, Mupu will continue to upgrade our facilities and look for ways to improve our school site. We will continue to purchase and replenish our technology as needed and are also in the process of creating a new discipline policy.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Goal #1 Increase student achievement and wellness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified Need:

Upon analyzing the California Dashboard, it was determined that an area of growth continues to be in Math. While there was only a decline of 4.9 points, "All Students" are 23 points below standard. MESD would like to see a greater increase and be at Standard. In ELA, "All Students" were 8.6 points above standard, however there was a decline of 14 points. Physical Fitness Test scores also show a need for improvement. Mupu will continue to improve proficiency and re-designation of English Learners. The focus of many of our Actions and Services will help all students but are especially targeted to help our Unduplicated Pupil Population which remains close to 55%.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA	Schoolwide: 45% Standards Met or Above 6 points below Level 3	Schoolwide: 49% Standards Met or Above 2 points above Level 3	CA School Dashboard - State Academic Indicator (ELA) 25 points above level 3	CA School Dashboard - State Academic Indicator (ELA) 15 points above Standard
CAASPP Math	Districtwide: 39% Standards Met or Above 24.2 points DFS	Districtwide: 43% Standards Met or Above 17 points below Level 3	Districtwide: 47% Standards Met or Above 10 points below Level 3	Districtwide: 51% Standards Met or Above 10 points DFS
CAASPP ELA (SES only)	28.2 points below Level 3	20 points below Level 3	3 points below Level 3	At Standard
CAASPP Math (SES only)	54.8 points below Level 3	44 points below Level 3	25 points below Level 3	15 points DFS

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA (EL only)	4.3 points below Level 3	At Level 3	5 points above Level 3	10 points DFS
CAASPP Math (EL only)	27.4 points below Level 3	20 points below Level 3	30 points below Level 3	20 points DFS
Academic Honor Roll	34% achieved Academic Honor Roll	40% achieved Academic Honor Roll	45% achieved Academic Honor Roll	50% achieved Academic Honor Roll
ELPAC	Establish baseline	Establish baseline	Data in pilot stage, establish baseline	Maintain/Increase
Reclassification Rate	47% of students reclassified	30% of students reclassified	30% of students reclassified	30% of students reclassified
Physical Fitness Testing	100% of 7th grade and 46% of 5th grade students met 5 of the 6 standards	75% of all students will meet 5 of the 6 standards	79% of all students will meet 5 of the 6 standards	70% of all students will meet 5 of the 6 standards.
Fully credentialed teachers	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Implementation of State Standards:

- English Language Arts CCSS for English Language Arts
- Mathematics-CCSS for Mathematics
- Health Education Content Standards
- History-Social Science
- Model School Library Standards
- Physical Education Model Content Standards
- Next Generation Science Standards
- Visual and Performing Arts
- World Language

Maintain Professional Development that supports implementation of California State Standards.

Maintain Professional Development that supports implementation of California State Standards.

Maintain Professional Development that supports implementation of California State Standards.

Maintain Professional Development that supports implementation of California State Standards.

Academic Performance Index

N/A

N/A

N/A

N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High School Drop-out, Graduation Rate, A-G, AP, EAP	N/A	N/A	N/A	N/A
Implementation of Career Technical Education	N/A	N/A	N/A	N/A

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.1.a. Purchase K-5 CCSS Math Program

1.1 Continue using math curriculum

1.1 Purchase Kindergarten CCSS Math Curriculum and needed textbooks for other grades 1st-5th.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$0	\$1,650
Source	Unrestricted	N/A	Unrestricted
Budget Reference	Textbooks	N/A	Textbooks

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.2 Purchase necessary kits, materials, and online resources so students can conduct CCSS aligned investigations, performance tasks, & science projects

1.2 Purchase necessary kits, materials, and online resources so students can conduct CCSS aligned investigations, performance tasks, & science projects to increase student achievement in all subgroups including SWDs/Hispanics.

1.2 Purchase necessary kits, materials, and online resources so students can conduct CCSS aligned investigations, performance tasks, & science projects specifically targeted for UPP, including SWDs/Hispanics.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$10,000	\$12,532
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Materials and Supplies	Materials & Supplies	Certificated (Teacher) Salaries & Benefits, Materials & Supplies

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

1.3.a. Purchase 6th grade CCSS ELA Program and supplementary materials.

1.3.b. Pilot K-5 CCSS ELA Program.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

1.3 Purchase K-5 CCSS ELA Program and supplementary materials

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

1.3 Purchase additional ELA/ELD materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,800	\$24,350	\$2,750
Source	Unrestricted and Restricted	Unrestricted Restricted, Lottery	Unrestricted Restricted, Lottery
Budget Reference	Textbooks and Supplementary Materials	Textbooks, Materials & Supplies	Textbooks Materials & Supplies

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

1.4 Targeted 8th grade integrated math instruction provided by specialized math teacher in preparation for college and career readiness

2018-19 Actions/Services

1.4 Targeted 8th grade integrated math instruction provided by specialized math teacher in preparation for college and career readiness

2019-20 Actions/Services

1.4 Targeted 8th grade math instruction provided by specialized math teacher in preparation for college and career readiness specifically targeted for UPP, including SWDs/Hispanics.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$37,531	\$40,377
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Certificated Salaries	Certificated Salaries & Benefits	Certificated (Teacher) Salaries & Benefits

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

1.5 Develop staffs' depth of knowledge in areas such as classroom management, including: NGSS, ELD strategies, Math Practices, CCSS, Restorative Justice, as well as instructional planning and creating assessments through professional development and learning communities

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

1.5 Develop staffs' depth of knowledge in areas such as providing social-emotional support and classroom management, including: NGSS, ELD strategies, Math Practices, CCSS, Restorative Justice, as well as instructional planning and creating assessments through professional development and learning communities

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

1.5 Develop staffs' depth of knowledge in areas such as providing social-emotional support and classroom management, including: NGSS, ELD strategies, Math Practices, CCSS, Restorative Justice, as well as instructional planning and creating assessments through professional development and learning communities specifically targeted for UPP, including SWDs/Hispanics.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,100	\$4,678	\$11,678

Year	2017-18	2018-19	2019-20
Source	Unrestricted and Restricted	Unrestricted, Supplemental/Concentration	Unrestricted Unrestricted, Supplemental/Concentration Restricted, MTSS Grant
Budget Reference	Reference Books, Materials & Supplies, Travel & Conferences, Professional Service	Reference Books Materials & Supplies Travel & Conferences Certificated Salaries & Benefits	Books and Reference Materials Materials and Supplies Travel and Conferences Certificated (Teacher) Salaries & Benefits

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1.6 Continue to purchase and replenish technology devices so that scholars and teachers optimize on- line and digital learning

2018-19 Actions/Services

1.6 Continue to purchase and replenish technology devices so that scholars and teachers optimize on-line and digital learning

2019-20 Actions/Services

1.6 Continue to purchase and replenish technology devices so that scholars and teachers optimize on-line and digital learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Materials and Supplies	Materials and Supplies Non-capitalized Equipment Professional Services	Materials and Supplies Non-capitalized Equipment Professional Services

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1.7 Utilize online and digital intervention resources such as EADMS to create online assessments and monitor student progress

2018-19 Actions/Services

1.7 Utilize online and digital intervention resources such as EADMS to create online assessments and monitor student progress

2019-20 Actions/Services

1.7 Utilize online and digital intervention resources such as EADMS to create online assessments and monitor student progress

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,400	\$0	\$0
Source	Unrestricted	N/A	N/A
Budget Reference	Certificated Salaries	N/A	N/A

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.8 Continue intervention program

1.8 Continue intervention program

1.8 Continue intervention program that allows for small group instruction and extra support specifically targeted for UPP, including SWDs/Hispanics.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,000	\$40,898	\$41,683
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Certificates Salaries and Benefits, Classified Salaries and Benefits	Certificated & Classified Salaries & Benefits	Classified (Instructional Assistant) Salaries and Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Goal #2 Increase parent engagement and participation.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3

Local Priorities:

Identified Need:

Families continue to participate at community events, parent conferences, and school functions. An identified need is ensuring that parents continue to feel connected to the school, are well-informed of day to day activities, and feel comfortable approaching school staff with concerns. The focus of many of our Actions and Services will help all students but are especially targeted to help our Unduplicated Pupil Population which remains close to 55%.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Increase community events	3 per year	4 per year	5 per year	5 per year
Increase learning opportunities for parents	1 per year	2 per year	3 per year	4 per year
Implement parent surveys	N/A	1 per year	2 per year	3 per year

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.1 Hold 4 family-style events to build school community

2.1 Hold 5 family-style events to build school community

2.1 Hold 5 family-style events to build school community

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$1,266	\$1,592
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Materials and Supplies	Classified Salaries Materials and Supplies	Classified (Custodial and Other) Salaries and Benefits Materials and Supplies

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.2 Hold 2 Learning Events for parents, students, and teachers

2.2 Hold 3 Learning Events for parents, students, and teachers

2.2 Hold 3 Learning Events for parents, students, and teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$600	\$636	\$636
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Certificated Salaries and Benefits, Materials and Supplies	Certificated Salaries and Benefits Materials and Supplies	Certificated Salaries and Benefits Materials and Supplies

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

2.3 Implement parent surveys

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

2.3 Increase parent survey response by 5%

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

2.3 Increase parent survey response by 5% and maintain open communication and shared information through maintaining website and marquee.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$150	\$441	\$2,257
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	Certificated (Other) Salaries and Benefits Materials and Supplies

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Goal #3 Increase student engagement in the school environment

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Identified Need:

More scholars need to learn and demonstrate skills for successful learning, living, and engagement to feel that they are important members of the learning community. Mupu will be a safe and inviting place where scholars are actively engaged and enjoy learning and coming to school every day. The focus of many of our Actions and Services will help all students but are especially targeted to help our Unduplicated Pupil Population which remains close to 55%.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Citizenship Honor Roll	In 2016-17, 76% achieved Citizenship Honor Roll.	80% of students will earn Citizenship Honor Roll	80% of students will earn Citizenship Honor Roll	80% of students will earn Citizenship Honor Roll
Community Service Projects	In 2016-17, 100% of students participated in Community Service Projects	Maintain 100% participation in Community Service Projects	Maintain 100% participation in Community Service Projects	Maintain 100% participation in Community Service Projects
Suspension/Expulsion Rates	Suspension/Expulsion rate is less than 1%	Maintain a less than 1% Suspension/Expulsion rate	Maintain a less than 1% Suspension/Expulsion rate	Maintain a less than 1% Suspension/Expulsion rate
Attendance Rate	2016-17 Attendance rate is 95.25%	Attendance rate will increase to 97%	Maintain a 97% attendance rate	Maintain a 97% attendance rate
Chronic Absenteeism	2016-17 Chronic Absenteeism rate is 6%	Decrease chronic absenteeism rate to 5%	Decrease chronic absenteeism rate to 4%	Decrease chronic absenteeism rate to 3%
School Climate	In 2016-17, 77% of students expressed they were satisfied with their education.	Increase students satisfied with their education to 80%.	Maintain 80% satisfaction rate	Maintain 80% satisfaction rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Exemplary Rating of Facilities	In 2016-17, Mupu rated Exemplary on the Facilities Inspection Tool (FIT)	Maintain an exemplary rating of the FIT	Maintain an exemplary rating of the FIT	Maintain an exemplary rating of the FIT
Middle School Dropout Rate	Middle school dropout rate is below state/county average.	Continue to maintain middle school dropout rate below state/county average.	Continue to maintain middle school dropout rate below state/county average.	Continue to maintain middle school dropout rate below state/county average.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.1 Continue to involve students in year-long community service projects.

3.1 Continue to involve students in year-long community service projects.

3.1 Continue to involve students in year-long community service projects.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$200

\$200

\$200

Source

Unrestricted

Unrestricted

Unrestricted

Budget Reference

Materials and Supplies

Materials and Supplies

Materials and Supplies

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.2 Continue to support fine arts enrichment in the educational program.

3.2 Continue to support fine arts enrichment in the educational program.

3.2 Continue to support fine arts enrichment in the educational program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$13,410	\$15,650
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Classified Salaries	Classified Salaries Materials & Supplies Professional Services	Materials and Supplies Professional Services

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

3.3 Update multi-purpose classroom to include new carpeting, teaching wall, and refurbishment. New carpet to be installed in both portables.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

3.3 Update Math/Science Lab and 2nd grade classroom.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

3.3 Update classrooms to include new flooring (as needed), teaching wall, and refurbishment; update office with new paint and carpet.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$32,600	\$32,000
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Capital	Capital Materials & Supplies	Materials and Supplies Rentals, Leases and Repairs Buildings and Improvement of Buildings

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.4 Continue K-8 field trip support

3.4 Continue K-8 field trip support to enhance curriculum and to prepare 21st scholars to be college and career ready.

3.4 Continue K-8 field trip support to enhance curriculum and to prepare 21st scholars to be college and career ready specifically targeted for UPP, including SWDs/Hispanics.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,000	\$29,523	\$27,023
Source	Unrestricted	Unrestricted, Supplemental/Concentration Restricted, Donations	Unrestricted, Supplemental/Concentration Locally Restricted
Budget Reference	Professional Services	Certificated Salaries & Benefits Professional Services	Certificated Salaries and Benefits Professional Services

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

3.5 Continue to designate Foster Youth Liaison to ensure immediate enrollment, smooth transitions, and support as needed.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

3.5 Continue to designate Foster Youth and Homeless Liaison to ensure immediate enrollment, smooth transitions, and support as needed.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

3.5 Continue to designate Foster Youth and Homeless Liaison to ensure immediate enrollment, smooth transitions, and support as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.6 Develop an awareness of a healthy living lifestyle including importance of attending school regularly.

3.6 Develop an awareness of a healthy living lifestyle including importance of attending school regularly.

3.6 Develop and awareness of healthy living lifestyle including importance of attending school regularly.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$1,000	\$500
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Materials and Supplies	Materials & Supplies	Materials and Supplies

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.7 Regularly inspect, monitor and repair grounds and facilities to ensure school facilities that are safe, welcoming and support student learning. Hire a landscaping company to maintain school grounds

3.7 Regularly inspect, monitor and repair grounds and facilities to ensure school facilities that are safe, welcoming and support student learning; continue with landscaping company to maintain school grounds

3.7 Regularly inspect, monitor and repair grounds and facilities to ensure school facilities that are safe, welcoming, and support student learning; continue with landscaping company to maintain school grounds

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$24,350	\$23,150
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Professional Services, Materials and Supplies	Materials and Supplies Non-capitalized Equipment Rents & Repairs Professional Services	Materials and Supplies Non-capitalized Equipment Rentals, Leases and Repairs Professional Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$129,023

10.18%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

MESD will receive approximately \$129,023 in revenue attributed to the basis and number of low income, foster youth, homeless, and English Learners. The Unduplicated Pupils enrollment is close to 55% and services are principally directed to increase and improve the services of EL, FY, and LI. Effective use of the funds included intervention, after school support, educational experiences including overnight field trips and excursions, fine arts and music instruction, upgrade of technology, increased parental engagement, and smaller class sizes.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$126,413

10.62%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The supplemental/concentration funds provided in the LCAP provide for increased or improved services for low income pupils, foster youth, and English Learners. These funds will be used to support smaller class sizes, intervention, After School Program, overnight field trips and excursions, music and art instruction, and the upgrade of technology.

Actions to provide for Unduplicated Pupil Population Include:

LCAP Goal 1.2

Purchase necessary kits, materials, and online resources so students can conduct CCSS aligned investigations, performance tasks, & science projects to increase student achievement in all subgroups

LCAP Goal 1.4

Targeted 8th grade integrated math instruction provided by specialized math teacher in preparation for college and career readiness

LCAP Goal 1.5

Develop staffs' depth of knowledge in areas such as providing social-emotional support and classroom management, including: NGSS, ELD strategies, Math Practices, CCSS, Restorative Justice, as well as instructional planning and creating assessments through professional development and learning communities

LCAP Goal 1.6

Continue to purchase and replenish technology devices so that scholars and teachers optimize on-line and digital learning

LCAP Goal 1.8

Continue intervention program

LCAP Goal 2.1

Hold 5 family-style events to build school community

LCAP Goal 2.2

Hold 3 Learning Events for parents, students, and teachers

LCAP Goal 2.3

Increase parent survey response by 5%

LCAP Goal 3.2

Continue to support fine arts enrichment in the educational program

LCAP Goal 3.4

Continue K-8 field trip support to enhance curriculum and to prepare 21st scholars to be college and career ready

LCAP Goal 3.5

Continue to designate Foster Youth and Homeless Liaison to ensure immediate enrollment, smooth transitions, and support as needed

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$139,952

Percentage to Increase or Improve Services

9.48%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide

or LEA-wide use of funds (see instructions).

The supplemental/concentration funds provided in the LCAP provide for increased or improved services for low income pupils, foster youth, and English Learners. These funds will be used schoolwide to support small group instruction, intervention, After School Program, overnight field trips and excursions, music and art instruction, and the upgrade of technology.

Actions to provide for Unduplicated Pupil Population Include:

LCAP Goal 1.2

Purchase necessary kits, materials, and online resources so students can conduct CCSS aligned investigations, performance tasks, & science projects to increase student achievement in all subgroups

LCAP Goal 1.4

Targeted 8th grade integrated math instruction provided by specialized math teacher in preparation for college and career readiness

LCAP Goal 1.5

Develop staffs' depth of knowledge in areas such as providing social-emotional support and classroom management, including: NGSS, ELD strategies, Math Practices, CCSS, Restorative Justice, as well as instructional planning and creating assessments through professional development and learning communities

LCAP Goal 1.6

Continue to purchase and replenish technology devices so that scholars and teachers optimize on-line and digital learning

LCAP Goal 1.8

Continue intervention program

LCAP Goal 2.1

Hold 5 family-style events to build school community

LCAP Goal 2.2

Hold 3 Learning Events for parents, students, and teachers

LCAP Goal 2.3

Increase parent survey response by 5%

LCAP Goal 3.2

Continue to support fine arts enrichment in the educational program

LCAP Goal 3.4

Continue K-8 field trip support to enhance curriculum and to prepare 21st scholars to be college and career ready

LCAP Goal 3.5

Continue to designate Foster Youth and Homeless Liaison to ensure immediate enrollment, smooth transitions, and support as needed