

Introduction:

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.

In order to accomplish these objectives, Mupu is focused on the following three goals: (1) increase student achievement and wellness, (2) increase parent engagement and participation, and (3) increase student engagement in the school environment.

LEA: Mupu Elementary

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LCAP Year: 2016-17

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

8/3/15, 10/19/15, 11/16/15, 12/14/15, 1/8/16, 2/22/16, 5/16/16- Monthly Parent meetings "Coffee & Chat"- Parents were notified via email, details were posted on school's website and calendar, and information posted on school bulletin in front of school. LCAP goals reviewed; discussion revolved around how and what Mupu is doing to meet its four goals. Much discussion took place on Goals #3 and #4 and how to increase engagement through both educational activities and fun events throughout the year. Stakeholders expressed they were happy with the email communication that has taken place this year and the access they have to student information such as grades, lunch bills, and attendance.

2/22/16, 3/2/16, 5/16/16- LCAP Parent Advisory Goup Meeting- Stakeholders, primarily parents, wanted to know more about how they could take an active role with Community Service Projects. They were also interested in developing a music program and having educational presentations regarding healthy lifestyle choices for both parents and scholars. Discussion involved decreasing four goals to three and eliminating some actions such as the salad bar.

12/11/15, 3/4/16 & 4/8/16- Staff meetings- Staff met throughout the year to discuss LCAP goals and ensure that these were being met through appropriate actions and services. Field trips, Artist-in-the-Classroom, Common Core curriculum, reflecting on teaching strategies, and effective implementation of technology were also topics of discussion throughout these meetings. Teachers really wanted to focus on redesigning our library into a desirable learning center through the purchase of new furniture and library resources. There are no bargaining units at Mupu, so no union meetings were held.

9/16/15, 10/21/15, 11/18/15, 12/16/15, 1/20/16, 2/17/16, 3/16/16, 4/13/16- Board Meetings- Each board meeting included a brief update on how Mupu was addressing the goals of the LCAP. The board particularly liked to hear about evening events such as Movie Nights and Fall Festival. They also were pleased with the increased number of field trips, particularly the addition of outdoor education for grades 3-6.

6/1/16- Public Hearing- No written responses from superintendent requested nor were there any public comments made in regards to the LCAP.

6/8/16- Board Approval

Communication will continue to take place via email with a goal of including texting or Twitter.

Community Service Projects for each grade span have already been planned for next year.

For the upcoming year, a music program has been established with a specific focus for each grade level. Rhythm instruments, recorders, guitars, and music books will be purchased (see Section 2, Goal 3, Action 3).

Continued resources will be allocated to the library and updating its current collection and setting.

Impact will be determined by using the following data; CELDT, state testing results, district assessments, Honor Roll, Attendance rates, Suspension/Expulsion rates, parent and scholar surveys

No written responses from superintendent requested.

<p>Annual Update:</p> <p>2/22/16, 3/2/16 & 5/16/16 - Annual Update- Parent meeting. Parents were notified via email, details were posted on school's website and calendar, information posted on school bulletin in front of school, and notices displayed around campus.</p> <p>4/8/16- Annual Update- Staff met and reviewed what actions and services have been met or are in the process of being met.</p>	<p>Annual Update:</p> <p>Mupu joined Junior Library Guild and is receiving monthly shipments of new and highly desirable books for all ages.</p> <p>All stakeholders are very pleased with the increase in field trips this year. All scholars in Grades K-4 traveled to Pepperdine University to see a live theater performance. Grades K-2 visited the Moorpark Teaching Zoo and Grades 3-4 visited the Science Museum in Los Angeles and spent the night in a Chumash Village in Malibu. Grades 5-6 spent three days at AstroCamp in Idyllwild and Grades 7-8 spent a week at the Catalina Island Marine Institute.</p> <p>Professional Development focused on ways to address the needs of all learners, Next Generation Science Standards, implementing technology in the classroom, and appropriate assessment tools.</p>
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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 and wellness.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: N/A
Identified Need:	Overall student achievement and physical wellness needs to improve. Student performance on the CAASPP was low. Physical Fitness Tests scores were low, and we have a low percentage of students on academic honor roll. Mupu will continue to improve proficiency and redesignation of English Learners.	
Goal Applies to:	Schools: Mupu Elementary School	
	Grades: All	
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. In 2014-15, baseline scores on the Smarter Balanced Assessment were 44% of students meeting or exceeding standard in ELA/Literacy and 37% meeting or exceeding standard in Math. <ul style="list-style-type: none"> • In 2016-17- 50% of students will meet or exceed standard in ELA/Literacy • In 2016-17- 45% of students will meet or exceed standard in mathematics 2. In 2015-16, 50% of students achieved academic honor roll, in 2016-17 55% of students will achieve academic honor roll. 3. In 2015-16, 33% of English Learners were redesignated Fluent English Proficient, in 2016-17 35% will be RFEP'd Fluent English Proficient. 4. AMAO 1, English Learners making progress towards proficiency English will improve 2%, based on CELDT assessment results. 2014-15 at 65%, 2016-17 will be 67% 5. In 2014-15, 61% of 5th and 7th grade scholars met 5 of the 6 fitness standards on the California Physical Fitness test, in 2016-17 70% of scholars will meet 5 of 6 standards. 6. API, not applicable 7. 100% teachers fully credentialed. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1.1 Pilot K-5 Math Common Core Program.</p>	<p>Mupu Elementary School Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>0</p>

1.2 Purchase necessary kits, materials, and online resources so students can conduct Common Core aligned investigations, performance tasks, & science projects.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Books & Supplies, Restricted 15,000
1.3 Purchase 7-8 Common Core Language Arts Program.	Mupu Grades: 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Books & Supplies; Unrestricted 4,000
1.4 Targeted 8th grade integrated math instruction provided by specialized math teacher in preparation for college and career readiness.	Mupu Grades: 8th	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Certificated Personnel Salaries; Salaries & Benefits; Unrestricted 42,000

<p>1.5 Develop teachers' depth of knowledge in content areas and classroom management, including: NGSS, ELD strategies, Math Practices, Common Core, Restorative Justice, as well as instructional planning and creating assessments through professional development and learning communities.</p>	<p>Mupu Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Personnel Salaries: Unrestricted \$10,000 Professional Services; Unrestricted \$5,000</p>
<p>1.6 Continue to purchase and replenish technology devices so that scholars and teachers optimize on-line and digital learning.</p>	<p>Mupu Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salaries & Benefits; Unrestricted 2,870 Materials & Supplies; Unrestricted 18,000</p>
<p>1.7 Subscribe to or purchase digital intervention resources.</p>	<p>Mupu Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books & Supplies; Unrestricted; 1,000</p>

<p>1.8 Continue with After-School Program to include 2 hours of intervention program for struggling scholars.</p>	<p>Mupu Grades: 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Personnel Salaries; Salaries and Benefits; Unrestricted; 3,500</p>
<p>1.9 Continue intervention program.</p>	<p>Mupu Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Personnel Salaries & Benefits; Unrestricted 32,000 Classified Salaries & Benefits; Unrestricted 2,800</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Continue to improve SBAC ELA/Literacy students meeting or exceeding standard by 5%. 2. Continue to improve mathematics students meeting or exceeding standard by 5%. 3. Continue to improve academic honor roll by 5%. 4. Continue to increase EL students redesignated to Fluent in English by 3%. 5. AMAO 1, English Learners making progress towards proficiency English will continue to improve 2%, based on CELDT assessment results. 6. Continue to improve PFT results of students meeting 5 of 6 standards by 5%. 7. API, not applicable 8. Maintain 100% fully credentialed teachers. 		
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.	Mupu Elementary School Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Books & Supplies; Unrestricted \$20,000
1.2 Purchase necessary kits, materials, and online resources so students can conduct common core aligned investigations, performance tasks, & science projects.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Books \$ Supplies, Unrestricted 6,000

1.3 Targeted 8th grade integrated math instruction provided by specialized math teacher in preparation for college and career readiness.	Mupu Grades: 8th	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Personnel Salaries; Salaries & Benefits; Unrestricted 42,000
1.4 Develop teachers' depth of knowledge in content areas and classroom management, including: NGSS, ELD strategies, Math Practices, Common Core, Restorative Justice, as well as instructional planning and creating assessments through professional development and learning communities.	Mupu Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Personnel Salaries: Unrestricted 8,000 Professional Services; Unrestricted 3,000
1.5 Subscribe to or purchase digital intervention resources.	Mupu Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Books & Supplies, Unrestricted; 1,000

<p>1.6 Continue with After School Program to include 4 hours of intervention program for struggling scholars.</p>	<p>Mupu Grades: 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Personnel Salaries; Salaries and Benefits; Unrestricted; 3,500</p>
<p>1.7 Continue intervention program.</p>	<p>Mupu Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>Certificated Personnel Salaries & Benefits; Unrestricted 32,000 Classified Salaries & Benefits; Unrestricted 2,800</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Continue to improve SBAC ELA/Literacy students meeting or exceeding standard by 5%. 2. Continue to improve mathematics students meeting or exceeding standard by 5%. 3. Continue to improve academic honor roll by 5%. 4. Continue to increase EL students redesignated to Fluent in English by 3%. 5. AMAO 1, English Learners making progress towards proficiency English will continue to improve 2%, based on CELDT assessment results 6. Continue to improve PFT results of students meeting 5 of 6 standards by 5%. 7. API, not applicable 8. Maintain 100% fully credentialed teachers. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.2 Purchase necessary kits, materials, and online resources so students can conduct common core aligned investigations, performance tasks, & science projects.</p>	<p>Mupu Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books \$ Supplies, Unrestricted 6,000</p>

1.3 Targeted 8th grade integrated math instruction provided by specialized math teacher in preparation for college and career readiness.	Mupu Grades: 8th	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Personnel Salaries; Salaries & Benefits; Unrestricted 42,000
1.4 Develop teachers' depth of knowledge in content areas and classroom management, including: NGSS, ELD strategies, Math Practices, Common Core, Restorative Justice, as well as instructional planning and creating assessments through professional development and learning communities.	Mupu Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Personnel Salaries: Unrestricted 8,000 Professional Services; Unrestricted 3,000
1.5 Subscribe to or purchase digital intervention resources.	Mupu Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Books & Supplies, Unrestricted; 1,000

<p>1.8 Continue with After School Program to include 4 hours of intervention program for struggling scholars.</p>	<p>Mupu Grades: 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Personnel Salaries; Salaries and Benefits; Unrestricted; 3,500</p>
<p>1.7 Continue intervention program.</p>	<p>Mupu Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>Certificated Personnel Salaries & Benefits; Unrestricted 32,000 Classified Salaries & Benefits; Unrestricted 2,800</p>

GOAL:	Goal #2 Increase parent engagement and participation.		Related State and/or Local Priorities: X 1 _2 X 3 _4 _5 _6 _7 _8 Local: N/A
Identified Need:	Current parent participation is mainly attendance at school 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.		
Goal Applies to:	Schools:	Mupu Elementary School	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	1. 60% parent participation in school sponsored events as measured by sign-in sheets and surveys 2. 60% parent participation in school sponsored learning opportunities as measured by sign-in sheets and surveys		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	2.1 Hold four family-style events to build school community.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
			Books & Supplies; Unrestricted 1,500

<p>2.2 Hold three Learning Events for parents, students, and teachers.</p>	<p>Mupu Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Salaries & Benefits, Unrestricted; 2,450 Professional Services 2,000</p>	
<p>LCAP Year 2</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>1. Continue to increase parent participation in school sponsored events by 5%. 2. Continue to increase parent participation in school sponsored learning opportunities by 5%.</p>			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>2.1 Hold four family style events to build school community.</p>	<p>Mupu Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books & Supplies; Unrestricted 1,500</p>	

<p>2.2 Hold three Learning Events for parents, students, and teachers.</p>	<p>Mupu Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Salaries & Benefits, Unrestricted; 2,450 Professional Services 2,000</p>	
<p>LCAP Year 3</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>1. Continue to increase parent participation in school sponsored events by 5%. 2. Continue to increase parent participation in school sponsored learning opportunities by 5%.</p>			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>2.1 Hold four family style events to build school community.</p>	<p>Mupu Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Books & Supplies; Unrestricted 1,500</p>	

<p>2.2 Hold three Learning Events for parents, students, and teachers.</p>	<p>Mupu Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Salaries & Benefits, Unrestricted; 2,450 Professional Services 2,000</p>
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GOAL:	Goal #3 Increase student engagement in the school environment.		Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 _8 Local: N/A	
Identified Need:	More students need to learn and demonstrate skills for successful learning, living, and engagement to feel that they are important members of the learning community.			
Goal Applies to:	Schools:	Mupu Elementary School		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. In 2015-16 62% of students achieved citizenship honor roll. In 2016-17 70% of students will achieve citizenship honor roll. 2. In 2015-16 100% of students participated in student service projects. This will be maintained in 2016-17. 3. In 2015-16 suspension/expulsion rates were less than 1%. This will be maintained in 2016-17. 4. In 2015-16 attendance rate was 95.8%, in 2016-17 attendance rates will be 97% or higher. 5. Chronic Absenteeism rates, not available 6. In 2015-16 61% of students in grades 3-8 expressed they enjoy coming to school and are excited about learning. In 2016-17 70% of students surveyed will indicate positive attitudes toward school. 7. Maintain an Exemplary rating of the Facilities Inspection Tool (FIT). 8. Continue to maintain middle school dropout rate below state/county average. 			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

3.1 Continue to involve students in year-long community service projects.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Books & Supplies; Unrestricted; 250
3.2 Provide after school sports and athletic activities and competition events. Include extra hours for coaching and supplies.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Salaries & Benefits, Unrestricted 1,220 Materials & Supplies; Unrestricted; 500
3.3 Continue to support fine arts enrichment in the educational program. Add music to art instruction.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Personnel Salaries, Salaries & Benefits; Unrestricted; 15,000 Materials & Supplies; Unrestricted 3,000

<p>3.4 Add books and digital resources to the library. Update furniture and supplies. Open library during the summer one day a week.</p>	<p>Mupu Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Salaries & Benefits; Unrestricted; 250 Materials & Supplies: Unrestricted: 5,000</p>
<p>3.5 Continue K-8 field trip support.</p>	<p>Mupu Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Personnel Salaries & Benefits; Unrestricted; 1,635 Professional & Consulting Services, Unrestricted; 15,000</p>
<p>3.6 Continue to designate Foster Youth Liaison to ensure immediate enrollment, smooth transtions, and support as needed.</p>	<p>Mupu Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated & Personnel Salaries, Unrestricted; 0</p>

<p>3.7 Develop an awareness of a healthy living lifestyle.</p>	<p>Mupu Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials & Supplies; Unrestricted; 1,000 Professional Services; Unrestricted; 1,000</p>
<p>3.8 Regularly inspect, monitor and repair grounds and facilities to ensure school facilities that are safe, welcoming and support student learning.</p>	<p>Mupu Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials & Supplies; Unrestricted; 10,000</p>

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Continue to improve citizenship honor roll by 5% each year. 2. Continue to maintain 100% participation in community service projects. 3. Continue to maintain suspension/expulsion rates less than 1%. 4. Continue to maintain at least 98% attendance rate. 5. Chronic Absenteeism, data not available. 6. Continue to improve positive attitudes toward school by 5%. 7. Continue to maintain a rating of 'Exemplary' on the Facilities Inspection Tool (FIT). 8. Continue to maintain middle school dropout rate lower than state/county average.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Continue to involve students in yearlong community service projects.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Books & Supplies; Unrestricted; 250
3.2 Provide after school sports and athletic activities and competition events. Include extra hours for coaching and supplies.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Salaries & Benefits, Unrestricted 1,220 Materials & Supplies; Unrestricted; 500
3.3 Continue to support fine arts and music enrichment to educational program.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Personnel Salaries, Salaries & Benefits; Unrestricted; 15,000 Materials & Supplies; Unrestricted 3,000

3.4 Add books and digital resources to the library. Update furniture and supplies. Open library during the summer one day a week.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Salaries & Benefits; Unrestricted; 250 Materials & Supplies: Unrestricted: 5,000
3.5 Continue K-8 field trip support.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Personnel Salaries & Benefits; Unrestricted; 1,635 Professional & Consulting Services, Unrestricted; 15,000
3.6 Continue to designate Foster Youth Liaison to ensure immediate enrollment, smooth transtions, and support as needed.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated & Personnel Salaries, Unrestricted; \$0

<p>3.7 Continue to develop an awareness of a healthy living lifestyle.</p>	<p>Mupu Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials & Supplies; Unrestricted; 1,000 Professional Services; Unrestricted; 1,000</p>
<p>3.8 Regularly inspect, monitor and repair grounds and facilities to ensure school facilities that are safe, welcoming and support student learning.</p>	<p>Mupu Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials & Supplies; Unrestricted; 10,000</p>

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Continue to improve citizenship honor roll by 5% each year. 2. Continue to maintain 100% participation in community service projects. 3. Continue to maintain suspension/expulsion rates less than 1%. 4. Continue to maintain at least 98% attendance rate. 5. Chronic Absenteeism, data not available. 6. Continue to improve positive attitudes toward school by 5%. 7. Continue to maintain a rating of 'Exemplary' on the Facilities Inspection Tool (FIT). 8. Continue to maintain middle school dropout rate lower than state/county average.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Continue to involve students in yearlong community service projects.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Books & Supplies; Unrestricted; 250
3.2 Provide after school sports and athletic activities and competition events. Include extra hours for coaching and supplies.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Salaries & Benefits, Unrestricted 1,220 Materials & Supplies; Unrestricted; 500
3.3 Continue to support fine arts and music enrichment to educational program.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Personnel Salaries, Salaries & Benefits; Unrestricted; 15,000 Materials & Supplies; Unrestricted 3,000

3.4 Add books and digital resources to the library. Update furniture and supplies. Open library during the summer one day a week.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Salaries & Benefits; Unrestricted; 250 Materials & Supplies: Unrestricted: 5,000
3.5 Continue K-8 field trip support.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Personnel Salaries & Benefits; Unrestricted; 1,635 Professional & Consulting Services, Unrestricted; 15,000
3.6 Continue to designate Foster Youth Liaison to ensure immediate enrollment, smooth transtions, and support as needed.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated & Personnel Salaries, Unrestricted; \$0

3.7 Continue to develop an awareness of a healthy living lifestyle.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials & Supplies; Unrestricted; 1,000 Professional Services; Unrestricted; 1,000
3.8 Regularly inspect, monitor and repair grounds and facilities to ensure school facilities that are safe, welcoming and support student learning.	Mupu Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials & Supplies; Unrestricted; 10,000

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?

Original Goal from prior year LCAP:	: Goal #1- Increase student achievement.		Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 _7 X 8 Local:	
Goal Applies to:	Schools:	Mupu Elementary School		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. We will establish a baseline percentage for proficiency on state and local benchmark assessments. 2. 70% of students will score proficient or above on district assessments. 3. 50% of students will achieve academic honor roll. 		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 44% of all students met or exceeded the standard on English Language Arts state tests. 37% of all students scored met or exceeded the standard on math state tests. 2. 48% of all students met or exceeded the standard in reading on district assessments. 58% of all students scored met or exceeded the standard in writing on district assessments. 45% of all students scored proficient in math on district assessments. 3. 50% of students achieved academic honor roll.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
1.1 Purchase K-5 Math Common Core Program.		Books & Supplies; Unrestricted \$20,000	Mupu piloted Pearson's Investigations Common Core Math Program. Expenditures were less as we decided not to purchase the math curriculum that we were piloting and will be piloting Pearson's enVision Common Core Math Program. Several FOSS science units that are NGSS aligned were purchased for grades 3-8	
			Approved Textbooks; Unrestricted 8,500	

Scope of service:	Mupu Elementary School Grades: All		Scope of service:	Mupu Grades: 3rd, 4th, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.2 Purchase necessary kits, materials, and online resources so students can conduct common core aligned investigations, performance tasks, & science projects.		Books & Supplies; Unrestricted \$3,000	State standards aligned online resources, supplementary materials, and supplies were purchased for all grades. Such materials included Scholastic News for every grade level and class sets of novels. As a result of teacher feedback, there were increased expenditures due to the purchase of a class set of microscopes and a class set of graphing calculators.		Materials and Supplies; Unrestricted 7,650
Scope of service:	Mupu Elementary School Grades: All		Scope of service:	Mupu Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>1.3 Continue to purchase and replenish technology devices so that students and teachers optimize on-line and digital learning</p>		<p>Books & Supplies; Unrestricted \$30,000</p> <p>Certificated Salaries & Benefits, Unrestricted \$2,870</p>	<p>A class set of Chromebooks, a charging station, and projectors were purchased. Mupu's Educational Technology Specialist researched and aided in the implementation of technology in the classroom. Fewer devices were purchased as teachers shared class sets of iPads or Chromebooks between two grades.</p>		<p>Certificated Salaries & Benefits; 2,870</p> <p>Materials and Supplies; Unrestricted 10,863</p> <p>Noncapitalized Equipment; Unrestricted 530</p> <p>Noncapitalized Equipment; Restricted 55</p>
<p>Scope of service:</p>	<p>Mupu Elementary School</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Mupu</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>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.</p>		<p>Certificated Personnel Salaries; Unrestricted \$15,000</p> <p>Professional Services; Unrestricted \$5,000</p>	<p>All teachers attended two district-wide trainings throughout the year that dealt with technology, ELD, and providing access to all learners. Several teachers also participated in Common Core Math and NGSS professional development. Because of the difficulty to obtain substitutes, the District did not participate in the number of staff developments as planned therefore a decrease in expected budget expenditures.</p>	<p>Certificated Salaries and Benefits; Unrestricted 6,850</p> <p>Materials and Supplies; Unrestricted 740</p> <p>Professional Services; Unrestricted 3,630</p>
<p>Scope of service:</p>	<p>Mupu Elementary School</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Mupu</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

1.5 Maintain separate 8th grade math instruction.		Certificated Personnel Salaries; Salaries & Benefits; Unrestricted \$16,000	A highly qualified teacher was hired as an 8th grade math teacher. She also provides intervention for 4th grade math and math instruction for 6th graders. Because of hiring an additional staff member, the cost was greater than anticipated.	Certificated Salaries and Benefits; Unrestricted 39,670
Scope of service:	Mupu Elementary School Grades: All		Scope of service: Mupu Grades: 4th, 6th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
What changes in actions, services, and expenditures	Expenditures were less as we decided not to purchase the math program that was piloted. We will continue to purchase textbooks that are State Standards aligned. We plan to purchase a K-5 math curriculum this year, along with English Language Arts for grades 7-8, and more FOSS units for grades 3-8. With a more rigorous curriculum that is aligned with Common Core, student scores on district assessment were far lower than expected. Continued professional development and collaboration strategies will help to improve these scores in the future. Supplemental materials will continue to be purchased to enhance student learning. Another classroom set of Chromebooks, iPads and charging carts will be purchased as well as increasing the bandwidth at the school. The District will continue to move toward 21st Century classrooms. We will continue to provide separate 8th grade math instruction in a self-contained rigorous environment to focus on preparing scholars for high school.			

Original Goal from prior year LCAP:	Goal #2: Close achievement gap among subgroups.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:		
Goal Applies to:	Schools:	Mupu Elementary School Grades: All			
	Applicable Pupil Subgroups:	Foster Youth, Hispanic or Latino, Low Income Pupils, English Learners, Students with Disabilities			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. We will establish a baseline percentage for proficiency on standardized assessments. 2. Score proficient or above on district assessments. <ol style="list-style-type: none"> a. 70% of Hispanics b. 60% of EL students c. 55% of students with disabilities d. 85% OF Low Income students 3. 25% of English Learners will be reclassified to Fluent English Proficient (14/15- 12%) 		<table border="1"> <tr> <td data-bbox="1062 463 1262 1381">Actual Annual Measurable Outcomes:</td> <td data-bbox="1262 463 1885 1381"> <ol style="list-style-type: none"> 1. Baseline SBAC data was established in 2014-15 <ul style="list-style-type: none"> • Overall 44% met or exceeded standard in ELA/Literacy, 37% met or exceeded math standard • Hispanic- 37% met or exceeded standard in ELA/Literacy, 33% met or exceeded math standard • English Learners not reported, less than 10 in each grade level • Students with disabilities not reported, less than 10 in each grade level • Low Income- 36% met or exceeded standard in ELA/Literacy, 28% met or exceeded math standard 2. Based on district assessments: <ul style="list-style-type: none"> • 59% of Hispanics scored proficient (goal not met) • 48% of English Learners scored proficient (goal not met) • 22% of students with disabilities scored proficient (goal not met) • 43% of Low Income students scored proficient (goal not met) 3. 33% of English Learners were reclassified to Fluent English Proficient. (goal met) </td> </tr> </table>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Baseline SBAC data was established in 2014-15 <ul style="list-style-type: none"> • Overall 44% met or exceeded standard in ELA/Literacy, 37% met or exceeded math standard • Hispanic- 37% met or exceeded standard in ELA/Literacy, 33% met or exceeded math standard • English Learners not reported, less than 10 in each grade level • Students with disabilities not reported, less than 10 in each grade level • Low Income- 36% met or exceeded standard in ELA/Literacy, 28% met or exceeded math standard 2. Based on district assessments: <ul style="list-style-type: none"> • 59% of Hispanics scored proficient (goal not met) • 48% of English Learners scored proficient (goal not met) • 22% of students with disabilities scored proficient (goal not met) • 43% of Low Income students scored proficient (goal not met) 3. 33% of English Learners were reclassified to Fluent English Proficient. (goal met)
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
2.1 Continue intervention program.		Cost of intervention teacher, Certificated Personnel Salaries; Salaries & Benefits; Unrestricted \$23,600 Restricted; \$5,900 Cost of instructional aide; Classified Personnel Salaries; unrestricted; \$2,800	Teachers worked within classes to help the needs of English Learners.		Certificated Salaries and Benefits; Unrestricted 30,650 Classified Salaries and Benefits; Unrestricted 3,400
Scope of service:	Mupu Elementary School Grades: All		Scope of service:	Mupu Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>2.2 Subscribe to or purchase digital intervention resources.</p>		<p>Intervention equipment; Books & supplies; Unrestricted; \$30,000</p>	<p>Software program was purchased to improve students' access to technology. Due to teacher feedback and research, we decided to not purchase any additional intervention software programs at this time until more research was conducted.</p>	<p>Materials and Supplies; Unrestricted</p> <p>250</p> <p>Materials and Supplies; Restricted</p> <p>400</p>
<p>Scope of service:</p>	<p>Mupu Elementary School</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Mupu</p> <p>Grades: K, 1st, 2nd</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

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.		Certificated Personnel Salaries; Salaries and Benefits; Unrestricted; \$5,000	Teachers felt that an additional hour of schooling at the end of the day was not beneficial to scholars. Scholars in the upper grades (7th & 8th) decided to remain an extra 30 minutes twice a week to complete homework or get extra support. This began in October and will continue next year as well.	Certificated Salaries and Benefits; Unrestricted	1,360
Scope of service:	Mupu Elementary School Grades: All		Scope of service:	Mupu Grades: 7th, 8th	
_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino X White X Students with Disabilities X Homeless _ Other		
2.4 Provide small group instruction within class day to address the needs of English Learners.		Certificated & Classified Personnel Salaries, Unrestricted; \$0	Ongoing intervention with targeted instruction will continue through aides working in the classroom with small groups.		\$0
Scope of service:	Mupu Elementary School Grades: All		Scope of service:	Mupu Grades: 5th, 6th	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>We will look to improve proficiency of all students. Focusing on effective instructional strategies and providing access and opportunities for all learners will be the primary focus for 2016-17. By doing this, the achievement gap will decrease. (See Goal #1 in 2016-17).</p>	

Original Goal from prior year LCAP:	Goal #3: Increase parent engagement and participation.		Related State and/or Local Priorities: X 1 _2 X 3 _4 _5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	Mupu Elementary School		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. 60% parent participation in school sponsored events. 2. 60% return of parent surveys 3. 60% parent participation in school sponsored learning opportunities		Actual Annual Measurable Outcomes:	1. In 2015-16 73% of parents attended Parent Info Night (goal met). While other events were well-attended, it was difficult to get an actual count of attendees. 2. No parent surveys were conducted in 2015-16. 3. In 2015-16 20% of parents attended the school sponsored learning opportunity event.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
3.1 Continue to hold 4 family style events to build school community.		Books & Supplies; Unrestricted; \$2,500	Mupu purchased popcorn machine, items for game booths, and lighting equipment for evening events. Licenses for two movie nights were also purchased. Costs for these events were not as high as originally projected. Materials and Supplies; Unrestricted 1,275	

Scope of service:	Mupu Elementary School Grades: All		Scope of service:	Mupu Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3.2 Hold 3 Learning Events for parents, students, and teachers.		Books & Supplies, Professional Consulting Services, Classified Salaries; Salaries & Benefits; Unrestricted; \$2,300 Materials Unrestricted \$2,700	One learning event was held for parents by Interface. Budgeted amount was used for both learning events as well as the coordination for all family events.	Classified Salaries and Benefits; Unrestricted 4,355	
Scope of service:	Mupu Elementary School Grades: All		Scope of service:	Mupu Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
3.3 Upgrade kitchen with salad bar and necessary appliances.		Capital Outlay, Equipment: Unrestricted: \$20,000	Research into cost of providing and maintaining a salad bar was not feasible.	\$0
Scope of service:	Mupu Elementary School Grades: All		Scope of service:	Mupu Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
What changes in actions, services, and expenditures	Parent input was not collected via a parent survey, however parent nights were conducted to gather feedback. A parent survey is scheduled to occur online via school computers at Parent Information Night in 2016-17.			

Original Goal from prior year LCAP:	Goal #4: Increase student engagement in the school environment	Related State and/or Local Priorities: _1 _2 _3 _4 X5 X6 _7 _8 Local:
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Goal Applies to:	Schools:	Mupu Elementary School		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 75% of students will achieve Citizenship honor roll. 2. 100% of students will participate in student service projects 3. Suspension/Expulsion rates: 0% 4. Attendance rates: 98.5%. 5. 80% of students surveyed will indicate positive attitudes toward school. 6. Maintain an Exemplary rating on the Facilities Inspection Tool (FIT) 		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 62% of scholars achieved Citizenship honor roll. (goal not met) 2. 100% of students did participate in student service projects. (goal met) 3. Suspension rate- 0.7% (goal not met) Expulsion rate- 0% (goal met) 4. Attendance rate- 95.8% (goal not met) 5. 71% of scholars in grades 3 - 8 expressed a positive attitude toward school. (goal not met) 6. Mupu maintained an exemplary rating on the Facilities Inspection Tool.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 Continue to involve students in yearlong community service projects.		Books & Supplies: Unrestricted; \$2,000	All students participated in classwide community service projects. Younger grades adopted a senior assisted living center and sent and delivered cards at different holidays. Middle grades took on a schoolwide recycling project. Older grades worked on beautifying the school campus with a predominant focus on creating a school garden. Any items for the garden or projects were donated or already on site.	\$0

Scope of service:	Mupu Elementary School Grades: All		Scope of service:	Mupu Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.2 Provide after school sports and athletic activities and competition events. Include extra hours for coaching and supplies.		Certificated Personnel Salaries, Salaries & Benefits, Unrestricted \$2,300 Books & Supplies; Unrestricted; \$2,700	Mupu hosts a yearly track meet with two other schools. We also hosted a football scrimmage. P.E. equipment was purchased to enhance student engagement during both recess and lunch times, as well as structured P.E. Expenditures were not as high as anticipated because of limited number of activities and use of existing equipment.	Classified Salaries and Benefits; Unrestricted 1,220 Materials and Supplies; Unrestricted 453	
Scope of service:	Mupu Elementary School Grades: All		Scope of service:	Mupu Grades: 5th, 6th, 7th, 8th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
4.3 Continue to support fine arts enrichment to educational program. Add music and drama component to art instruction.		Classified Personnel Salaries, Salaries & Benefits; Unrestricted; \$6,400 Books & Supplies; Unrestricted; \$14,600	Mupu provided fine arts enrichment through visiting "Artists in the Classroom" and a drama coach. A musical component had originally been planned but was not implemented. It is projected, musical instruments will be acquired in 2016-17.	Classified Salaries and Benefits; Unrestricted 9,700 Professional Services; Unrestricted 1,085
Scope of service:	Mupu Elementary School Grades: All		Scope of service:	Mupu Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

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.		Books & Supplies; Unrestricted; \$5,000	Parent and staff volunteers opened the library on a weekly basis during summer hours for scholars and families to check out books, participate in arts and crafts, and enjoy a guest reader. Mupu also joined the Junior Library Guild where ten high-interest books are delivered once a month. By joining the Guild and utilizing volunteers, Mupu was able to control the projected costs of library expenditures.	Books and Other Reference Materials; Unrestricted 2,620
Scope of service:	Mupu Elementary School Grades: All		Scope of service: Mupu Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
4.5 Continue K-4 field trip support and add support for grades 5-8 multi-day field trips for low income pupils.		Certificated Personnel Salaries; Unrestricted: \$1,300 Professional & Consulting Services, Unrestricted; \$13,700	All grades attended field trips. The 7th/8th grade class spent a week at the Catalina Island Marine Institute. The 5th/6th grade class spent three days at AstroCamp. The 3rd/4th grade class stayed overnight at a Chumash village and also attended the Science Center in Los Angeles. Younger scholars attended musicals at Pepperdine University and visited the Moorpark teaching zoo.	Certificated Salaries and Benefits; Unrestricted 1,635 Professional Services; Unrestricted 13,260

Scope of service:	Mupu Elementary School Grades: All		Scope of service:	Mupu Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.6 Continue to designate Foster Youth liaison to ensure immediate enrollment, smooth transition, and support as needed.		Certificated & Classified Personnel Salaries, Unrestricted; \$0	Mupu designated a Foster Youth Liaison to help with transitioning students. There was not an additional cost to the District as it was included in an existing job description.	\$0	
Scope of service:	Mupu Elementary School Grades: All		Scope of service:	Mupu Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other		

4.7 Develop an awareness of a healthy living lifestyle.		Books & Supplies, Professional Services; Unrestricted; \$2,000	Mupu staff tries to instill a model of healthy living through educating scholars about the importance of exercise and nutrition. Staff utilized existing resources to teach students about healthy lifestyles.	\$0
Scope of service:	Mupu Elementary School Grades: All		Scope of service: Mupu Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
4.8 Regularly inspect, monitor and repair grounds and facilities to ensure school facilities that are safe, welcoming and support student learning.		Certificated & Classified Personnel Salaries, Unrestricted; \$0	Mupu maintained an exemplary rating on the Facilities Inspection Report. Maintenance supplies were purchased to correct broken steps and concrete on the playground. Exit signs were purchased and installed in each building per code.	Materials and Supplies; Unrestricted 760 Repairs; Unrestricted 525
Scope of service:	Mupu Elementary School Grades: All		Scope of service: Mupu Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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What changes in actions, services, and expenditures	<p>Mupu is planning to update the library this summer with new carpet and furniture. Books will continue to be added to the collection through participation in the Junior Library Guild.</p> <p>Scholars will continue to participate in Community Service projects which require little funding.</p> <p>Speakers on the topic of living a healthy lifestyle will present information to scholars.</p> <p>P.E. equipment will be purchased that addresses the needs of all scholars.</p> <p>A new surface area for the play structure will be installed.</p> <p>Mupu will continue to provide support for field trips for all grade levels.</p> <p>A music component to fine arts will be added this year with the purchase of musical instruments and a music teacher.</p>
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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:	85039
MESD will receive approximately \$85,039 in revenue attributed to the basis and number of low income, foster youth, homeless, and English Learners. The Unduplicated Pupils (UPP) enrollment is 52.18% and services are principally directed to address the needs of the students through intervention, after school support and tutoring, educational experiences, fine arts, music, and sports programs (Mattos, 2008). These services are the most effective use of the funds to meet Mupu Elementary School District goals for unduplicated pupils in the state priority areas.	

- 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.

7.87	%
The services provided in the LCAP year for low income pupils, foster youth, and English Learners provide for increased or improved services (7.87%) for these pupils in proportion to the increase funding provided for these pupils. The qualitative description of increased and/or improved services for UPP as compared to the services provided to all pupils includes intervention, after school support and tutoring, educational experiences, fine arts, music, and sports programs.	

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).