



Every Child Every Day

Newport-Mesa Unified School District

Local Control and Accountability Plan

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Acronyms and Definitions

ABC	Achievement, Behavior, and Creativity goals set by the Board of Education for all schools in the district.
ACE	Academy of Creative Expression, Mesa Zone Flagship program. (See <i>Flagship</i> and <i>zone</i> .)
Aeries	A system used by Newport-Mesa Unified School District to track various types of student data.
a-g	Subject requirements for entry into the University of California and California State University systems.
AP	Advanced Placement, high school classes that may qualify a student for college credit.
API	Academic Performance Index, a California state measurement of a school's academic achievement.
ASES	After School Education and Safety program.
CAC	Special Education Community Advisory Committee, a district-level committee for special education, special needs, and foster youth students.
CALPADS	California Longitudinal Pupil Achievement Data System.
CCSS	Common Core State Standards.
Close Reading	Strategy for teaching reading that gets students involved in the text by noticing details and thinking about the text.
CORE	Company that produces research-based literacy tools and materials that are aligned to the Common Core State Standards.
CSEA	California Schools Employees Association, the district's classified employees' union (staff member other than teachers).
CST	California Standards Test, to be replaced by Smarter Balanced tests. (See <i>Smarter Balanced</i> .)
CTE	Career Technical Education.
DELAC	District English Language Advisory Committee.
Delta	Science/math/technology Flagship program in the Mesa Zone. (See <i>Flagship</i> and <i>zone</i> .)
DIBELS	Dynamic Indicators of Basic Early Literacy assessment tool.

Discovery Education	Company that produces interactive digital textbooks aligned to Common Core State Standards.
DOTS	District Office to Staff newsletter.
EL	English Learner students.
ELA	English Language Arts, including reading, writing, speaking, and listening.
ELAC	English Language Advisory Committee, a school site committee.
ELD	English Language Development.
E-Tech	Technology and language Flagship program, including medical, engineering, and digital arts pathways, in the Estancia Zone. (See <i>Flagship</i> and <i>zone</i> .)
Flagship	Programs of exceptional quality in each of the district's zones, including International Academy and Performing Arts and Multimedia Academy in the Corona del Mar Zone; E-Tech in the Estancia Zone; International Baccalaureate (IB) in the Harbor Zone; and Delta (science/math/technology program) and Academy of Creative Expression (ACE) in the Mesa Zone.
FTE	Full-Time Equivalent. A full-time employee.
HCPTA	Harbor Council Parent Teacher Association, comprised of the president or a representative from each school site PTA in the Harbor zone. (See <i>zone</i> .)
IB	International Baccalaureate. (See <i>Flagship</i> and <i>zone</i> .)
ICT	Information Communication Technology, a course of study that is part of the Mesa Zone Flagship program.
Innovate ED	Consulting firm helping to implement Common Core at the school sites.
International Academy	Flagship program in the Corona del Mar Zone. (See <i>Flagship</i> and <i>zone</i> .)
LCAP	Local Control and Accountability Plan.
LCFF	Local Control Funding Formula.
LEA	Local Educational Agency. Newport-Mesa Unified School District is an LEA.
Lexia	Computer-based individualized reading program.

Local Bargaining Units	Unions for teachers and classified employees. (See N-MFT and CSEA.)
MESH	Math, English, Science, and History.
Naviance	Software for college and career planning.
NGSS	Next Generation Science Standards.
N-MFT	Newport-Mesa Federation of Teachers, the district's teachers' union.
NMS	National Merit Scholar.
N-MUSD	Newport-Mesa Unified School District.
NSS	National Science Standards.
PBIS	Positive Behavior Interventions and Support.
PE	Physical Education.
Performing Arts and Multimedia Academy	Flagship program in the Corona del Mar Zone. (See <i>Flagship</i> and <i>zone</i> .)
PFO	Parent Faculty Organization.
PI	Program Improvement. Schools that receive Title I funds (federal funds for schools with a qualifying number of low-income students) and also fail to make Adequate Yearly Progress for two years in a row, as determined by the State of California.
PLTW	Project Lead the Way, a curriculum design for science, engineering, and technology that is part of the Estancia and Costa Mesa zones Flagship programs. (See <i>Flagship</i> and <i>zone</i> .)
Professional Learning Community	Teams of teachers that focus on what students are learning, as well as methods and strategies to increase student achievement.
PSAT	Preliminary Scholastic Aptitude Test. A College Board exam that students take to qualify to become National Merit Scholars.
PTA	Parent Teacher Association.
PTSA	Parent Teacher Student Association.

RCD	Rigorous Curriculum Development, a model to create units of study aligned with the Common Core State Standards.
Reading Plus	Web-based reading program.
Restorative Justice	Principles of behavior that focus on involving the offender in the solution and restoring the sense of community.
R-FEP	Reclassified-Fluent English Proficient students.
ROP	Regional Occupational Program.
SIPPS	Systematic Instruction for Phonological Awareness, Phonics, and Sight Words.
Site Council	Advisory committee of parents, staff, students, and community members at each school site.
Smarter Balanced Assessment Consortium	New state testing program to measure student mastery of the Common Core State Standards, presently in field testing.
SmartMusic	Software that both teachers and students use to evaluate group and individual instrumental and choral performances.
SPSA, or Single Plan	Single Plan for Student Achievement. Student achievement goals and implementation plans for each school.
SRA	Summer Reading Academy. Program to support low-achieving readers in grades 4-10.
STAR IRL	Renaissance Learning STAR Instructional Reading Level, a reading assessment tool.
STEM	Science, Technology, Engineering, and Math.
Swun Math	Research-based elementary math program aligned with the Common Core State Standards.
TESS	Teacher Excellence and Support System.
Title I	A section of the Elementary and Secondary Education Act of 1965 that is the foundation of the federal commitment to closing the achievement gap between low-income and other students.
TOSA	Teacher on Special Assignment. For example, a teacher responsible for the implementation of technology, including the use of hardware and software for students and teachers, at one or more schools.
TOSCRF	Test of Silent Contextual Reading Fluency, a reading assessment tool.
UCI	University of California, Irvine

unduplicated	A group tabulation technique wherein each student is counted only once, even though a student may be a member of more than one subgroup, such as a group comprised of low-income, English learner, and foster youth subgroups.
VAPA	Visual and Performing Arts, including painting, drawing, sculpture, drama, music, and dance.
Zone	Geographical area (zone) in the district; each of the four zones is comprised of a comprehensive high school and its feeder elementary and middle schools.

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

LEA:	Newport-Mesa Unified School District (N-MUSD)
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LCAP Year:	2014-2015

Introduction to LCAP Requirements and Template Use

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning

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

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

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

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

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

B. Pupil Outcomes

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

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

C. Engagement

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

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

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

Section 1: Stakeholder Engagement

Instructions and Guiding Questions

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

Instructions:

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

Guiding Questions:

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

- 5) *What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?*
- 6) *In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?*

Stakeholder Engagement Summary

All district and school site personnel, parents and community members (as members of groups and as individuals), and secondary students were invited to participate in the formulation of the LCAP, as well as in the development of each school's Single Plan for Student Achievement (SPSA). The collective SPSA contents were then used to inform LCAP goals, actions, services, and expenditures. Specific details of schools, persons, and actions are listed in Table 1, below. (Printed materials were available in both English and Spanish, and, where appropriate, meeting attendees could listen to a Spanish translation of discussions and presentations.) Following Table 1, a statement from the Newport-Mesa Federation of Teachers AFT 1794, AFL-CIO (N-MFT) provides supporting comment (Exhibit 1).

Within the district, all district administrators, the 7 members of the Board of Education, 36 members of the Superintendent's Parent Advisory Council, 69 members of the District English Language Advisory Committee (DELAC), 11 members of the Community Advisory Committee (special education, special needs, and foster youth), 85 members of the Advisory Team (district administrators and staff, principals, and academic support personnel), 32 members of the Superintendent's Certificated Advisory Council, and 6 members of the EL Curriculum Development Committee participated. At school sites, an estimated 100% of principals, teachers, and classified staff provided input. In May 2014, all teachers and classified staff members at all schools received emailed copies of a draft LCAP, with requests to provide individual feedback at an email address especially set up to receive comments. In addition, approximately 350 English Language Advisory Committee (ELAC) members (8-12 members at each site, including low-income and foster parents) and approximately 350 school site council members (school personnel, parents/community members, and students at secondary schools) provided input. Approximately 300 parents, students, and community members attended LCAP stakeholder meetings held on individual campuses, and approximately 1,000 parents and students attended PTA/PFO meetings that solicited LCAP input.

Information about the LCFF/LCAP process (both written and oral), data for developing goals, and SPSA and LCAP drafts were regularly circulated to all participants for further feedback. District administrators, school administrators, and teachers consulted with the Orange County Department of Education, universities, professional development organizations, career development organizations, and arts and technology groups to identify research-based services and actions to implement goals (please see lists in Actions and Services in Table 4, page 85, and Table 5, page 100). The result of the involvement process was to focus everyone's attention on what students need and the best ways to meet those needs.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
<p>Newsletters and Website Communications:</p> <ul style="list-style-type: none"> January 2014 DOTS (District Office to Staff newsletter) explained how LCFF applies to N-MUSD, which is a Basic Aid district and receives almost no state funding, and LCFF implications for funding, especially for low-income and EL students. The district website has an LCAP/LCFF page with explanatory information, including the California PTA flyers, the Q & A, and PowerPoint slides in both English and Spanish. 	<p>Impact: The district expected to receive more feedback from the wide dissemination of information.</p>
<p>10/7/13 Kaiser Elementary School Site Council and English Language Advisory Committee (ELAC): Basic Components of the LCFF and LCAP.</p>	<p>Members clarified their understanding of the LCFF and LCAP process, the impact of LCFF on the school budget, and their role in the process, including proposing resources to achieve goals.</p>
<p>10/8/13 Whittier Elementary Teachers, Classified Staff, and School Site Council: Review Basic Components of the LCFF and LCAP.</p>	<p>Members clarified their understanding of the LCFF and LCAP process, and their role in the process.</p>
<p>10/9/13 Kaiser Elementary Teachers: Basic Components of the LCFF and LCAP.</p>	<p>Members clarified their understanding of the LCFF and LCAP process, goals, and their role in the process. Teachers compiled a wish list to implement goals.</p>
<p>10/9/13 and 12/4/13 Newport Coast Elementary School Site Council and ELAC: Basic Components of the LCFF and LCAP.</p>	<p>Members clarified their understanding of the LCFF and LCAP process and their role in the process; approved proposed site goals and expenditures.</p>
<p>10/9/13 Ensign Intermediate Teachers, Classified Staff, ELAC, and Parent Teacher Association (PTA): Basic Components of the LCFF and LCAP.</p>	<p>Members of all groups gained an understanding of and responded positively to the LCFF/LCAP process and their roles in the process.</p>
<p>10/10/13 Eastbluff Elementary School Site Council: Basic Components of the LCFF and LCAP.</p>	<p>Members clarified their understanding of the LCFF and LCAP as they apply to their individual school.</p>

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
10/10/14 Sonora Elementary School Site Council: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP process and their role in the process.
10/11/13 Mariners Elementary School Site Council: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP process and their role in the process.
10/11/13 Newport Heights School Site Council: Basic Components of the LCFF and LCAP.	After clarifying their understanding of the LCFF and LCAP process, members provided input for 2014-2015 school goals.
10/11/13 Whittier Elementary ELAC and PTA: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP process and their role in the process.
10/14/13 and 11/12/13 Lincoln Elementary School Site Council/ELAC: Provide SPSA Input.	Members proposed goals, ways to implement technology use and improve school climate, and budget items to achieve goals.
10/14/13 Lincoln Elementary Classified Staff: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP process and their role in the process. Members approved a site plan.
10/14/13 Ensign Intermediate School Site Council: Basic Components of the LCFF and LCAP.	Members gained an understanding of and responded positively to the LCFF/LCAP process and their role in the process.
10/16/14 Mariners Elementary ELAC: School Goals.	Members approved proposed school goals.
10/24/13 Back Bay/Monte Vista High ELAC: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP process and their role in the process, and approved a preliminary budget.
11/4/13 and 3/13/14 Woodland Elementary School Site Council: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP process and their role in the process.
11/6/13 Mariners Elementary Teachers and Classified Staff: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP process and their role in the process.
11/7/13 Newport Coast Elementary PTA Executive Board: Basic Components of the LCFF and LCAP.	Members clarified their understanding of a draft of the school's Single Plan for Student Achievement (SPSA), including how goals are based on data.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
11/8/13 Early College High Teachers: Basic Components of the LCFF and LCAP.	Teachers clarified their understanding of the LCFF/LCAP process and their role in the process.
11/12/13 Lincoln Elementary Teachers: Basic Components of the LCFF and LCAP.	Teachers clarified their understanding of the LCFF and LCAP process and their role in the process. They developed site plan goals.
11/12/13 Rea Elementary PTA: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP process and their role in the process.
11/12/13 Early College High School Site Council: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP process and their role in the process.
11/13/13 Harbor View Elementary School Site Council/Parent Faculty Organization (PFO): Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP process and their roles in the process.
11/13/13 Rea Elementary Teachers: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP process and their role in the process.
11/13/14 Corona del Mar Middle and High School Booster Group: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP process and their role in the process.
11/13/13 Back Bay/Monte Vista High School Site Council: Basic Components of the LCFF and LCAP.	Members approved a preliminary site budget.
11/14/13 Rea Elementary School Site Council: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP process and their role in the process.
11/19/13 Rea Elementary ELAC: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP process and their role in the process, including the relationship between the LCAP and the SPSA.
11/20/13 Harbor View Elementary Teachers and Classified Staff: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP process and their role in the process.
11/20/14 Corona del Mar Middle and High School Site Council: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP process and their role in the process.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
11/21/13 Eastbluff Elementary ELAC: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP as they apply to their individual school.
12/3/13 Rea Elementary Classified Staff: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP process and their role in the process.
12/4/13 Newport Coast School Site Council: SPSA Overview.	Members clarified their understanding of how the site budget relates to SPSA goals and strategies.
12/5/13 Sonora Elementary ELAC and Title I: SPSA Budget.	Members approved SPSA expenditures.
12/6/13 Whittier Elementary ELAC and PTA: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; developed inputs.
12/9/13 Andersen Elementary School Site Council: Basic Components of LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP as they apply to their individual school.
12/11/13 Rea Elementary PTA: LCAP, LCFF, and SPSA Overview.	Members clarified their understanding of the LCFF and LCAP as they apply to their individual school.
12/13/13 Paularino Elementary School Site Council: Basic Components of LCFF and LCAP.	Members responded positively to the explanation of their role in the LCFF/LCAP process.
12/17/13 Andersen Elementary PTA and Foundation: Basic Components of LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP as they apply to their individual school.
12/17/13 Newport Elementary School Site Council: SPSA/LCAP Goals.	Members approved proposed SPSA goals.
1/3/14 and 1/29/14 Pomona Elementary Teachers: Basic Components of the LCFF and LCAP.	Teachers clarified their understanding of the LCFF and LCAP as they apply to their individual school.
1/7/14 Corona del Mar Middle School and High School ELAC: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members detailed their understanding and plans for the 2014-2015 SPSA as it applies to their individual school.
1/8/14 Sonora Elementary Classified Staff: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP as they apply to their individual school.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
1/8/14 Costa Mesa Middle School and High School Site Council: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP as they apply to their individual school.
1/8/14 Pomona Elementary Leadership Team: Basic Components of LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP as they apply to their individual school.
1/9/14 Paularino Elementary PTA: Basic Components of LCFF and LCAP.	Members responded positively to the explanation of their role in the LCFF/LCAP process.
1/9/14 Corona del Mar Middle School and High School ELAC: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP as they apply to their individual school.
1/10/14 Wilson Elementary ELAC and PTA: Basic Components of the LCFF and LCAP.	Members of both groups clarified their understanding of the LCFF and LCAP as they apply to their individual school.
1/13/14 Pomona Elementary School Site Council: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP as they apply to their individual school.
1/13/14 Costa Mesa Middle School and High School PTSA: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP as they apply to their individual school.
1/14/14 Costa Mesa Middle School and High School Teachers: Basic Components of the LCFF and LCAP.	Teachers clarified their understanding of the LCFF and LCAP as they apply to their individual school.
1/15/14 Elementary Principals' Training: Basic Components of LCFF and LCAP. Principals received California PTA flyers "Local Control and Accountability Plan (LCAP): Important new ways for parents to engage in decision making," "Local Control Funding Formula (LCFF): New changes to the way we fund our schools," and "Understanding the Local Control Funding Formula and Local Control and Accountability Plans" Q & A, and reviewed a PowerPoint presentation defining and describing LCFF and LCAP.	Principals clarified their understandings of LCFF funding as applied to Newport-Mesa Unified School District (N-MUSD) and their roles in developing the LCAP, including communication with parents and other stakeholders.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
<p>1/15/14 Superintendent’s Parent Advisory Council: Basic Components of LCFF and LCAP. Members received the California PTA flyers and the Q & A, and reviewed a PowerPoint presentation defining and describing LCFF and LCAP. As at all of these meetings, printed materials were available in both English and Spanish, and attendees could use headphones to listen to a Spanish translation of discussions and presentations.</p>	<p>Council members clarified their understanding of LCFF funding as applied to N-MUSD and their role and that of other parents in developing the LCAP, including the dissemination of information to parents.</p>
<p>1/15/14 Newport Heights Elementary Teachers and Foundation: Review Basic Components of the LCFF and LCAP.</p>	<p>Members of both groups clarified their understanding of the LCFF and LCAP as they apply to their individual school.</p>
<p>1/15/14 Victoria Elementary ELAC: Review Basic Components of the LCFF and LCAP.</p>	<p>Members clarified their understanding of the new funding.</p>
<p>1/15/14 Corona del Mar Middle School and High School Site Council: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.</p>	<p>Members detailed their understanding of the SPSA as it applies to their individual school.</p>
<p>1/15/14 Back Bay/Monte Vista High Teachers and Classified Staff: Review Basic Components of the LCFF and LCAP.</p>	<p>Members clarified their understanding of the LCFF and LCAP as they apply to their individual school.</p>
<p>1/16/14 District English Language Advisory Committee (DELAC): Basic Components of LCFF and LCAP. This committee includes parents of both English learner (EL) and low-income students. Committee members and guest parents/students received the California PTA flyers and an oral presentation from a district administrator defining and describing LCFF and LCAP. As at all of these meetings, printed materials were available in both English and Spanish, and attendees could use headphones to listen to a Spanish translation of discussions and presentations.</p>	<p>Oral questions and written comments asked for more information about students’ enrichment programs, helping their children with technology, and whether N-MUSD funding would be increased. Impact: Student achievement, including enrichment programs, technology use, and budgets, are addressed in the LCAP goals.</p>
<p>1/21/14 Newport Elementary PTA Board: SPSA and LCAP Goals and Budget.</p>	<p>Members approved the site plan, LCAP goals, and site budget.</p>

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
1/22/14 Killybrooke Elementary Teachers: Basic Components of the LCFF and LCAP.	Teachers responded positively to presentations on the LCFF and LCAP process and clarified their roles in the LCAP process.
1/22/14 Sonora Elementary Staff: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP as they apply to their individual school, including the relationship of the SPSA to the LCAP.
1/22/14 Davis Magnet Elementary Staff: LCFF, LCAP, and SPSA Updates.	Members clarified their understanding of the LCFF and LCAP as they apply to their individual school.
1/22/14 Newport Elementary Teachers and Classified Staff: Basic Components of the LCFF and LCAP.	Teachers approved the site plan, LCAP goals, and site budget.
1/22/14 Victoria Elementary School Site Council: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the new funding and accountability components, and how parents can participate in promoting academic achievement.
1/23/14 Elementary Principals: Understanding LCAP. Principals received copies of the LCAP template.	Principals clarified their understanding of LCAP priorities and requirements to help them write their SPSA plans. Impact: These plans, which include data analysis, input from stakeholders, and proposed budgets, provided input for writing LCAP goals.
1/23/14 Community Advisory Committee (CAC): Introduction and Review of LCFF and LCAP. This committee includes special education and foster youth parents. Members received the California PTA flyers in English and Spanish.	Council members clarified their understanding of LCFF funding as applied to N-MUSD and their role and that of other parents in developing the LCAP.
1/23/14 Corona del Mar Middle School and High School Teachers and Classified Staff: Basic Components of the LCFF and LCAP.	Members of both groups clarified their understanding of the LCFF and LCAP as they apply to their individual school.
1/24/14 Newport Heights Elementary School Site Council: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF and LCAP as they apply to their individual school.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
1/24/14 Victoria Elementary Classified Staff: Basic Components of the LCFF and LCAP.	Staff members responded favorably to changes in funding but wanted additional information about effects on their school. All information topics are already included in subjects that will be addressed as the LCAP process continues.
1/24/13 Early College High Classified Staff: Basic Components of the LCFF and LCAP.	Staff members clarified their understanding of the LCFF/LCAP process and their role in the process.
1/27/14 Davis Magnet Elementary School Site Council: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school.
1/27/14 Newport Elementary Leadership Team: SPSA/LCAP Goals and Expenditures.	Members approved goals and related budget items.
1/27/14 Paularino Elementary Classified Staff: Basic Components of LCFF and LCAP.	Staff members responded positively to the review of their role in the LCFF/LCAP process.
1/28/14 College Park Elementary Classified Staff: Basic Components of LCFF and LCAP.	Staff members developed a list of site priorities for implementing goals.
1/28/14 Lincoln Elementary ELAC and PTA: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF/LCAP process and their roles in the process.
1/28/14 Newport Heights Elementary PTA: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF/LCAP process and their role in the process.
1/28/14 Wilson Elementary School Site Council: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF/LCAP process and their role in the process.
1/28/14 Rea Elementary ELAC: LCAP Review.	Members clarified their understanding of progress on formulating the LCAP.
1/28/14 Lincoln Elementary School Site Council: LCAP and LCFF Update.	Members clarified their understanding of progress on formulating the LCAP.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
1/29/14 Victoria Elementary Teachers: Basic Components of the LCFF and LCAP.	Teachers responded favorably to changes in funding but had questions about impacts on Victoria. Impacts on individual schools will be addressed as the LCAP process continues.
1/29/14 and 1/30/14 Killybrooke Elementary Classified Staff: Basic Components of the SPSA, LCFF, and LCAP.	Staff members responded positively to presentations on the LCFF and LCAP process and their role in the process, including the relationship of the SPSA to the LCAP and information about Restorative Justice concepts in LCAP goals.
1/29/14 Mariners Elementary PTA: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF/LCAP process and their role in the process.
1/29/14 Wilson Elementary Teachers and Grade Level Chairs: Review Basic Components of the LCFF and LCAP.	Teachers clarified their understanding of the LCFF/LCAP process and their role in the process.
1/29/14 Pomona Elementary Instructional Staff: LCAP Overview.	Staff members clarified their understanding of the LCAP process and their role in the process.
1/29/14 Rea Elementary Staff: LCAP Overview.	Staff members clarified their understanding of the LCAP process and their role in the process.
1/30/14 Victoria Elementary ELAC: Basic Components of the LCFF and LCAP.	Members clarified their understanding of how the new funding would impact EL students.
2/3/14 Harbor Council PTA: SPSAs and Introduction to LCAP. Attendees received the California PTA flyers and the Q & A, and reviewed a PowerPoint presentation defining and describing LCFF and LCAP.	Parents clarified their understanding of LCFF funding as applied to N-MUSD and their role and that of other parents in developing the LCAP. Impact: Parents understand that their input is important, and they understand the avenues available for providing input.
2/3/14 and 3/5/14 Kaiser PFO: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Parents asked about the impact of SPSA and LCAP/LCFF on specialist instruction. These impacts are addressed in Section 3 tables listing Actions/Services and Expenditures. Members developed a list of priorities to implement goals.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
2/3/14 Woodland Elementary PFO: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF/LCAP process and their role in the process.
2/4/14 Andersen Elementary PTA and Foundation: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	SPSA content provided input for Section 3 tables.
2/4/14 Killybrooke Elementary School Site Council: Basic Components of LCFF and LCAP.	Members responded positively to the LCFF/LCAP process, especially to the technology focus. Members approved a draft SPSA and budget after reviewing English Language Arts (ELA) and math data.
2/4/14 Newport Elementary ELAC: Develop Goals, Strategies, Actions, and Expenditures.	Members provided input for 2014-2015 school goals and related budget items.
2/4/14 Newport Heights Elementary Classified Staff: Basic Components of the LCFF and LCAP.	Staff members clarified their understanding of the LCFF/LCAP process and their role in the process.
2/5/14 College Park Elementary Teachers: Develop Goals, Strategies, Actions, and Expenditures.	Teachers proposed SPSA/LCAP goals, developed site priorities, and clarified their understanding of LCFF funding.
2/5/14 College Park Elementary ELAC: Develop Goals, Strategies, Actions, and Expenditures.	Members want to see more parent participation. This is addressed in the LCAP goals.
2/5/14 Paularino Elementary School Site Council: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members responded positively to the proposed SPSA, which was used as input for the LCAP goals and expenditures.
2/6/14 K-12 Principals: LCAP Process and Procedures. Principals received the California PTA flyers and the Q & A, and reviewed PowerPoint presentations defining and describing LCFF and LCAP, and defining principals' roles in developing LCAP goals and associated budget items.	Principals clarified their understanding of the projected budget under LCFF, how their SPSAs must align with LCAP priorities, the LCAP timeline, and requirements for stakeholder engagement. Impact: Principals will gather required stakeholder input.
2/6/14 Wilson Elementary Classified Staff: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Members detailed their understanding of the LCFF and LCAP as they apply to their individual school; developed inputs for the SPSA.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
2/7/14 California Elementary Lead Team Teachers: Basic Components of the LCFF and LCAP.	Teachers clarified their understanding of the LCFF and LCAP process as it applies to their individual school.
2/7/14 Killybrooke Elementary Coffee with the Principal (parents and students): Basic Components of LCFF and LCAP.	Attendees proposed ideas for SPSA/LCAP goals, priorities, and related expenditures.
2/7/14 Newport Coast Elementary Teachers and Classified Staff: Develop Goals, Strategies, Actions, and Expenditures.	Members of both groups approved proposed site expenditures, which were used as input for Section 3 of the LCAP. They proposed ideas for implementing technology use and a Positive Behavior Interventions and Support (PBIS) character education program.
2/7/14 Pomona Elementary Classified Staff: Basic Components of the LCFF and LCAP.	Staff members clarified their understanding of the LCFF/LCAP process and their role in the process.
2/7/14 Sonora Elementary Coffee with the Principal (parents): Basic Components of the LCFF and LCAP.	Attendees clarified their understanding of the LCAP and asked for more information about how parents can help students to improve academic achievement. Parent support is addressed in LCAP goals, as well as in SPSA strategies and actions.
2/10/14 Davis Magnet Elementary General Meeting (ELAC, PTA, and Foundation): Approve 2014-2015 SPSA and Provide Input on LCAP.	Members increased their understanding of how the SPSA and LCAP are related; 2014-2015 SPSA approved.
2/10/14 Costa Mesa Middle School and High School PTSA: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; developed inputs for the 2014-2015 SPSA.
2/11/14 California Elementary Teachers, Classified Staff, School Site Council, ELAC, and PTA: Basic Components of the LCFF and LCAP.	Members detailed their understanding of the LCFF and LCAP process as it applies to their individual school. Teachers proposed a list of school site expenditures, which was used as input for Section 3 of the LCAP.
2/11/14, 2/26/14, and 3/3/14 Killybrooke Elementary Teachers: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Teachers responded positively to draft goals, strategies, actions, and expenditures, which were used as input for LCAP goals and expenditures.
2/12/14 Newport-Mesa Federation of Teachers (N-MFT): Review of	N-MFT members recommended the following:

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
<p>LCFF and LCAP. Members reviewed a PowerPoint presentation defining and describing LCFF and LCAP and the role of teachers, and received the California PTA flyers and the Q&A.</p>	<ul style="list-style-type: none"> • Develop a plan to involve stakeholders from throughout the community in the input process. • Set a goal to increase student attendance. • Set specific goals in physical education (PE) and music, with improved assessments. • Recognize that the number of EL students reclassifying to R-FEP is increasing and should continue to increase. • Goals and budget items should address district-wide technology implementation plans, including technology needed for the Smarter Balanced tests. • Budget items need to address funds for restorative justice. • Goals need to address the use of common assessments, including those for secondary math courses, to provide a clear picture of achievement. This will involve a new data collection plan, since CSTs will no longer be given, and Smarter Balanced tests are a year away. • Goal implementation plans need to address the possibility of an achievement dip during the period when assessments are changing. • Funding for special education and special needs students requires clarification. <p>Impact: These recommendations will be addressed in the goals and their associated implementation and budget items.</p>

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
<p>2/12/14 Superintendent’s Parent Advisory Council: Introduction and Review of LCFF and LCAP. Members reviewed a PowerPoint presentation describing and explaining the LCAP priorities and timeline, and how LCFF funding applies to N-MUSD.</p>	<p>Members clarified their understanding of how LCFF applies to N-MUSD as a Basic Aid district, what funds the district will receive, how funds must be spent, how funds are distributed to schools, who decides how to spend funds, when funds will arrive, and how funds are tied to goals. Members also clarified their understanding of how goals are related to data, with yearly revisions based on student achievement. Impact: With these clarifications, members requested more information about how and why goals are being chosen so that they can provide feedback at the next meeting.</p>
<p>2/12/14 Andersen Elementary Teachers: Basic Components of LCFF and LCAP.</p>	<p>Teachers clarified their understanding of the LCFF and LCAP as they apply to their individual school.</p>
<p>2/12/14 Pomona Elementary ELAC and PTA: Basic Components of the LCFF and LCAP.</p>	<p>Members clarified their understanding of the LCFF/LCAP process and their role in the process.</p>
<p>2/12/14 Ensign Intermediate ELAC: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.</p>	<p>Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; provided positive feedback.</p>
<p>2/12/14 Sonora Elementary PTA: LCAP Overview.</p>	<p>Members clarified their understanding of the LCAP process and current progress in developing the LCAP.</p>
<p>2/13/14 DELAC (EL and low-income parents): Review LCAP Process and Procedures. Committee members and guest parents/students received the Q & A, and reviewed a PowerPoint presentation defining and describing LCFF and LCAP.</p>	<p>Parents and students clarified their understanding of their roles in developing LCAP goals and associated budget items, particularly those focused on helping EL students. Impact: Members and parents understand that their input is important, and they understand the avenues available for providing input.</p>
<p>2/13/14 Adams Elementary General Meeting (teachers, classified staff, School Site Council, ELAC, and PTA): Basic Components of the LCFF and LCAP.</p>	<p>Attendees clarified their understanding of LCFF and the LCAP as they relate to their individual school and provided feedback on SPSA goals, the LCFF, and the LCAP.</p>

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
2/13/14 Andersen Elementary Classified Staff and Grade Level Leaders: Basic Components of the LCFF and LCAP.	Members of both groups clarified their understanding of the LCFF and LCAP as they apply to their individual school; discussed budget process and requirements for next year.
2/13/14 and 2/27/14 Kaiser Elementary Teachers: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Teachers supplied suggestions for personnel and document resources to achieve goals. These suggestions will be considered in implementation plans.
2/13/14 Victoria Elementary Leadership Team: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Teachers provided input for the 2014-2015 SPSA, which in turn was used to provide input for LCAP goals and expenditures.
2/13/14 California School Education Foundation Open Meeting: Basic Components of the LCFF and LCAP. Meeting held at California Elementary.	Attendees clarified their understanding of the LCFF/LCAP process and their role in the process.
2/14/14 Andersen Elementary PTA and Foundation: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	SPSA content dovetails with LCAP goals and was used as input for LCAP goals and expenditures.
2/14/14 Costa Mesa Middle School and High School Classified Staff: Review Basic Components of the LCFF and LCAP.	Staff members clarified their understanding of the LCFF/LCAP process and their role in the process.
2/15/14 Newport Heights Elementary ELAC: Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF/LCAP process and their role in the process.
2/15/14 Sonora Elementary PTA: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Members clarified their understanding of the SPSA and LCAP as they apply to their individual school.
2/21/14 Back Bay/Monte Vista High Classified Staff: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Staff members cited facility plans and college partners as items of importance for goals and actions. These items served as input for LCAP expenditures.
2/25/14 California Elementary LCAP Stakeholders Meeting (teachers, classified staff, School Site Council, ELAC, and PTA): Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Attendees approved goals and proposed a list of possible expenditures, which were used as input for LCAP goals and expenditures.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
2/25/14 Lincoln Elementary ELAC: Basic Components of the LCFF and LCAP.	Members clarified their understanding of how the SPSA, LCAP, and budget items are aligned.
2/25/14 and 2/27/14 Newport Coast Elementary Teachers, Classified Staff, and PTA: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members developed a proposed budget based on goals.
2/25/14 Lincoln Elementary ELAC. LCFF/LCAP Update.	Members further clarified their understanding of the LCFF/LCAP process and the current state of LCAP development.
2/26/14 Killybrooke Elementary PTA: Basic Components of the LCFF and LCAP.	Members responded positively to the LCFF/LCAP process and their role in the process.
2/26/14 Sonora Elementary Teachers: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Members proposed updates to goals and a 2014-2015 budget.
2/26/14 and 2/27/14 Killybrooke Elementary Classified Staff: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Staff members responded positively to draft goals, strategies, actions, and expenditures, which were used as input for LCAP goals, strategies, actions, and expenditures.
2/26/14 Kaiser Elementary Teachers: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; developed inputs for the 2014-2015 SPSA.
2/27/14 Adams Elementary Stakeholder Meeting (teachers, classified staff, School Site Council, and general public): Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Attendees approved a tentative 2014-2015 school site budget based on the school’s SPSA and LCAP goals. The SPSA goals and budget items were used as input for LCAP goals and expenditures.
2/27/14 College Park Elementary School Site Council: Develop Goals, Strategies, Actions, and Expenditures or 2014-2015 SPSA.	Members agreed on SPSA goals and expenditures, which were used as input for LCAP goals and expenditures.
2/27/14 Kaiser Elementary Stakeholders Meeting (staff members, parent and community members): LCFF and LCAP Update.	Attendees thought goals were ambitious but were impressed with resources that will be used to implement the goals; approved expenditures related to goals.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
2/28/14 Killybrooke Elementary ELAC: Basic Components of the LCFF and LCAP.	Members responded positively, especially to the extended learning focus and goals that involved parent participation.
2/28/14 Killybrooke Elementary ELAC: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members responded positively to draft goals, strategies, actions, and expenditures, which were then used as input for LCAP goals, strategies, actions, and expenditures.
2/28/14 Back Bay/Monte Vista High Teachers: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Teachers agreed on Common Core goals and actions, which were used as input for developing LCAP goals and actions.
3/3/14 Paularino Elementary ELAC: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members approved the 2014-2015 SPSA and a draft LCAP.
3/3/14 Andersen Elementary School Site Council: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	The SPSA was used as input for LCAP goals, strategies, actions, and expenditures.
3/3/14 Mariners Elementary School Foundation: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members approved a 2014-2015 site budget.
3/3/14 Newport Elementary Leadership Team: Develop Goals, strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members approved SPSA goals and a revised site budget.
3/3/14 Paularino Elementary ELAC: Provide LCAP Input.	Members clarified their understanding of the impact of the LCFF on the site budget and stated that their zone’s Flagship program (an LCAP goal topic) should emphasize visual and performing arts (VAPA); science, technology, engineering, and math (STEM); and foreign languages.
3/3/14 Whittier Elementary LCAP Advisory Team (Teacher Lead Team and Newport-Mesa Federation of Teachers, School Site Council, ELAC, and PTA representatives): Approve 2014-2015 SPSA and Provide Input for LCAP.	Members approved the SPSA goals and the proposed budget based on the goals.
3/3/14 Woodland Elementary ELAC: Review Basic Components of the LCFF and LCAP.	Members clarified their understanding of the LCFF/LCAP process and their role in the process.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
3/3/14 TeWinkle Intermediate Leadership Team: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; approved 2014-2015 SPSA.
3/3/14 Back Bay/Monte Vista High School Site Council: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members highlighted the need to establish college partners for next year. This can be handled at the school level in support of implementing Goal 5.
3/4/14 Costa Mesa Middle School and High School Teachers: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; developed inputs for 2014-2015 SPSA.
3/4/14 Davis Magnet Elementary Leadership Team: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members approved a revised draft of the SPSA.
3/5/14 Kaiser Elementary Classified Staff: LCFF Impacts on the SPSA Expenditures.	Staff members approved the budget and provided a list of resource priorities.
3/5/14 Killybrooke Elementary School Site Council: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members responded positively to draft goals, strategies, actions, and expenditures, which were used as input for LCAP goals, strategies, actions, and expenditures.
3/5/14 Newport Heights Leadership Team: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; developed inputs for SPSA process.
3/5/14 Woodland Elementary Teachers and Classified Staff: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Teachers recommended reducing the percentage on the Swun Math trimester tests (Goal 15). This may be revised in the next LCAP update.
3/5/14 and 3/17/14 Kaiser Elementary ELAC: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members clarified their understanding that SPSA goals were aligned with the LCFF and LCAP process and goals, and approved the SPSA budget.
3/5/14 Mariners Elementary Teachers and Classified Staff: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; provided inputs for planning.
3/5/14 Newport Elementary Teachers and Classified Staff: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members approved the 2014-2015 SPSA goals and provided input on the budget.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
3/5/14 Newport Elementary Teachers and Classified Staff: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; approved 2014-2015 SPSA.
3/5/14 Paularino Elementary Teachers: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Teachers responded positively to the proposed SPSA, which was used as input for the LCAP.
3/5/14 Paularino Elementary PTA: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members responded positively to the proposed SPSA, which was used as input for the LCAP.
3/5/14 Sonora Elementary Classified Staff: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; approved 2014-2015 SPSA.
3/5/14 Victoria Elementary Stakeholders Meeting (teachers, classified staff, ELAC, and PTA representatives): Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members increased their understanding of the LCFF/LCAP process and proposed a 2014-2015 site budget.
3/5/14 Wilson Elementary School Site Council: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; developed inputs.
3/5/14 TeWinkle Intermediate Teachers and Classified Staff: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school.
3/5/14 Estancia High Teachers: Review LCFF/LCAP Process, Proposed SPSA and LCAP Goals, and Approve 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; approved 2014-2015 SPSA.
3/5/14 Pomona Elementary Stakeholder Engagement Meeting: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Attendees approved the SPSA and proposed budget implementation priorities.
3/5/14 Newport Coast Elementary School Site Council/ELAC: Develop SPSA/LCAP Goals, Strategies, Actions, and Expenditures.	Members approved the 2014-2015 site budget and provided input on improving attendance (LCAP goals).
3/6/14 Andersen Elementary Teachers and Classified Staff: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	SPSA content was used as input for the LCAP.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
3/6/14 Newport Elementary School Site Council, PTA Board, ELAC, and Booster Group: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members approved the SPSA and a draft LCAP.
3/6/14 TeWinkle Intermediate School Site Council: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP goals as they apply to their individual school; approved 2014-2015 SPSA.
3/6/14 Corona del Mar Middle School and High School Teachers and Classified Staff: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school.
3/6/14 and 2/27/14 Newport Coast Elementary School Site Council and ELAC: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Group members approved proposed expenditures associated with actions. These expenditures and actions were used as input for the LCAP.
3/6/14 Kaiser Elementary School Site Council: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members approved the SPSA.
3/6/14 Estancia High Leadership Team: Develop SPSA/LCAP Goals, Strategies, Actions, and Expenditures.	Members approved the goals. Parents particularly cited as important the inclusion of Restorative Justice programs and efforts to inform parents of SAT changes. Members proposed Flagship program and budget implementation priorities.
3/7/14 Lincoln Elementary Staff and Parents Budget Meeting: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members approved the SPSA budget.
3/7/14 Victoria Elementary Classified Staff: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Staff members provided input for the 2014-2015 SPSA, which was then used as input for the LCAP.
3/7/14 Wilson Elementary ELAC and PTA: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; developed inputs.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
3/7/14 California Schools Employees Association (CSEA): Introduction to LCFF and LCAP. Representatives received the California PTA flyers and the Q & A, and reviewed a PowerPoint presentation defining and describing LCFF and LCAP.	CSEA leaders clarified their understanding of their role in developing LCAP goals and associated budget items. Impact: Members understand that their input is important, and they understand the avenues available for providing input.
3/8/14 Killybrooke Elementary Leadership Team: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members proposed 2014-2015 goals and budget items.
3/10/14 Killybrooke Elementary PTA: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members responded positively to draft goals, strategies, actions, and expenditures, which were then used as input for the LCAP.
3/10/14 Rea Elementary Stakeholders Meeting (teachers, classified staff, School Site Council, and ELAC): Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members proposed tentative goals and budget items.
3/10/14 Costa Mesa Middle School and High School ELAC: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; developed inputs for planning.
3/11/14 Corona del Mar Middle School and High School PTA and Booster Group: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; developed inputs for planning.
3/12/14 Harbor View Elementary Staff/Parent Meeting: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Attendees developed goals, strategies, activities, and expenditures for the 2014-2015 SPSA.
3/12/14 Newport Heights Elementary Stakeholders Meeting (classified staff, School Site Council, PTA, and Foundation representatives): Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school and developed inputs for goals and strategies.
3/12/14 Paularino Elementary Classified Staff: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members responded positively to the proposed SPSA, which was used as input for the LCAP.
3/12/14 Ensign Intermediate PTA: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; provided positive feedback.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
3/13/14 Advisory Team (district administrators and staff, principals, academic support personnel): Review LCAP Goals. Members received a Description of Goals Summary and listened to an oral presentation about the goals.	Members approved the goals.
3/13/14 Woodland Elementary School Site Council, ELAC, and PFO: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members asked to provide a budget item for campus security. This will be considered in the budget process.
3/13/14 TeWinkle Intermediate ELAC: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; provided inputs for 2014-2015 SPSA.
3/13/14 Estancia High ELAC: Review LCFF/LCAP Process and Propose SPSA and LCAP Goals.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; approved 2014-2015 SPSA.
3/14/14 Davis Magnet Elementary Teachers: Approve 2014-2015 SPSA and Provide Input on LCAP.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school, and approved the 2014-2015 SPSA.
3/14/14 Eastbluff Elementary School Site Council: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members detailed their understanding of the SPSA, LCAP, and LCFF budget changes as they apply to their individual school; approved the 2014-2015 SPSA.
3/14/14 Pomona Elementary School Site Council: Approve 2014-2015 SPSA.	Members approved the SPSA goals and budget and developed a list of budget priorities for implementing goals.
3/15/14 Pomona Elementary Teachers, Classified Staff, School Site Council, ELAC, and PTA: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; developed budgetary inputs.
3/17/14 Davis Magnet Elementary School Site Council: Approve 2014-2015 SPSA and Provide Input on LCAP.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school, and approved the 2014-2015 SPSA. Their budget priority is professional development for teachers.
3/17/14 TeWinkle Intermediate PTA: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; provided inputs for 2014-2015 SPSA.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
<p>3/17/14 Superintendent’s Classified Advisory Council: Introduction and Review of LCFF/LCAP. Members received the California PTA flyers, the Q & A, and a Description of Goals Summary, and reviewed a PowerPoint presentation defining and explaining the LCFF and LCAP process.</p>	<p>Members will bring feedback to the next meeting.</p>
<p>3/18/14 EL Coordinating Council: Review LCAP Process and Procedures. Members received the California PTA flyers.</p>	<p>Members detailed their understanding of the LCAP process.</p>
<p>3/18/14 Whittier Elementary Teachers, Classified Staff, and School Site Council: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.</p>	<p>Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; developed inputs.</p>
<p>3/18/14 Estancia High School Site Council: Review LCFF/LCAP Process, Proposed SPSA and LCAP Goals, and Approve 2014-2015 SPSA.</p>	<p>Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; approved 2014-2015 SPSA.</p>
<p>3/19/14 Superintendent’s Parent Advisory Council: Review LCAP Goals. Members received a Description of Goals Summary and a draft of LCAP Sections 1 and 2, and viewed a PowerPoint presentation explaining the LCAP process and goals.</p>	<p>Members recommended the following about the Conditions of Learning goals:</p> <ul style="list-style-type: none"> • Expand Goal 1 in an LCAP update to include facility improvements at the other two high schools, once plans are approved. • Make technology a high priority, with explicit skills to be learned. • Emphasize developmentally appropriate instruction. • Retain fundamental programs, such as science and math, while also expanding arts education. • Introduce rigor earlier to achieve Goal 6. <p>Members recommended the following about the Pupil Outcomes goals:</p> <ul style="list-style-type: none"> • Expand Goal 10 to include reading comprehension, and writing and speaking goals.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
	<ul style="list-style-type: none"> • Math Goals 15 and 16 may not be realistic. • Revise Goal 17 to make a general health/fitness goal. • Revise Goal 19 on science to show a specific increase for each year. • All district schools should offer music, PE, and science equally. • Integrate speaking across the curriculum and across grade levels. • To increase the number of National Merit Scholar finalists, begin in elementary school to provide increased rigor, especially for students achieving at advanced levels. <p>Members recommended the following about the Engagement goals:</p> <ul style="list-style-type: none"> • Involve parents in the character education programs. • Revise the parent survey to gather more relevant data to implement goals. • Roll out Restorative Justice, with all teachers having the same plan and all staff knowing procedures. Include procedures for how staff members treat parents. • Share best practices and local methods that work to involve more parents in school events, get them to volunteer, and encourage communication with staff and other parents. • Emphasize the building of community and outreach to the community. <p>Impact: Goals may be revised in future LCAP updates as more and different data is tracked to identify areas needing improvement. The above concerns include excellent ideas for implementing the goals and will be incorporated into implementation plans.</p>

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
3/19/14 College Park Elementary Teachers: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Teachers agreed on goals and expenditures, which were used as input for the LCAP.
3/19/14 Paularino Elementary PTA: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members approved the SPSA and a draft LCAP.
3/19/14 Newport Harbor High Classified Staff: Approve SPSA and secure final input on LCAP.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; approved SPSA, and provided LCAP input.
3/20/14 Ensign Intermediate Teachers, Classified Staff, and School Site Council: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; provided positive feedback.
3/20/14 Estancia High Parent Teacher Student Association (PTSA): Review LCFF/LCAP Process and Proposed SPSA and LCAP Goals, and Approve 2014-2015 SPSA.	Members approved the 2014-2015 SPSA with revisions to goals.
3/20/14 DELAC: LCAP Timeline and Goals. Members, including some students, viewed a PowerPoint presentation emphasizing the roles of parents in the LCAP goals.	Parents expressed satisfaction with the LCAP and stated that they look forward to the next step in the process.
3/20/14 Sonora Elementary ELAC: LCFF and LCAP Overview.	Members increased their understanding of how the LCFF and LCAP process impacts their school.
3/21/14 Sonora Elementary School Site Council: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members provided input for LCAP goals and developed a list of budget priorities.
3/21/14 Costa Mesa Middle School and High School Classified Staff: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; developed inputs for 2014-2015 SPSA.
3/21/14 Costa Mesa Middle School and High School ELAC and PTSA: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; approved 2014-2015 SPSA, and provided LCAP input.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
3/21/14 Sonora Elementary ELAC: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school and provided SPSA input.
3/21/14 Back Bay/Monte Vista High School Site Council: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members provided input for 2014-2015 SPSA.
3/21/14 Back Bay/Monte Vista High School Site Council: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Members reviewed their understanding of the SPSA and LCAP as they apply to their individual school; approved 2014-2015 SPSA, and provided LCAP input.
3/22/14 Sonora Elementary School Site Council: Develop Goals, Strategies, Actions, and Expenditures for the 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school.
3/24/14 Superintendent’s Certificated Advisory Council: Introduction and Review of LCFF/LCAP. Members viewed a PowerPoint presentation explaining the LCFF/LCAP process and stakeholder engagement, and received the California PTA flyers, the Q & A, copies of the PowerPoint slides, a Description of Goals Summary, and a draft of LCAP Sections 1 and 2.	Members will bring questions to the April meeting.
3/25/14 California Elementary Lead Team Teachers: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Members approved the 2014-2015 SPSA, including site budget items for the LCAP.
3/25/14 Newport Elementary ELAC: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school, approved 2014-2015 SPSA, and provided budgetary inputs.
3/26/14 and 5/28/14 Paularino Elementary Teachers: Approve 2014-2015 SPSA and Provide Input for LCAP.	Teachers approved drafts of the SPSA and LCAP.
3/26/14 Victoria Elementary Teachers: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Teachers agreed with the goals, strategies, and expenditures listed in the LCAP for 2014-2015.
3/26/14 Estancia High Classified Staff: Review LCFF/LCAP Process, Propose SPSA and LCAP Goals, and Approve 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; approved 2014-2015 SPSA.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
3/26/14 Back Bay/Monte Vista High Teachers and Classified Staff: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; provided SPSA revisions.
3/26/14 Back Bay/Monte Vista High Teachers and Classified Staff: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school; approved 2014-2015 SPSA, and provided LCAP input.
3/27/14 Victoria Elementary ELAC: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Members agreed with the goals, strategies, and expenditures listed in the LCAP for 2014-2015.
3/28/14 Wilson Elementary Classified Staff: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members reviewed their understanding of the SPSA and LCAP as they apply to their individual school, approved SPSA, and developed input for LCAP.
3/31/14 Wilson Elementary School Site Council: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members reviewed their understanding of the SPSA and LCAP as they apply to their individual school, approved SPSA, and provided LCAP input.
4/2/14 Ensign Intermediate PTA: Approve 2014-2015 SPSA and Provide Input on LCAP.	Members approved the SPSA and a draft of the LCAP.
4/2/14 Costa Mesa Middle School and High School Site Council: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school, approved 2014-2015 SPSA, and provided LCAP input.
4/2/14 Harbor View Elementary Staff: Approve the SPSA.	Members approved the 2014-2015 SPSA.
4/2/14 Paularino Elementary Staff: Develop LCAP Input.	Members developed site budget items and established funding priorities.
4/3/14 CSEA Membership Meeting: Introduction and Review of LCFF/LCAP. Members viewed a PowerPoint presentation and received the California PTA flyers, the Q & A, a Description of Goals Summary, and a draft of LCAP Sections 1 and 2.	All members will receive copies of the updated LCAP when it is available, and they may respond individually.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
4/3/14 Newport Elementary School Site Council: Approve 2014-2015 SPSA.	Members approved a revised draft of the 2014-2015 SPSA.
4/4/14 Victoria Elementary Classified Staff: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Staff members agreed with the goals, strategies, and expenditures listed in the LCAP for 2014-2015.
4/4/14 Wilson Elementary PTA: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members reviewed their understanding of the SPSA and LCAP as they apply to their individual school, approved SPSA, and provided LCAP input.
4/4/14 Back Bay/Monte Vista High Teacher, Classified Staff, and School Site Council: Approve the 2014-2015 SPSA and Provide Input on the LCAP.	All groups approved the 2014-2015 budget items listed in the SPSA, which was used as input for LCAP expenditures.
4/6/14 Pomona Elementary Staff: Review LCFF Process.	Members increased their understanding of the impact of the LCFF process on developing school budgets.
4/12/14 Harbor View Elementary Teachers and Classified Staff: Approve the 2014-2015 SPSA and Provide Input on the LCAP.	Members reviewed their understanding of the SPSA and LCAP as they apply to their individual school, approved the 2014-2015 SPSA, and developed LCAP inputs.
4/14/14 Harbor Council PTA (HCPTA): LCAP Process and Procedures. Members received the PTA National Standards for Family-School Partnerships Assessment Guide, a Description of Goals Summary, and a draft of LCAP Sections 1 and 2, and viewed a PowerPoint presentation on the goals.	Members approved of the draft LCAP and goals.
4/14/14 California Elementary Classified Staff: Approve 2014-2015 SPSA and Provide Final Input of LCAP.	Staff members discussed goals and expenditures, and approved the 2014-2015 SPSA.
4/14/14 Pomona Elementary School Site Council: Approve 2014-2015 SPSA and Provide Input on LCAP.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school, approved the 2014-2015 SPSA, and developed LCAP input.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
4/15/14 Rea Elementary Classified Staff: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Members reviewed their understanding of the SPSA and LCAP as they apply to their individual school, approved the 2014-2015 SPSA, and provided LCAP input.
4/15/14 Costa Mesa Middle School and High School Teachers: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school, approved the 2014-2015 SPSA, and provided LCAP input.
4/16/14 Newport Elementary Foundation: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members discussed their understanding of the SPSA and LCAP as they apply to their individual school, approved the 2014-2015 SPSA, and developed LCAP input.
4/16/14 Sonora Elementary Teachers: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school, approved 2014-2015 SPSA.
4/16/14 Victoria Elementary PTA: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Members agreed with the goals, strategies, and expenditures listed in the LCAP for 2014-2015.
4/16/14 Corona del Mar Middle School and High School Site Council and Booster Group: Approve 2014-2015 SPSA and Provide Input on LCAP.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school, approved the 2014-2015 SPSA, and provided LCAP input.
4/16/14 Estancia High Booster Group: Review LCFF/LCAP Process, Proposed SPSA and LCAP Goals, and Approve 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school, approved the 2014-2015 SPSA, and provided LCAP input.
4/16/14 Corona del Mar Middle School and High School ELAC: Approve 2014-2015 SPSA and Provide Input on LCAP.	Members clarified their understanding of the SPSA and LCAP as they apply to their individual school, approved the 2014-2015 SPSA, and provided LCAP input.
4/17/14 DELAC: Review LCAP Goals. Members listened to a reading of each of the draft goals in English and Spanish, with an explanation that Goal 31 was added as a result of parent input.	<p>Members identified the following goals as the most important:</p> <ul style="list-style-type: none"> • Conditions of Learning: Goal 2 Implementation of State Standards and Access to a Broad Course of Study • Pupil Outcomes: Goal 10 ELA Reading Foundational Skills K-2

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
	<p>and Goal 11 ELA Comprehension and Fluency 3-6</p> <ul style="list-style-type: none"> • Engagement: Goal 24 School Climate K-12 <p>Parents requested more information about the specific topics to be addressed in the implementations of the goals; Superintendent Dr. Navarro will respond to each topic in a group letter available in both English and Spanish. Questioned topics include:</p> <ul style="list-style-type: none"> • Differentiated Instruction • More musical instruments • Writing in the age of technology • Parental involvement in and commitment to reading • Emphasize arts like music • Drug use, education, prevention, and language related to drug use for K-12 • Graduation requirements • School safety • Technology use and policies • PBIS for <i>teachers</i> and not just students • Parent involvement in homework policy and procedure • Penalties for parents who violate attendance policies • Welcoming school climate in secondary schools • Teach the difference between right and wrong in character education
<p>4/17/14 Adams Elementary Teachers, Classified Staff, School Site Council, and General Public: Approve 2014-2015 SPSA and Provide Input on LCAP.</p>	<p>Groups approved the 2014-2015 SPSA and school site budget, both used as input for the LCAP.</p>

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
4/17/14 College Park Elementary PTA/Foundation: Approve Draft of 2014-2015 SPSA and Provide Input on LCAP.	Members agreed on SPSA goals and expenditures.
4/17/14 Newport Heights Elementary Classified Staff: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school, approved the 2014-2015 SPSA, and provided LCAP input.
4/17/14 and 4/23/14 Pomona Elementary Teachers and Classified Staff: Approve 2014-2015 SPSA and Provide Input on LCAP.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school, approved the 2014-2015 SPSA, and developed LCAP input.
4/18/14 Wilson Elementary ELAC: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members reviewed their understanding of the SPSA and LCAP as they apply to their individual school, approved the 2014-2015 SPSA, and provided LCAP input.
4/21/14 EL Curriculum Development Committee: LCAP Overview. Members discussed topics affecting the implementation of goals involving EL students.	Members approved Goal 21 text.
4/21/14 Wilson Elementary Teachers: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members reviewed their understanding of the SPSA and LCAP as they apply to their individual school, approved the 2014-2015 SPSA, and provided LCAP input.
4/23/14 Killybrooke Elementary School Site Council: Approve 2014-2015 SPSA and Provide Input on LCAP.	Members approved the SPSA and responded positively to the draft LCAP. Members recommended implementation priorities.
4/23/14 Victoria Elementary School Site Council: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Members agreed with the goals, strategies, and revised expenditures listed in the LCAP for 2014-2015.
4/23/14 Ensign Intermediate ELAC: Approve 2014-2015 SPSA and Provide Input on LCAP.	Members approved the 2014-2015 SPSA and a draft of the LCAP.
4/24/14 Corona del Mar Middle School and High School Teachers and Classified Staff: Approve 2014-2015 SPSA and Provide Input on LCAP.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school, approved the 2014-2015 SPSA, and provided LCAP input.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
4/24/14 Back Bay/Monte Vista High ELAC: Develop Goals, Strategies, Actions, and Expenditures for 2014-2015 SPSA.	Members detailed their understanding of the SPSA and LCAP as they apply to their individual school.
4/24/14 Back Bay/Monte Vista High ELAC: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Members approved the 2014-2015 SPSA and provided LCAP input.
4/28/14 Superintendent’s Certificated Advisory Council: Goals Feedback. Members received a draft LCAP and a Description of Goals Summary and participated in a discussion of each goal, including how percentages were determined.	Minor changes were made to Goals 13 and 15 to clarify the text. Members developed numerous questions to address and methods to use to implement the goals.
4/28/14 Ensign Intermediate Teachers, Classified Staff, and School Site Council: Approve 2014-2015 SPSA and Provide Input on LCAP.	Groups approved the SPSA and a draft of the LCAP.
4/29/14 Killybrooke Elementary Lead Team: Approve 2014-2015 SPSA and Provide Input on LCAP.	Teachers increased their understanding of the LCFF/LCAP process, verified that each action supports quality implementation of CCSS, and approved goal and budget revisions.
4/30/14 College Park Elementary Teachers: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Teachers agreed on top three priorities and expenditures to implement those priorities.
4/30/14 Newport Heights Elementary ELAC: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members approved both the final SPSA and draft LCAP.
4/30/14 Newport Harbor High Teachers: Approve SPSA and secure final input on LCAP.	Members approved both the final SPSA and draft LCAP.
4/30/14 Newport Harbor High School Site Council: Approve SPSA and secure final input on LCAP.	Members approved both the final SPSA and draft LCAP.
4/30/14 Estancia High Classified Staff: Goals Update.	Members gained understanding of current SPSA goals and impacts on the school.
5/1/14 Andersen Elementary Teachers: Approve SPSA and Provide Final Input on LCAP.	Teachers approved the SPSA and provided LCAP input.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
5/1/14 Corona del Mar Middle School and High School PTA: Approve 2014-2015 SPSA and Provide Input on LCAP.	Members approved both the final SPSA and draft LCAP.
5/2/14 Andersen Elementary Classified Staff: Approve SPSA and Secure Final Input on LCAP.	Staff members discussed and approved the LCAP and SPSA.
5/5/14 Andersen Elementary School Site Council, PTA, and Foundation: Approve SPSA and Provide Final Input on LCAP.	Members of all groups discussed and approved the LCAP and SPSA.
5/5/14 California Elementary LCAP Meeting (School Site Council, ELAC, and PTA): Approve 2014-2015 SPSA and Provide Final Input for LCAP.	Members finalized and approved 2014-2015 goals and expenditures.
5/6/14 Lincoln Elementary School Site Council: Approve 2014-2015 SPSA and Provide Input on LCAP.	Members approved the site budget for 2014-2015.
5/6/14 Rea Elementary School Site Council and ELAC: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Members approved both the final SPSA and draft LCAP.
5/6/14 Newport Harbor High PTA: Approve SPSA and Provide Final Input on LCAP.	Members approved both the final SPSA and draft LCAP.
5/7/14 College Park Elementary PTA and Foundation: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Members agreed on SPSA goals and expenditures.
5/7/14 College Park Elementary ELAC: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Members increased their understanding of the benefits of the LCAP goals and expenditures for EL and low-income students and approved a revised draft of the LCAP.
5/7/14 Eastbluff Elementary Teachers: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Teachers approved SPSA goals and expenditures, which served as input for the LCAP.
5/7/14 Kaiser Elementary Teachers: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members approved both the final SPSA and the draft LCAP and recommended improvements in implementing school climate goals.
5/7/14 Killybrooke Elementary Classified Staff: Approve 2014-2015 SPSA and Provide Input on LCAP.	Staff members approved the SPSA and responded positively to the draft LCAP.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
5/7/14 Mariners Elementary Teachers and Classified Staff: Approve 2014-2015 SPSA and Provide Input on LCAP.	Members approved both the final SPSA and draft LCAP.
5/7/14 Newport Coast Elementary Teachers, Classified Staff, and School Site Council/ELAC: Approve 2014-2015 SPSA and Provide Input on LCAP.	Members of all groups approved the SPSA and the LCAP expenditures.
5/7/14 Rea Elementary Teachers: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Members approved both the final SPSA and draft LCAP.
5/7/14 Newport Harbor High ELAC: Approve SPSA and Provide Final Input on LCAP.	Members approved both the final SPSA and draft LCAP.
5/8/14 Eastbluff Elementary School Site Council: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Members approved SPSA and LCAP goals and expenditures.
5/8/14 Harbor View Elementary School Site Council, PTA, and Foundation: Approve the 2014-2015 SPSA and Provide Input on the LCAP.	Members approved both the final SPSA and draft LCAP.
5/8/14 Kaiser Elementary Classified Staff: Review of SPSA Goals.	Members provided ideas about increasing the involvement of EL parents in supporting academic achievement.
5/9/14 Mariners Elementary School Site Council: Approve 2014-2015 SPSA.	Members approved the final SPSA, which served as input for the LCAP.
5/12/14 Killybrooke Elementary PTA: Approve 2014-2015 SPSA and Provide Input on LCAP.	Members approved the SPSA and responded positively to the draft LCAP.
5/12/14 Killybrooke Elementary ELAC: LCFF/LCAP Update.	Members increased their understanding of the impacts of the LCFF/LCAP process on their school, especially as the process relates to the site budget.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
5/12/14 Woodland Elementary School Site Council and PFO: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Members recommended including a PFO representative on the School Site Council. This can be handled at the school level in support of Goal 28.
5/13/14 College Park Elementary School Site Council: Approve 2014-2015 SPSA and Provide Final Input on LCAP.	Members approved revised 2014-2015 SPSA goals and expenditures.
5/14/14 Community Advisory Committee: Review LCAP Goals and Draft LCAP. Members received a Description of Goals Summary and an updated draft LCAP (including the Expenditures section).	This committee will be added to Goal 28 with the aim of increasing its membership.
5/14/14 Superintendent’s Parent Advisory Council: Review LCAP and Prioritize Goals. Members received an updated draft LCAP (including the Expenditures section) and a Description of Goals Summary.	<p>Members identified the following goals as having the highest priority for implementation:</p> <ul style="list-style-type: none"> • Conditions of Learning: Goal 2 Access to Broad Course of Study, Goal 3 Implementation of State Academic and Performance Standards, Goals 4-6 College and Career Readiness, Goals 8-9 Music • Pupil Outcomes: Goals 10-14 ELA/Reading, Goals 15-16 Math, Goal 18 Music, Goals 19-20 Science • Engagement: Goal 24 Positive Behavior, Goal 26 Reduce Tardies, Goal 31 Parent Participation
5/14/14 Newport Heights Elementary Teachers: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members approved both the final SPSA and draft LCAP.
5/15/14 DELAC: Approve LCAP. Members viewed posters of the prioritized goal information from the last meeting and received Superintendent Dr. Navarro’s response letter (in English and Spanish) thanking them for their input from the April meeting, and an updated draft LCAP (including the Expenditures section).	Parents were pleased with the information presented about the addition of Goal 31, some minor changes in the wording of other goals, and the draft expenditures listed in Section 3. They had no further questions or concerns.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
5/15/14 Sonora Elementary ELAC: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members approved both the final SPSA and draft LCAP.
5/16/14 Newport Heights Elementary School Site Council: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members approved both the final SPSA and draft LCAP.
5/19/14 CSEA Executive Board: Review LCAP Goals and CSEA Matrix. Members received an updated draft LCAP (including the Expenditures section) and a Description of Goals Summary, along with discussions of funding sources, Common Core standards and how the district is implementing them, technology implementation issues, and training that classified employees will receive related to implementing LCAP goals.	As requested, a Totals row will be added to each goal section in Section 3 to provide total yearly expenditures for each goal so that making comparisons will be easier. The district will send the current draft LCAP to all classified and certificated staff for their review.
5/20/14 EL Coordinating Council: LCAP Update. Members listened to an oral presentation on LCAP updates, focusing on goals affecting EL students.	Members approved of the LCAP updates and goals.
5/20/14 N-MFT Board: Review Goals. The Board previously gathered input from members and from a community meeting on April 30 with 30 people.	Community priorities matched well with N-MFT priorities. Please see the N-MFT report following this table (Exhibit 1).
5/20/14 Newport Heights Elementary PTA: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members approved both the final SPSA and draft LCAP.
5/28/14 Sonora Elementary PTA: Approve 2014-2015 SPSA and Provide Input for LCAP.	Members approved both the final SPSA and draft LCAP.
6/3/14 EL Curriculum Development Committee: Review LCAP. Members received copies of LCAP/LCFF PowerPoint slides, a goal summary sheet, and a draft LCAP, which members had also received previously via email.	Members had no additional input and approved the draft LCAP.

Table 1. Stakeholder Engagement

Involvement Process	Impact on LCAP
6/4/14 Paularino Elementary School Site Council: Approve 2014-2015 SPSA.	Members approved both the final 2014-2015 SPSA and the draft LCAP.
6/5/14 CSEA Member Meeting: Approve LCAP.	Members reviewed the goals and established priorities.
6/10/14 N-MUSD Board: First Reading.	A public hearing was held to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. Attendees approved of the actions and expenditures.
6/24/14 N-MUSD Board: Final Approval.	The Board adopted the LCAP.

**Exhibit 1. Newport-Mesa Federation of Teachers AFT 1794, AFL-CIO
LCAP Input Report to NMUSD
May 20, 2014**

Priority 1: Basic Services & Compliance with Williams Act requirements

N-MFT believes that basic services must include an infrastructure to support quality instruction for all students. Specifically, these include:

1. School counselors, nurses, and other support staff with manageable caseloads at every school and available to all students;
2. Class sizes conducive to the individualized and differentiated attention our students deserve; (17 to 1 for early grades and at-risk students); and
3. Time for educators to prepare lessons, provide student feedback in writing and in person, and collaborate with peers and principals, as well as time to develop as a professional through professional growth opportunities.

Priority 2: Academic Content and Performance Standards & Implementation of the academic content and performance standards adopted by SBE

N-MFT supports the implementation of research-based instructional models when implementing academic content and performance standards. These include:

1. A school culture of high expectations for all students, faculty, administrators, and support staff;
2. Technology as a supplemental learning tool, not as a replacement of teachers in the classroom; recognition that some students still need instruction on how to use a computer and should be provided the support they need; and
3. Instruction without the emphasis on testing, benchmarks, etc.

Priority 3: Parental Involvement

N-MFT believes that parent and community involvement are essential elements in creating optimal learning opportunities for NMUSD students and thriving communities. We emphasize the following:

1. We believe that neighborhood schools should be a hub in the life of the community with dedicated spaces for parents to meet with each other and with teachers;
2. N-MFT would support organized opportunities to authentically engage with parent and community groups in order to learn more

about the needs of school communities and to consider ways that N-MFT can work with these groups to support the goals of creating and maintaining vibrant and thriving schools and neighborhoods; and

3. We believe that communication with parents should move away from the emphasis on electronic modes (email, website, etc.) and include many other ways of communicating with our families.

Priority 4: Pupil Achievement as measured by multiple indicators

The N-MFT's position on student assessment and testing has been consistent:

1. We favor appropriate, high-quality, responsible student testing that must support and enhance teaching and learning and must be linked to instruction, which means teachers should be involved at all stages of the test development process. Authentic assessments, such as service learning projects, should be included.
2. Ensure alignment among assessments and other key aspects of a standards-based educational system (such as standards, curricula, instructional, professional development).
3. Over-testing should be avoided.

Priority 5: Pupil Engagement as measured by multiple indicators

We believe that improved traditional measures of student engagement, such as attendance and high school graduation rates, will improve when schools provide dedicated personnel and needed services, such as:

1. Extended library hours to support families (i.e., increase library hours before and after school):
2. We believe that student engagement should also be measured by regular meetings with dedicated school counselors - beginning in elementary school (a counselor at every school); and
3. We believe student supports need to come in the form of other personnel, such as providing a certificated school nurse at every school.

Priority 6: School Climate as measured by multiple indicators

N-MFT believes in high expectations for all students and the practice of restorative justice.

1. We are anxious to learn about and become fully trained in the N-MUSD Restorative Justice plan;
2. We believe that with adequate supports in place, such as school nurses, teachers, principals, classified staff, and counselors, a meaningful Restorative Justice program will take hold in N-MUSD; and

3. We need appropriate training at all levels in order to implement a Restorative Justice plan in N-MUSD; N-MFT members will continue to hold high expectations for all students—both academically and behaviorally.

Priority 7: Access and Enrollment; the extent to which pupils have access to, and are enrolled in, a broad course of study

N-MFT believes in:

1. DAILY and diverse opportunities in language development, math, social studies, science, physical education, health, career and technical education, AND the arts taught by specialists;
2. Equitable access to all levels of curriculum, with the opportunity for dual immersion and other special programs, available to all students; and
3. Equitable access to all levels of support services for all students.

Priority 8: Pupil Outcomes, if available, in the subject areas comprising a broad course of study

N-MFT believes in:

1. DAILY and diverse opportunities in language development, math, social studies, science, physical education, health, career and technical education, AND the arts taught by specialists;
2. Equitable access to all levels of curriculum, with the opportunity for dual immersion and other special programs, available to all students; and
3. Equitable access to all levels of support services for all students.

This report is respectfully submitted, as requested by N-MUSD as input on the Local Control Accountability Plan from Newport-Mesa Federation of Teachers AFT 1794, AFL-CIO.

Section 2: Goals and Progress Indicators

Instructions and Guiding Questions

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

Instructions:

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

Guiding Questions:

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

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

11) *In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?*

Newport-Mesa Unified School District (N-MUSD) Board of Education Goals

N-MUSD's goal development process began at each individual school with creation of a Single Plan for Student Achievement (SPSA), based on data analysis and input from parents, teachers, staff members, site committees and organizations, community groups, and secondary students. These plans, available on the district website at <http://web.nmusd.us>, identify goals and strategies for each school's unique student population. Secondary schools have also created Vision 2020 plans describing long-term goals. These plans are also available on the district website.

Based on these plans, a thorough analysis of district-wide qualitative and quantitative data, and input from a wide variety of stakeholders, as described in Table 1 (page 13), N-MUSD developed the LCAP goals in Table 3, beginning on page 56. In addition to goals that address state priorities (page 10), the N-MUSD Board of Education developed the "ABC" goals listed in Table 2 below to address district priorities in relationship to state goal priorities. In Table 2 the Relationship to State Priorities column identifies state priorities that correspond to these local goals.

N-MUSD students generally demonstrate a high level of achievement, and schools have implemented exemplary programs. For example, this school year 8 out of 23 elementary schools were invited to apply for California Distinguished School status and are each in the process of receiving state site visits. However, data analysis also highlighted areas where N-MUSD could improve, and the LCAP goals reflect those areas.

One important conclusion from the data analysis is this: Low-income students, foster youth, English language learners, students with disabilities, and Hispanic students subgroups generally achieved scores below those for students taken as a whole, or white and Asian subgroups. However, students in low-achieving subgroups also generally raise scores to grade level and/or proficient if they remain in the district for several years. Differentiated methods and strategies that help all students become proficient also help low-achieving subgroups. Differentiated methods and strategies include swift identification of those students who are falling behind, the specific skills they are not mastering, and intervention programs based on the individual student's needs.

With the implementation of Common Core State Standards and well-defined and targeted skills, as well as increased use of technology and software to individualize instruction, N-MUSD expects its differentiated methods and strategies to become even more effective at closing the achievement gap of low-achieving subgroups. N-MUSD will continue to act on the belief that any student who falls below grade level in achievement must be identified immediately and receive appropriate intervention, with frequent monitoring to identify specific areas in which an individual student needs help.

Table 2. Newport-Mesa Unified School District Board of Education Goals

Goal	Relationship to State Priorities
Academics (A)	
<p>N-MUSD students will receive a rigorous and challenging curriculum, be educated in state-of-the-art facilities, and be prepared for college and career:</p> <ul style="list-style-type: none"> • The Common Core State Standards (CCSS) curriculum will be fully implemented through development and use of units of study. These units of study will be created using Rigorous Curriculum Design strategies. • N-MUSD CCSS curriculum will be UC/CSU “a-g” compatible and prepare students for college entrance and career technical certification programs. The CCSS curriculum is the district’s guaranteed and viable curriculum and integrates the four Cs (critical thinking, communication, collaboration, and creativity) of 21st century skills. • Students will be proficient in the technology used to test mastery of CCSS as developed by the Smarter Balanced Consortium. • Student learning and athletic environments will be safe, attractive, and include state-of-the-art facilities. 	<p>Conditions of Learning priorities:</p> <p>1 Basic</p> <p>2 Implementation of State Standards</p> <p>7 Course Access</p>
<p>The number of district-wide National Merit Scholars (NMS) will meet or exceed the national average in two years.</p> <ul style="list-style-type: none"> • School zones shall design a pathway for identifying NMS candidates from elementary school through twelfth grade. (Note: The district is divided into four geographic zones, each comprised of a comprehensive high school and its feeder middle and elementary schools.) • High achieving and academically promising students will be offered opportunities to challenge their abilities through academic augmentations embedded in the district’s units of study. • Counselors shall develop advisement programs for high achieving students and their parents that will help to support the above-stated goal. 	<p>Pupil Outcomes priority:</p> <p>4 Pupil Achievement</p> <p>Engagement priority:</p> <p>3 Parent Involvement</p>

Table 2. Newport-Mesa Unified School District Board of Education Goals

Goal	Relationship to State Priorities
Academics (A)	
<p>N-MUSD classrooms will offer the highest quality instruction through rigorous lesson plans based on effective lesson designs that integrate critical thinking, communication, collaboration, and creativity.</p> <ul style="list-style-type: none"> • Continue teacher training in Rigorous Curriculum Design (RCD), Swun Math, Teacher Excellence and Support System (TESS), and the National Science Standards (NSS). • Support ongoing implementation of each instructional initiative by instituting a train-the-trainer model. • Administrators will observe and support lesson design implementation using Cognitive Coaching strategies to build administrator and teacher professional capacity. 	<p>Pupil Outcomes priorities: 4 Pupil Achievement 8 Other Pupil Outcomes</p>
Behavior (B)	
<p>N-MUSD schools will maintain high expectations for student behavior by holding all pupils accountable. Students will be taught to be responsible members of our school communities by providing them opportunities to learn from their errors in judgment.</p> <ul style="list-style-type: none"> • Provide Restorative Justice training to principals, assistant principals, teachers, and selected staff. • Site administrators will monitor implementation of Restorative Justice processes and collect data to guide future professional staff development. 	<p>Engagement priorities: 5 Pupil Engagement 6 School Climate</p>
Creativity and Innovation (C)	
<p>School zones will identify and refine at least two distinguished programs, one academic and one in the arts.</p> <ul style="list-style-type: none"> • Each of the school zones will identify and refine at least two distinguished Flagship programs, one academic and one in the arts, and present to the Board of Trustees in June 2014 for approval. • High schools will be responsible for identifying Flagship programs. 	<p>Conditions of Learning priority: 7 Course Access</p> <p>Pupil Outcomes priorities: 4 Pupil Achievement 8 Other Pupil Outcomes</p>

Table 3 provides N-MUSD’s LCAP goals, including all specific related information requested by the State of California.

Description of Goals

Table 3. Newport-Mesa Unified School District LCAP Goals

Conditions of Learning					
GOAL 1:	<p>Facilities: By September 2014 and January 2015, respectively, new theater buildings will open at Costa Mesa Middle and High School (shared campus) and Corona del Mar Middle and High School (shared campus), with professional quality production systems and essential performance support facilities, based on designs that support drama productions, musical theater, concerts, dance, lectures, and meetings. By the end of the 2015-2016 school year, construction of a new sports field at Costa Mesa Middle and High School will be nearly finished, with anticipated occupancy in September 2016. To support middle and high school physical education and extra-curricular activities such as band, football, soccer, lacrosse, and graduation ceremonies, the field and track will be constructed with synthetic materials that provide a safe, even, consistent surface. Feeder elementary schools will use the theaters and sports facilities for special events. In addition, construction of dedicated technology and science instructional space at Costa Mesa High School/Middle School and Corona del Mar High School/Middle School is to be completed by September 1, 2014. These new facilities will provide “clean, safe, functional” facilities in “good repair,” as defined by the state Education Code 17002(d).</p>				
Applicable Pupil Subgroup(s):	All students at identified schools, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	Costa Mesa Middle and High School, Corona del Mar Middle and High School; Andersen, Eastbluff, Harbor View, Lincoln, Newport Coast, College Park, Davis Magnet, Killybrooke, Paularino, and Sonora elementary schools	Related State and Local Priorities:	State 1. Local A.
Identified Need and Metric:	<p>A facilities survey completed under the auspices of the N-MUSD Board of Education identified those facilities that need replacement to support increased visual and performing arts (VAPA), science, and physical education activities required by Common Core State Standards (CCSS) and local goals. A committee of district administrators researched technology needs and developed a technology plan, called the Superintendent’s Technology Initiative, to address needed facilities for the implementation of the initiative. In addition, several studies cited by the CSEA in its Matrix document show that improved physical conditions improve the health and learning ability of students, including improved scores on standardized tests.</p>				

Table 3. Newport-Mesa Unified School District LCAP Goals

Different/Improved for Students 2014-2015:	Construction of theaters, sports facilities, and technology/science instructional spaces are in progress.				
Different/Improved for Students 2015-2016:	Students will use new theaters, along with professional quality production and performance support facilities, such as control rooms, costume and prop storage areas, and dressing rooms, for presentation of drama, music, and dance productions; at the Corona del Mar theater students will use new band and choral rooms designed to enhance instruction and practice. Costa Mesa High School/Middle School and Corona del Mar High School/Middle School students will begin using new instructional spaces especially designed to promote the study of science and technology.				
Different/Improved for Students 2016-2017:	Construction of sports facilities near completion. Students will make full use of VAPA, technology, and science facilities that enhance student achievement.				
Annual Update: Analysis of Progress:					
GOAL 2:	Implementation of State Standards and Access to a Broad Course of Study: All K-12 students, including low-income students, foster youth, English learners (EL), and students with disabilities, will participate in a course of study based on CCSS in English Language Arts (ELA) and math, with full implementation by August 2014. CCSS units of study will include both academic content and performance standards, will incorporate the use of technology tools and visual and performing arts (VAPA), will emphasize differentiated instructional strategies and resources in order to support increased access to high levels of curriculum, and will use rubrics for evaluation to ensure that students learn content and demonstrate mastery of CCSS.				
Applicable Pupil Subgroup(s):	All	School(s) Affected:	All	Related State and Local Priorities:	State 1, 2, 7. Local A.
Identified Need and Metric:	An analysis of ELA and math units of study identified areas needing alignment with new state standards. After further research, the district identified the research-based Rigorous Curriculum Design (RCD) model to provide the framework for rewriting curriculum units. The Superintendent’s Technology Initiative identified the need to seamlessly integrate the use of technology devices and software in the implementation of CCSS units of study.				

Table 3. Newport-Mesa Unified School District LCAP Goals

Different/Improved for Students 2014-2015:	Continue implementation of CCSS units of study in ELA and math, with increased use of lessons geared to individual skill levels, increased monitoring of competency, immediate intervention for students who need help mastering skills, increased use of Discovery Education, and increased use of technology tools to master standards. Students will use an increasing variety of technology devices and software, including e-textbooks, integrated with coordinated curriculum that supports CCSS. Students will use software lessons created by teachers to support differentiation and individual needs to master skills and concepts.				
Different/Improved for Students 2015-2016:	Full involvement in CCSS units of study in ELA and math, with increased use of lessons geared to individual skill levels, more frequent monitoring of competency, immediate intervention for students who need help mastering skills, increased use of Discovery Education, and increased use of technology tools to master standards. Students will use an increasing variety of technology devices and software, including e-textbooks, integrated with coordinated curriculum that supports CCSS. Students will increasingly use software lessons created by teachers to support differentiation and individual needs to master skills and concepts.				
Different/Improved for Students 2016-2017:	Full involvement in CCSS units of study in ELA and math, full implementation of Discovery Education, and increased use of technology tools to master standards. Students will continue to use an increasing variety of technology devices and software, including e-textbooks, integrated with coordinated curriculum that supports CCSS. Students will also increasingly use software lessons created by teachers to support differentiation and individual needs to master skills and concepts.				
Annual Update: Analysis of Progress:					
GOAL 3:	Implementation of State Academic and Performance Standards: Under the leadership of the site principals and beginning in spring 2013, the four comprehensive K-12 geographic school zones will work with district, site, and community stakeholders to develop both academic and VAPA Flagship programs. These programs will reflect unique aspects of each zone’s community and will offer extensions of current academic and VAPA programs, with a culminating experience in grade 12.				
Applicable Pupil Subgroup(s):	All	School(s) Affected:	All	Related State and Local Priorities:	State 1, 2, 7. Local A, C.

Table 3. Newport-Mesa Unified School District LCAP Goals

<p>Identified Need and Metric:</p>	<p>An analysis of the enrollment numbers in each zone showed a significant number of inter-district transfers of students wanting to take advantage of special course offerings that were not available at their neighborhood schools. In addition, the Professional Learning Communities within each zone recognized a need for schools to increase the number of students graduating with a college and/or career emphasis as measured by students who receive diploma recognition, transcript acknowledgement of the Flagship course sequence, and other recognition specific to each zone. Requirements identified for needed Flagship programs include offering rigorous academy and conservatory experiences, engaging students in one-of-a-kind learning experiences that accelerate their learning, creating partnerships with leading businesses and universities, providing students with a competitive advantage for admission to top universities, earning college credits while still in high school, and providing students with enriching and productive technical and career opportunities.</p>
<p>Different/Improved for Students 2014-2015:</p>	<p>K-12 zones have presented proposals to the N-MUSD Board of Education for consideration, with implementation planning scheduled to begin in the 2014-2015 school year, once funding has been identified and approved. Implemented programs will be the International Academy, and the Performing Arts and Multimedia Academy in the Corona del Mar Zone; E-Tech in the Estancia Zone; International Baccalaureate (IB) in the Harbor Zone (the only K-12 IB course offered in Orange County); and Delta (science/math/technology program) and the Academy of Creative Expression (ACE) in the Mesa Zone. These programs will offer exploratory opportunities at the elementary and middle school level, and pathway courses at the high school level.</p> <p>Corona del Mar Zone: In the Performing Arts and Multimedia Academy, high school students could enroll in classes in a new Fine Arts Department; courses that students need for a full implementation of the Academy will be identified.</p> <p>Harbor Zone: Students in grades 11-12 may enroll in some IB courses.</p> <p>Mesa Zone: Students will receive information about Delta and ACE, and be encouraged to enroll.</p>

Table 3. Newport-Mesa Unified School District LCAP Goals

<p>Different/Improved for Students 2015-2016:</p>	<p>Corona del Mar Zone: In the International Academy, seniors will complete a capstone project, and high school students will participate in summer trips and internships with business partners. A program will be developed for grades K-6. In the Performing Arts and Multimedia Academy, seniors will complete projects/productions, and high school students will be able to take more Academy courses and participate in field trips. Academy programs for middle and elementary schools will be developed.</p> <p>Estancia Zone: Secondary students will be able to enroll in some Engineering and Design Academy courses; K-6 students will participate in coordinated and quality Science, Technology, Engineering, and Math (STEM) lessons that include lab science; Rea Elementary and TeWinkle Middle will develop robotics teams. Students in grades K-8 will experience technology skill sets integrated into daily instruction.</p> <p>Harbor Zone: Introduce Spanish for grades 4-6. Begin the IB application process.</p> <p>Mesa Zone: In Delta, K-6 students will participate in computer programming classes, supplemental math programs, science fairs and clubs, Instructional Gardens, a Science Invention Convention, and field trips focusing on biological sciences. Grades 7-12 students will participate in Project Lead the Way (PLTW). Students in all grades will participate in cross-age mentoring. Grades 7-8 students will participate in Delta Math classes, honors science classes, science fairs, and field trips focusing on biomedical sciences. In ACE, high school students will participate in the conservatory experience, grades 3-6 students will participate in an after-school arts enrichment program, grades 4-8 students will receive beginning strings instruction, and all grades will participate in cross-age mentoring.</p>
<p>Different/Improved for Students 2016-2017:</p>	<p>Corona del Mar Zone: In the International Academy, all required high school courses will be available for student enrollment. In the Performing Arts and Multimedia Academy, high school students will develop portfolios and participate in new courses.</p> <p>Estancia Zone: High school students will begin enrolling in courses in the Biomedical Sciences Academy; students in grades 7-8 will participate in foundational courses in PLTW. (Note: By 2017-2018 E-Tech will include an Animation Academy, a four-year Engineering Academy, a three-year Biomedical Sciences Academy, and internships with local businesses.)</p> <p>Harbor Zone: Students in grades K-6 can enroll in Spanish classes. High school students can participate in the Entrepreneur IB Certificate program and enroll in expanded course offerings. (Note: Full implementation of IB for K-12 is scheduled for 2017-2018, after receiving certification approvals.)</p> <p>Mesa Zone: In Delta, high school students may participate in a summer STEM Academy, a college/career mentoring program, a senior capstone experience, and a Mandarin Cultural Exchange Program. (Note: By 2017-2018 Delta will include an Animation Academy, foreign language classes at elementary schools, an expanded robotics and field studies program, field trips to major universities, and a semester abroad for juniors.) In ACE, high school students will participate</p>

Table 3. Newport-Mesa Unified School District LCAP Goals

	in an expanded conservatory experience, additional elective classes, and more field trips. Grades 7-12 students will participate in a beginning orchestra program. (Note: ACE is scheduled for full implementation in 2017-2018, with opportunities to perform with professional entities, such as the Pacific Chorale, a semester abroad for juniors, a guitar and strings lab, and summer camps for visual arts, music, and drama.)				
Annual Update: Analysis of Progress:					
GOAL 4:	College/Career Readiness 7-12: Before the 2014-2015 school year, all curriculum for core content areas, including Math, English, Science, and History (MESH), and VAPA, for students in grades 7-12, including low-income students, foster youth, EL, and students with disabilities, will align with a-g standards. Beginning with the 2014-2015 school year, the master schedule at each middle and high school will be adjusted to offer only MESH and VAPA classes aligned to a-g standards.				
Applicable Pupil Subgroup(s):	All secondary students, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All middle and high schools	Related State and Local Priorities:	State 1, 2, 4, 7. Local A.
Identified Need and Metric:	An analysis of course contents compared to a-g standards identified needed changes in core content areas.				
Different/Improved for Students 2014-2015:	Schools will be in the process of transitioning to MESH and VAPA courses meeting a-g standards.				
Different/Improved for Students 2015-2016:	Schools will offer only MESH and VAPA courses that meet a-g standards in core content areas.				
Different/Improved for Students 2016-2017:	Schools will offer only MESH and VAPA courses that meet a-g standards in core content areas.				
Annual Update: Analysis of Progress:					

Table 3. Newport-Mesa Unified School District LCAP Goals

GOAL 5:	College/Career Readiness 6-12: By June 2015 every student in grades 6-12, including low-income students, foster youth, EL, and students with disabilities, will create a secondary academic plan focused on college and career goals. Secondary guidance and counseling departments will develop site-based plans to educate, inform, and train parents on multiple aspects of the college admissions experience, including PSAT, applications, and financial aid.				
Applicable Pupil Subgroup(s):	All grade 6-12 students, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All, except Woodland Elementary (K-2 only)	Related State and Local Priorities:	State 1, 2, 4, 7. Local A.
Identified Need and Metric:	Surveys indicated that 43% of students and 44% of parents disagreed with the statement that post-graduate options were communicated to them. In light of the CCSS emphasis on college and career readiness, N-MUSD identified the need for each student to have a written plan with college and career goals.				
Different/Improved for Students 2014-2015:	Students will receive training in using college/career planning software and will then use the software to create individual academic plans.				
Different/Improved for Students 2015-2016:	Students will continue to receive training as needed and will continue to create and modify individual academic plans.				
Different/Improved for Students 2016-2017:	Students will continue to receive training as needed and will continue to create and modify individual academic plans.				
Annual Update: Analysis of Progress:					
GOAL 6:	College Readiness 9-12: By June 2016 increase the number of comprehensive high school students who enroll in AP/IB courses by at least 6%, and increase the number of students who meet the minimum passing score on the AP/IB tests by at least 5%, as measured by enrollment lists and pass rates.				
Applicable Pupil Subgroup(s):	All comprehensive high school students, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	Comprehensive high schools	Related State and Local Priorities:	State 1, 2, 3, 4, 7. Local A.

Table 3. Newport-Mesa Unified School District LCAP Goals

Identified Need and Metric:	Surveys indicated that 43% of students and 44% of parents disagreed with the statement that post-graduate options were communicated to them; this included a lack of information about the college/career benefits of enrolling in AP/IB courses. An analysis of the master schedule at each high school indicated that too few sections of AP/IB courses were offered to accommodate increased enrollment.				
Different/Improved for Students 2014-2015:	Students will have more sections of AP/IB courses in which they can enroll. Counselors and teachers will continue to identify students for enrollment in these courses, with appropriate differentiated instruction to increase pass rates. Parent meetings will continue.				
Different/Improved for Students 2015-2016:	Students will have more sections of AP/IB courses in which they can enroll. Counselors and teachers will continue to identify students for enrollment in these courses, with appropriate differentiated instruction to increase pass rates. Parent meetings will continue.				
Different/Improved for Students 2016-2017:	Students will have more sections of AP/IB courses in which they can enroll. Counselors and teachers will continue to identify students for enrollment in these courses, with appropriate differentiated instruction to increase pass rates. Parent meetings will continue.				
Annual Update: Analysis of Progress:					
GOAL 7:	Career Readiness 9-12: By June 2016 increase the Career Technical Education/Regional Occupational Program (CTE/ROP) participation rate of students in comprehensive high schools by at least 20 percentage points, as measured by enrollment.				
Applicable Pupil Subgroup(s):	Comprehensive high school and middle school students at identified schools, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	Middle and comprehensive high schools in Estancia, Harbor, and Mesa zones	Related State and Local Priorities:	State 1, 2, 4, 7. Local A.
Identified Need and Metric:	An analysis of California Longitudinal Pupil Achievement Data System (CALPADS) and Aeries data showed a low enrollment rate among students in the identified schools who, if enrolled, would benefit from developing career skills and plans.				

Table 3. Newport-Mesa Unified School District LCAP Goals

<p>Different/Improved for Students 2014-2015:</p>	<p>Students are encouraged to enroll by their ROP/Career counselors and high school counselors. Identified schools continued to evaluate course offerings at the high school and possibilities for expanding elective courses in middle schools. As a result, high schools offered expanded Pathway courses:</p> <p>Costa Mesa Zone: ROP Video and Film.</p> <p>Newport Harbor Zone: Entertainment Art, ROP Marketing, ROP eMarketing.</p> <p>Estancia Zone: Virtual Enterprise, Medical First Responder.</p>
<p>Different/Improved for Students 2015-2016:</p>	<p>Estancia Zone: Students will be able to enroll in an Engineering Pathway that specializes in Advanced Manufacturing, Civil Engineering, and Architecture to complement the Construction Technology Pathway, and an ROP section for the Construction Pathway. Students at TeWinkle, the feeder middle school, will review a presentation to acquaint them with these new high school opportunities. High school parents will review an evening presentation about the new opportunities.</p>
<p>Different/Improved for Students 2016-2017:</p>	<p>Estancia Zone: Estancia High will offer a new course, Principles of Engineering, with up to 60 students enrolled. TeWinkle Middle will offer two new courses in the fall, Robotics and Model Making, and two more new courses in the spring, Green Architecture and Medical Detective. These courses will prepare middle school students for the Advanced Manufacturing, Civil Engineering, and Architecture courses, and the Medical Academy at Estancia High.</p> <p>Mesa Zone: Up to 30 Costa Mesa High students will enroll in the Engineering Pathway specializing in Information Communication Technology (ICT). Costa Mesa Middle will add two new electives in the fall, Robotics and Model Making, and two more in the spring, Green Architecture and Energy and Environment to prepare students for the high school ICT courses and the CPA Environmental Academy.</p> <p>Both zones: Middle school students will have a presentation to acquaint them with these new middle and high school opportunities. High school parents will have an evening presentation of the new opportunities. Presentations will be made at zone PTA/PFO and ELAC meetings. Sixth graders in each zone will have an informational night explaining the options offered in engineering electives at the middle schools in their zones.</p>
<p>Annual Update: Analysis of Progress:</p>	
<p>GOAL 8:</p>	<p>Access to K-6 Music Classes: Increase the number of students, including low-income students, foster youth, EL, and students with disabilities, participating in performance ensembles by at least 3% the first year (2014-2015), and an additional 2% each of the following two years (2015-2016 and 2016-2017), as measured by enrollment.</p>

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Applicable Pupil Subgroup(s):	All K-6 students, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All elementary schools	Related State and Local Priorities:	State 2, 7. Local A, C.
Identified Need and Metric:	Research has long established that one way to increase achievement in math is to have students study music. In support of the achievement of the district’s math goals, as well as to enhance VAPA activities in CCSS units of study, N-MUSD recognized a need to ensure that all elementary students receive more intensive instruction in both vocal and instrumental music literacy skills. In addition, instruction in expected performer and audience decorum is one facet of the district’s “high expectations for student behavior.”				
Different/Improved for Students 2014-2015:	Use of teacher-made rubrics and music software to help individual students immediately identify areas of success and those needing improvement in both vocal and instrumental music skills; a minimum of two opportunities per year to perform as part of a student ensemble in front of an audience of peers, parents, and community members; the opportunity to attend a Summer Music Academy.				
Different/Improved for Students 2015-2016:	Increasing use of music software, along with teacher-made rubrics, to help individual students immediately identify areas of success and those needing improvement in both vocal and instrumental music skills; a minimum of two opportunities per year to perform as part of a student ensemble in front of an audience of peers, parents, and community members; the opportunity to attend a Summer Music Academy.				
Different/Improved for Students 2016-2017:	Increasing use of music software, along with teacher-made rubrics, to help individual students immediately identify areas of success and those needing improvement in both vocal and instrumental music skills; a minimum of two opportunities per year to perform as part of a student ensemble in front of an audience of peers, parents, and community members; the opportunity to attend a Summer Music Academy.				
Annual Update: Analysis of Progress:					
GOAL 9:	Access to 7-12 Music Classes: By June 2016, as measured by enrollment rosters, at least 40% of promoting grade 6 students who participated in elementary performance ensembles and who continue to middle schools in N-MUSD will continue in middle school music programs, including low-income students, foster youth, EL, and students with disabilities. The number of students enrolled in high school music programs will increase by at least 5%.				
Applicable Pupil Subgroup(s):	All grade 7-12 students, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All middle and comprehensive high schools	Related State and Local Priorities:	State 2, 7. Local A, C.

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Identified Need and Metric:	Research has long established that one way to increase achievement in math is to have students study music. In support of the achievement of the district’s math goals, as well as to enhance VAPA activities in CCSS units of study, N-MUSD recognized a need to ensure that more secondary students receive music instruction. An analysis of enrollment in music courses showed that only 20% of elementary students continued studying music in middle school, and this percentage remains static. In 2012-2013 unduplicated students enrolled at a rate approximately twice as great as all other students (33% versus 17%); this rate needs to continue to increase to support math achievement.				
Different/Improved for Students 2014-2015:	Begin implementation of a comprehensive music program that includes a Summer Music Academy, district festivals, and community events, as well as expanded music programs in the Corona del Mar and Mesa zones as part of their Flagship programs.				
Different/Improved for Students 2015-2016:	Middle school students in the Corona del Mar zone will be able to participate in band, orchestra, and choir courses; high school students will be able to participate in band, orchestra, jazz band, girls’ chorus, boys’ chorus, and madrigals classes.				
Different/Improved for Students 2016-2017:	In the Mesa zone, students in grades 7-12 will be able to participate in a new orchestra program.				
Annual Update: Analysis of Progress:					
Pupil Outcomes					
GOAL 10:	ELA Reading Foundational Skills K-2: At least 70% of continuing students in grades K-2, including EL, low-income students, foster youth, and students with disabilities, will meet or exceed district benchmarks in phonological awareness (K only), phonics, and fluency by June 2015, as measured by DIBELS-Next, or CORE Phonics Survey and MASI-R, increasing to at least 74% by June 2017, as measured by DIBELS-Next.				
Applicable Pupil Subgroup(s):	All K-2 students, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All elementary schools	Related State and Local Priorities:	State 4, 7, 8. Local A.
Identified Need and Metric:	An analysis of CST, CORE Reading Assessment, and Renaissance Learning STAR Instructional Reading Level (IRL) data consistently indicated that fluency and phonics were the two foundational reading skills where the greatest number of students as a whole and in identified subgroups score below grade level. The district identified the need to increase student monitoring and intervention for these two skills, and identified new types of monitoring and instruction to increase student achievement in fluency and phonics.				

Table 3. Newport-Mesa Unified School District LCAP Goals

Different/Improved for Students 2014-2015:	Participation in CCSS courses of study, increased use of DIBELS-Next and other research-/evidence-based programs to identify individual student successes and areas of needed improvement, increased use of technology to improve reading skills, increased participation in differentiated strategies to increase mastery of foundational skills, and immediate intervention for those students failing to make expected progress in skills mastery. Foster youth transfers will be evaluated promptly for ELA needs.				
Different/Improved for Students 2015-2016:	Full involvement in CCSS units of study, participation in Close Reading and SIPPS instruction, use of DIBELS-Next and SIPPS to identify successes and areas needing improvement, increasing use of technology to improve reading skills, increasing participation in differentiated strategies to increase mastery of foundational skills, and immediate intervention for those students failing to make expected progress in skills mastery. Foster youth transfers will be evaluated promptly for ELA needs.				
Different/Improved for Students 2016-2017:	Full involvement in CCSS units of study, participation in Close Reading and SIPPS instruction, use of DIBELS-Next and SIPPS to identify successes and areas needing improvement, increasing use of technology to improve reading skills, increasing participation in differentiated strategies to increase mastery of foundational skills, and immediate intervention for those students failing to make expected progress in skills mastery. Foster youth transfers will be evaluated promptly for ELA needs.				
Annual Update: Analysis of Progress:					
GOAL 11:	ELA Reading Comprehension and Fluency 3-6: At least 72% of continuing students in grades 3-6, including EL, low-income students, foster youth, and students with disabilities, will meet or exceed district benchmarks in comprehension and fluency by June 2015, increasing to at least 74% by June 2017, as measured by STAR IRL for comprehension (2014-2017) and MASI-R or DIBELS Next for fluency (2015-2016) and DIBELS Next for fluency (2016-2017).				
Applicable Pupil Subgroup(s):	All students in grades 3-6, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All elementary schools	Related State and Local Priorities:	State 4, 7, 8. Local A.
Identified Need and Metric:	An analysis of 2013 STAR IRL data showed a decrease in reading comprehension and fluency for students as a whole and for nearly all identified subgroups in each grade, after inconsistent growth in years previous to 2013. The district identified the need to raise achievement in these skills, because these two particular skills correlate with success in other content areas.				

Table 3. Newport-Mesa Unified School District LCAP Goals

Different/Improved for Students 2014-2015:	Participation in CCSS courses of study, increased use of technology to improve reading skills, increased participation in differentiated strategies to increase mastery of fluency and comprehension skills, and immediate intervention for those students failing to make expected progress in skills mastery. Foster youth transfers will be evaluated promptly for ELA needs.				
Different/Improved for Students 2015-2016:	Full involvement in CCSS units of study, participation in Close Reading instruction, use of DIBELS-Next to evaluate fluency, increasing use of technology to improve reading skills, increasing participation in differentiated strategies to increase mastery of foundational skills, and immediate intervention for those students failing to make expected progress in skills mastery. Foster youth transfers will be evaluated promptly for ELA needs.				
Different/Improved for Students 2016-2017:	Full involvement in CCSS units of study, participation in Close Reading instruction, use of DIBELS-Next to evaluate fluency, increasing use of technology to improve reading skills, increasing participation in differentiated strategies to increase mastery of foundational skills, and immediate intervention for those students failing to make expected progress in skills mastery. Foster youth transfers will be evaluated promptly for ELA needs.				
Annual Update: Analysis of Progress:					
GOAL 12:	ELA Reading Comprehension and Fluency for 4-6 Graders Reading 2 or More Years Below Grade Level: Continuing students in grades 4-6, including EL, low-income students, foster youth, and students with disabilities, who score 2 or more years below grade level in reading will show an average of 1.2 years' growth as measured by either their Language! TOSCRF and/or STAR IRL scores in June of each year (2015-2017).				
Applicable Pupil Subgroup(s):	Students in grades 4-6 who score 2 years or more below grade level, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All elementary schools	Related State and Local Priorities:	State 4, 7, 8. Local A.
Identified Need and Metric:	An analysis of STAR IRL and TOSCRF data showed that 17% of students in grades 4-6 scored two or more years below grade level in reading comprehension and fluency. These students need to become proficient to succeed in middle and high school.				
Different/Improved for Students 2014-2015:	Support with intensive research-based intervention programs, including Language! curriculum and its software resources, a national evidence-based program designed especially to increase achievement among low-achieving readers; and participation in Summer Reading Academy. Foster youth transfers will be evaluated promptly for ELA intervention needs.				

Table 3. Newport-Mesa Unified School District LCAP Goals

Different/Improved for Students 2015-2016:	Continued implementation of intervention programs. Foster youth transfers will be evaluated promptly for ELA intervention needs.				
Different/Improved for Students 2016-2017:	Full implementation of intervention programs. Foster youth transfers will be evaluated promptly for ELA intervention needs.				
Annual Update: Analysis of Progress:					
GOAL 13:	ELA Reading Comprehension 7-11: At least 75% of continuing students in grades 7-11, including EL, low-income students, foster youth, and students with disabilities, will meet or exceed benchmarks in grade-level comprehension and text understanding, as measured by STAR IRL for comprehension (2014-2015 through 2016-2017) and Smarter Balanced Test for Reading Comprehension (2015-2016 and 2016-2017).				
Applicable Pupil Subgroup(s):	All secondary students, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All middle and high schools	Related State and Local Priorities:	State 4, 7, 8. Local A.
Identified Need and Metric:	An analysis of STAR IRL data showed that the lowest reading skills scores for students in grades 7-9 (the only grades tested) were for comprehension, affecting the ability of students to succeed in all of their courses. These comprehension scores were low in comparison to other language skills across all grades and subgroups tested.				
Different/Improved for Students 2014-2015:	Beginner and intermediate level EL students will be enrolled in tiered English language development (ELD) classes that meet their data-identified needs, including increased use of technology to individualize instruction and more frequent monitoring to provide immediate interventions for students who fail to master skills. Foster youth transfers will be evaluated promptly for ELA needs and placement.				
Different/Improved for Students 2015-2016:	Beginner and intermediate level EL students will be enrolled in tiered English language development classes that meet their data-identified needs, including increased use of technology to individualize instruction and more frequent monitoring to provide immediate interventions for students who fail to master skills. Foster youth transfers will be evaluated promptly for ELA needs and placement.				

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Different/Improved for Students 2016-2017:	Beginner and intermediate level EL students will be enrolled in tiered English language development classes that meet their data-identified needs, including increased use of technology to individualize instruction and more frequent monitoring to provide immediate interventions for students who fail to master skills. Students will begin taking DIBELS-Next to measure fluency, a skill that contributes to comprehension. Foster youth transfers will be evaluated promptly for ELA needs and placement.				
Annual Update: Analysis of Progress:					
GOAL 14:	ELA for 7-11 Students Who Score Below Competency: The number of continuing students in grades 7-11, including EL, low-income students, foster youth, and students with disabilities, who score Proficient or Advanced on the grade-level standards on the district benchmark ELA tests given in June of each year (2015-2017) will increase by at least 5% each year.				
Applicable Pupil Subgroup(s):	All grade 7-11 students who score below competency, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All middle and high schools	Related State and Local Priorities:	State 4, 7, 8. Local A.
Identified Need and Metric:	An analysis of CST data, district benchmark tests, and grades showed that secondary students who scored below competency in ELA also tended to score below competency in other courses due to their lack of sufficient reading and language skills. These students need to master language skills to succeed in all courses and to graduate.				
Different/Improved for Students 2014-2015:	Support with intensive research-based intervention programs, including Lexia and Reading Plus, and participation in Summer Reading Academy; beginner and intermediate level EL students enrolled in tiered English language development classes that meet their data-identified needs. Foster youth transfers will be evaluated promptly for ELA needs and placement.				
Different/Improved for Students 2015-2016:	Support with intensive research-based intervention programs, including Lexia and Reading Plus, and participation in Summer Reading Academy; beginner and intermediate level EL students enrolled in tiered English language development (ELD) classes that meet their data-identified needs. Foster youth transfers will be evaluated promptly for ELA needs and placement, and for intervention needs.				

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Different/Improved for Students 2016-2017:	Support with intensive research-based intervention programs, including Lexia and Reading Plus, and participation in Summer Reading Academy; beginner and intermediate level EL students enrolled in tiered ELD classes that meet their data-identified needs. Foster youth transfers will be evaluated promptly for ELA needs and placement, and for intervention needs.				
Annual Update: Analysis of Progress:					
GOAL 15:	Math K-6: At least 80% of continuing students in grades K-6, including EL, low-income students, foster youth, and students with disabilities, will meet or exceed all three trimester benchmarks on the Swun Math tests each year (2014-2015 through 2016-2017).				
Applicable Pupil Subgroup(s):	All students in grades K-6, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All elementary schools	Related State and Local Priorities:	State 4, 7, 8. Local A.
Identified Need and Metric:	An analysis of CST data indicated that only 67.8% of tested students were proficient in math, with 32.2% not meeting standards, thus impairing their ability to succeed in elementary school.				
Different/Improved for Students 2014-2015:	Continue implementation of research-based Swun Math curriculum and eight-step lesson design, including frequent progress monitoring and spiral review of concepts to ensure students master concepts. Foster youth transfers will be evaluated promptly for math needs.				
Different/Improved for Students 2015-2016:	Full implementation of Swun Math. Foster youth transfers will be evaluated promptly for math needs.				
Different/Improved for Students 2016-2017:	Continued refinement of the full implementation of Swun Math. Foster youth transfers will be evaluated promptly for math needs.				
Annual Update: Analysis of Progress:					
GOAL 16:	Math 7-11: The number of continuing students in grades 7-11, including EL, low-income students, foster youth, and students with disabilities, who score Proficient or Advanced on the grade-level standards on the district benchmark math tests given in June of each year (2015-2017) will increase by at least 5% each year.				

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Applicable Pupil Subgroup(s):	All students in grades 7-12, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All middle and high schools	Related State and Local Priorities:	State 4, 7, 8. Local A.
Identified Need and Metric:	An analysis of district benchmark test results and D/F grades indicated the need to increase the number of students who achieve grade-level competency to support increased graduation rates and college/career readiness.				
Different/Improved for Students 2014-2015:	Students will continue to learn from a curriculum that is increasingly aligned with CCSS and uses the same benchmark assessments throughout the district. Students will study carefully sequenced lessons that consistently build skills. Foster youth transfers will be evaluated promptly for math placement and intervention needs.				
Different/Improved for Students 2015-2016:	Students will take common quarterly assessments by subject area. June 2015 will provide baseline data. Foster youth transfers will be evaluated promptly for math placement and intervention needs.				
Different/Improved for Students 2016-2017:	Aligned curriculum and common benchmark and quarterly assessments will be fully implemented, and will provide definitive data to measure progress on this goal. Foster youth transfers will be evaluated promptly for math placement and intervention needs.				
Annual Update: Analysis of Progress:					
GOAL 17:	Physical Education (PE) Grades 5, 7, 9: By June of each year (2015-2017) continuing students in grades 5, 7, and 9 will show an increase of at least 1 percentage point in the end-of-year body composition test, and an increase of at least 2 percentage points in the end-of-year aerobic capacity test.				
Applicable Pupil Subgroup(s):	All students in grades 5, 7, and 9, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All schools	Related State and Local Priorities:	State 4, 7, 8. Local A.
Identified Need and Metric:	State physical fitness test scores showed the lowest achievements for all three grades in body composition and aerobic capacity, with more than one in four students scoring below the healthy fitness zone. Because these areas are the two most important indicators of overall health, increasing the number of students in the healthy fitness zone can decrease the potential for future health problems.				

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Different/Improved for Students 2014-2015:	For K-12 students, participation in a comprehensive physical education program that clearly delineates skills and games taught, including implementation of a physical fitness test warm-up, with increased instruction in test expectations and increased practice of skills; and increased physical activity in the classroom based on the same program.				
Different/Improved for Students 2015-2016:	For K-12 students, continued participation in a refined comprehensive physical education program that clearly delineates skills and games taught, including implementation of a physical fitness test warm-up, with increased instruction in test expectations and increased practice of skills; and increased physical activity in the classroom based on the same program.				
Different/Improved for Students 2016-2017:	For K-12 students, continued participation in a refined comprehensive physical education program that clearly delineates skills and games taught, including implementation of a physical fitness test warm-up, with increased instruction in test expectations and increased practice of skills; and increased physical activity in the classroom based on the same program.				
Annual Update: Analysis of Progress:					
GOAL 18:	Music 1-6: By June 2017 at least 80% of continuing students will meet or exceed grade-appropriate music reading literacy, and instrumental and vocal technical skills, as measured by teacher-made rubrics and/or SmartMusic software. Also, at least 80% of students will demonstrate good stage decorum and audience etiquette during grade-appropriate performances, as measured by rubrics to evaluate videotaped performances.				
Applicable Pupil Subgroup(s):	All elementary students, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All elementary schools	Related State and Local Priorities:	State 2, 7, 8. Local A, C.
Identified Need and Metric:	Research has long established that one way to increase achievement in math is to have students study music. In support of the achievement of the district’s math goals, as well as to enhance VAPA activities in CCSS units of study, N-MUSD recognized a need to ensure that all elementary students receive more intensive instruction in both vocal and instrumental music literacy skills. In addition, instruction in expected performer and audience decorum is once facet of the district’s “high expectations for student behavior.”				
Different/Improved for Students 2014-2015:	Increasing use of teacher-made rubrics and SmartMusic software to evaluate group performances; increasing participation in targeted skills instruction; videotaped performances to evaluate both group and individual performances and decorum.				

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Different/Improved for Students 2015-2016:	Increasing use of SmartMusic software to evaluate both group and individual performances; continued targeted skills instruction and evaluation of videotaped performances.				
Different/Improved for Students 2016-2017:	Increasing use of SmartMusic software to evaluate both group and individual performances; continued targeted skills instruction and evaluation of videotaped performances.				
Annual Update: Analysis of Progress:					
GOAL 19:	Science Grade 5: The percentage of continuing students in grade 5, including EL, low-income students, foster youth, and students with disabilities, who score Proficient or Advanced on the Science CST will increase to at least 80% by June 2017.				
Applicable Pupil Subgroup(s):	All grade 5 students, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All elementary schools	Related State and Local Priorities:	State 4, 7, 8. Local A.
Identified Need and Metric:	An analysis of grade 5 district CST scores showed that more than one in four students was below Proficient in science. With increased national emphasis on Science, Technology, Engineering, and Math (STEM) courses, raising science scores is imperative for the future college and career success of students.				
Different/Improved for Students 2014-2015:	Continuing implementation of lessons based on Next Generation Science Standards (NGSS); participation in weekly hands-on, inquiry-based experiments focusing on note-taking and vocabulary.				
Different/Improved for Students 2015-2016:	Full implementation of NGSS lessons; continued participation in weekly hands-on, inquiry-based experiments focusing on note-taking and vocabulary.				
Different/Improved for Students 2016-2017:	Continued participation in NGSS lessons and weekly hands-on, inquiry-based experiments focusing on note-taking and vocabulary.				
Annual Update: Analysis of Progress:					

Table 3. Newport-Mesa Unified School District LCAP Goals

GOAL 20:	Other Courses for Grades 7-11 Students Scoring Below Competency: The number of continuing students in grades 7-11, including EL, low-income students, foster youth, and students with disabilities, who score Proficient or Advanced on the grade-level standards on district benchmark social science, foreign language, and/or science tests given in June of each year (2015-2017 will increase by at least 5% each year).				
Applicable Pupil Subgroup(s):	All secondary students who score below competency, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All middle and high schools	Related State and Local Priorities:	State 4, 7, 8. Local A.
Identified Need and Metric:	An analysis of district benchmark test results and D/F grades indicated the need to increase the number of students who achieve grade-level competency to support increased graduation rates and college/career readiness.				
Different/Improved for Students 2014-2015:	Students will learn from a curriculum that is increasingly aligned with CCSS and uses the same benchmark assessments throughout the district. Students will study carefully sequenced lessons that consistently build skills. Foster youth transfers will be evaluated promptly for placement and intervention needs.				
Different/Improved for Students 2015-2016:	Students will take common quarterly assessments. June 2015 will provide baseline data. Foster youth transfers will be evaluated promptly for placement and intervention needs.				
Different/Improved for Students 2016-2017:	Aligned curriculum and common benchmark and quarterly assessments will be fully implemented, and will provide definitive data to measure progress on this goal. Foster youth transfers will be evaluated promptly for placement and intervention needs.				
Annual Update: Analysis of Progress:					
GOAL 21:	Reclassification of EL Students: By June 2017 the reclassification rate of EL students as fluent in English (R-FEP) will increase from 15.63% to a minimum of 20%, as measured by calculating the rate as the number of EL students who are reclassified divided by the number of EL students who are eligible for reclassification (converted to a percentage). Eligibility is determined by multiple measures, including the California English Language Development Test (CELDT) and student grades.				
Applicable Pupil Subgroup(s):	All EL students	School(s) Affected:	All schools	Related State and Local Priorities:	State 1, 4, 7, 8. Local A.

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Identified Need and Metric:	An analysis of CELDT data, student grades, and previous reclassification rates indicated a need to continue the rise in the number of EL reclassifications in order to support the achievement of academic and performance goals for CCSS.				
Different/Improved for Students 2014-2015:	An emphasis on reclassifying grade 6 students, with data about the language skills of those students provided to teachers at the beginning of the school year so that students receive intensified instruction in areas where they need the most help. Students will receive instruction based on the EL strategies of Dr. Kate Kinsella (Precision Partners, Sentence Frames) and Dr. Anita Archer (strategies include giving your partner’s best idea, having clear expectations, taking time to teach how to be in class, and tell/model/practice). Beginner and Intermediate level EL students in grades 7-12 will be enrolled in tiered ELD classes that meet their data-identified needs.				
Different/Improved for Students 2015-2016:	An emphasis on reclassifying grade 6 students, with data about the language skills of those students given to teachers at the beginning of the school year so that students receive intensified instruction in areas where they need the most help. Students will receive instruction based on the EL strategies of Dr. Kate Kinsella and Dr. Anita Archer. Beginner and Intermediate level EL students in grades 7-12 will be enrolled in tiered ELD classes that meet their data-identified needs.				
Different/Improved for Students 2016-2017:	An emphasis on reclassifying grade 6 students, with data about the language skills of those students given to teachers at the beginning of the school year so that students receive intensified instruction in areas where they need the most help. Students will receive instruction based on the EL strategies of Dr. Kate Kinsella and Dr. Anita Archer. Beginner and Intermediate level EL students in grades 7-12 will be enrolled in tiered ELD classes that meet their data-identified needs.				
Annual Update: Analysis of Progress:					
GOAL 22:	CAHSEE Pass Rate Grade 10: By June 2017 grade 10 EL, low-income students, foster youth, and students with disabilities at comprehensive high schools will increase their pass rate by a district average for each group of 2.5 percentage points.				
Applicable Pupil Subgroup(s):	All grade 10 EL, low-income students, foster youth, and students with disabilities at comprehensive high schools	School(s) Affected:	All comprehensive high schools	Related State and Local Priorities:	State 4, 5. Local A.
Identified Need and Metric:	An analysis of CAHSEE pass rate data indicated that unduplicated students in 2012-2013 scored 13 percentage points below all other students in ELA and 18 percentage points below in math. Data also indicated that increasing the pass rate is correlated with increased overall academic achievement.				

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Different/Improved for Students 2014-2015:	After-school tutoring services; use of Reading Plus and Lexia software to improve reading comprehension; embedded use of academic vocabulary; frequent assessments (benchmark, formative, summative) to assess mastery of standards; new lesson strategies and research-based activities that lead to higher levels of learning (after professional development for teachers); further implementation of TESS instructional strategies, which are based on brain research; increased use of technology; Summer Reading Academy for students in Program Improvement (PI) schools.				
Different/Improved for Students 2015-2016:	Consistent and sequenced curriculum aligned to CCSS; expanded lessons in reading non-fiction, expanded access to Summer Reading Academy to students at all schools; refinements of tutoring services, software use, assessments, lesson strategies and activities, TESS strategies, and use of technology.				
Different/Improved for Students 2016-2017:	Refinements of aligned curriculum and improved instructional strategies based on aligned benchmarks and common/standardized assessments.				
Annual Update: Analysis of Progress:					
GOAL 23:	National Merit Scholar (NMS) Finalists: By June 2017 increase the number of National Merit Scholar Finalists by at least 50%.				
Applicable Pupil Subgroup(s):	All grade 11-12 students, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All comprehensive high schools	Related State and Local Priorities:	State 3, 4. Local A.
Identified Need and Metric:	Based on the large number of students who achieve high CST scores, grades, and benchmark test scores, the number of National Merit Scholar Finalists is lower than expected. Surveys of students and parents indicated a lack of knowledge of eligibility and application procedures.				
Different/Improved for Students 2014-2015:	More students will take the PSAT to qualify for NMS consideration. Counselors will continue to receive training in Naviance college/career guidance software to better understand NMS requirements and application procedures. Begin implementation of Naviance software for students, parents, and counselors to provide direct information to students and parents and to make counselors more effective in encouragement and guidance.				
Different/Improved for Students 2015-2016:	Full implementation of Naviance software for students, parents, and counselors to provide direct information to students and parents and to make counselors more effective in encouragement and guidance.				

Table 3. Newport-Mesa Unified School District LCAP Goals

Different/Improved for Students 2016-2017:	Student access through Naviance to PSAT test preparation.				
Annual Update: Analysis of Progress:					
Engagement					
GOAL 24:	School Climate K-12: By June 2017 the number of elementary schools implementing Positive Behavior Interventions and Support (PBIS) program models will increase by a minimum of 2 schools per year. By fall 2017 all high schools will develop and implement a PBIS model; by June 2017 all middle schools with feeder K-6 schools operating a PBIS model will implement the PBIS model program.				
Applicable Pupil Subgroup(s):	All students	School(s) Affected:	All	Related State and Local Priorities:	State 6. Local B.
Identified Need and Metric:	Data analysis indicates that district schools that have already implemented the research-based PBIS program model have reduced instances of behavior that disrupt learning, including bullying.				
Different/Improved for Students 2014-2015:	Defined and consistent process for students who disrupt learning; instruction in and practice of positive behaviors; recognition of demonstrations of positive behavior; reduction in bullying behavior; increased safety and positive school climate for those students at schools where PBIS models are implemented.				
Different/Improved for Students 2015-2016:	Defined and consistent process for students who disrupt learning; instruction in and practice of positive behaviors; recognition of demonstrations of positive behavior; reduction in bullying behavior; increased safety and positive school climate for an increasing number of students with further implementations of PBIS models.				
Different/Improved for Students 2016-2017:	Defined and consistent process for students who disrupt learning; instruction in and practice of positive behaviors; recognition of demonstrations of positive behavior; reduction in bullying behavior; increased safety and positive school climate for an increasing number of students with further implementations of PBIS models.				
Annual Update: Analysis of Progress:					
GOAL 25:	Attendance K-6: By June 2017 the number of unexcused all-day absences of continuing students in grades K-6 will decrease by at least 3%.				

Table 3. Newport-Mesa Unified School District LCAP Goals

Applicable Pupil Subgroup(s):	All elementary students, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All elementary schools	Related State and Local Priorities:	State 5. Local B.
Identified Need and Metric:	After analyzing attendance data, principals at 13 out of 21 schools reported attendance problems as a barrier to learning in their SPSAs.				
Different/Improved for Students 2014-2015:	Increased timely communication with parents, both oral and written, about attendance policies and how absences impact learning; more frequent monitoring of student attendance; enlisting parents to communicate with other parents about the importance of attendance; implementation of character development programs (please see Goal 24 above). The number of unexcused all day absences will decrease by at least 1%. For attendance improvement plans at each school, please see the SPSAs.				
Different/Improved for Students 2015-2016:	Continued refining of timely communication with both parents and students; expanded implementation of character development programs. The number of unexcused all day absences will decrease by at least 1%.				
Different/Improved for Students 2016-2017:	Continued refining of timely communication with both parents and students; expanded implementation of character development programs. The number of unexcused all day absences will decrease by at least 1%.				
Annual Update: Analysis of Progress:					
GOAL 26:	Attendance 7-12: By June 2017 the number of single-period tardies of continuing students in grades 7-12 will decrease from 73% to a maximum of 50%, as measured by attendance records.				
Applicable Pupil Subgroup(s):	All grade 7-12 students, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All middle and high schools	Related State and Local Priorities:	State 5. Local B.
Identified Need and Metric:	An analysis of attendance data showed a level of tardiness that impacted student achievement, especially for low-achieving subgroups. Unduplicated students in grades 7-11 had a rate of tardiness ranging from 24.7% to 107% greater than all other students in 2012-2013. By grade 12, all student groups showed roughly equal rates of tardiness. Reducing the tardiness rate, especially of unduplicated students, would support overall increased academic achievement.				

Table 3. Newport-Mesa Unified School District LCAP Goals

Different/Improved for Students 2014-2015:	At schools where PBIS models are implemented, a defined and consistent process for students who disrupt learning; instruction in and practice of positive behaviors; and recognition of demonstrations of positive behavior for those students. Staff members will continue to receive professional development in Restorative Justice principles and practices and continue to formally teach students those principles and practices. A major emphasis will be teaching students to take responsibility for their own behavior.				
Different/Improved for Students 2015-2016:	Character development programs based on the research-based PBIS model will be implemented at some secondary schools. Full implementation of Restorative Justice principles and practices. Consistent definition of tardiness, aligned across all classes, with consistent reporting and consequences. Further implementation of Restorative Justice principles.				
Different/Improved for Students 2016-2017:	Further implementation of PBIS model programs. Full implementation of Restorative Justice principles and practices. Further refinement of a consistent definition of tardiness, aligned across all classes, with consistent reporting and consequences.				
Annual Update: Analysis of Progress:					
GOAL 27:	Suspensions 7-12: By June 2017 secondary schools will reduce the number of yearly suspensions by at least 5%.				
Applicable Pupil Subgroup(s):	All secondary students, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All middle and high schools	Related State and Local Priorities:	State 6. Local B.
Identified Need and Metric:	While N-MUSD's suspension rate is low (2.7) in comparison to state (5.1) and county (3.2) rates, suspensions affect the academic achievement of suspended students. Reducing suspensions supports the ability of N-MUSD to reach academic achievement goals. An analysis of the district's suspension data showed a decrease in the suspension rate between 2011-2012 and 2012-2013 of 61.6%. However, unduplicated students (a subgroup including low-income, EL, and foster youth students) have a far higher suspension rate than other students, with a rate 126.5% higher than other students in 2012-2013.				
Different/Improved for Students 2014-2015:	Staff members will continue to receive professional development in Restorative Justice principles and practices and continue to formally teach students those principles and practices. A major emphasis will be teaching students to take responsibility for their own behavior. Secondary sites will work with community-based organizations to provide cultural sensitivity and diversity training to students and staffs.				

Table 3. Newport-Mesa Unified School District LCAP Goals

Different/Improved for Students 2015-2016:	Character development programs based on the research-based PBIS model will be implemented at some secondary schools. Full implementation of Restorative Justice principles and practices.				
Different/Improved for Students 2016-2017:	All secondary schools will implement character programs based on the PBIS model.				
Annual Update: Analysis of Progress:					
GOAL 28:	Parent Participation K-12: By June 2017 parent, teacher, and secondary student attendance at the District English Language Advisory Committee (DELAC) will increase by a minimum of 15%, as measured by sign-in sheets, and assuming that the number of eligible schools remains the same from year to year. By June 2017 parent, teacher, and secondary student membership in PTA/PFO and the Community Advisory Council (CAC) will increase by a minimum of 10% for each group, as measured by membership lists.				
Applicable Pupil Subgroup(s):	All	School(s) Affected:	All	Related State and Local Priorities:	State 3, 6. Local A, B.
Identified Need and Metric:	While DELAC attendance data shows a steady increase (from 43 to 62) over the last two years, the number of parents participating at the district level is only 7.5% of the ELAC membership at school sites. N-MUSD will focus on increasing district-level involvement of ELAC parents in support of closing the EL achievement gap. Although PTA/PFO membership decreased 4.8% this year from last year, members still contributed 277,506 hours of volunteer work. PTA/PFO members are an invaluable resource to help students and provide informal feedback on student achievement and school climate.				
Different/Improved for Students 2014-2015:	Increased parental support of students' academic achievement and district policies that support such achievement, including attendance and behavior policies, as well as increased direct involvement in supporting students' individual college and career readiness goals.				
Different/Improved for Students 2015-2016:	Further increases in parental support of students' academic achievement and district policies that support such achievement, including attendance and behavior policies, as well as increasing direct involvement in supporting students' individual college and career readiness goals.				
Different/Improved for Students 2016-2017:	Further increases in parental support of students' academic achievement and district policies that support such achievement, including attendance and behavior policies, as well as increasing direct involvement in supporting students' individual college and career readiness goals.				

Table 3. Newport-Mesa Unified School District LCAP Goals

Annual Update: Analysis of Progress:					
GOAL 29:	Parent Involvement K-12: By June 2017 parent responses to surveys about school climate will increase by at least 17 percentage points.				
Applicable Pupil Subgroup(s):	All students	School(s) Affected:	All schools	Related State and Local Priorities:	State 3, 6. Local A, B.
Identified Need and Metric:	Only 16% of parents responded to the 2013 School Climate Survey. An increase to at least 33% of parents would provide valuable information for N-MUSD to use to develop and modify policies and procedures to increase the likelihood of meeting district goals.				
Different/Improved for Students 2014-2015:	Continuing increase of information available to students and parents about college planning, which is made widely available on the district website and through meetings with information about CCSS, LCFF, and LCAP, including how the new standards and funding impact academic studies. Begin implementation of college/career guidance software. Begin implementation of college/career guidance software.				
Different/Improved for Students 2015-2016:	Continue implementation of college/career guidance software; increased information available to parents and students about the National Merit Scholarship application and procedures; increasing implementation of character behavior education programs; increasing information about policies, procedures, and goals available on the district website; implementation of using parent conferences to have parents enter survey information on a school computer.				
Different/Improved for Students 2016-2017:	Continuing implementation of college/career guidance software; increasing information available to parents and students about the National Merit Scholarship application and procedures; increasing implementation of character behavior education programs; increasing information about policies, procedures, and goals available on the district website; increasing use of parent conferences to collect survey data.				
Annual Update: Analysis of Progress:					
GOAL 30:	Parent Involvement 7-12: By June 2017 75% of secondary school parents, including parents of EL, low-income students, foster youth, and students with disabilities, will have logon accounts for the online Naviance college and career guidance tool, as measured by the system administrator's account list.				
Applicable Pupil Subgroup(s):	All secondary students, including low-income, EL, foster youth, and students with disabilities	School(s) Affected:	All middle and high schools	Related State and Local Priorities:	State 3. Local A.

Table 3. Newport-Mesa Unified School District LCAP Goals

Identified Need and Metric:	With the CCSS focus on career/college readiness and only 56% of parents surveyed indicating that they received adequate information about post-graduation options for their students, the district identified the need to provide parent access to the same software that students will use to do their college/career planning.				
Different/Improved for Students 2014-2015:	Increased information from counselors and teachers about college and career planning; implementation of CCSS units that focus on college/career readiness; beginning of implementation of Naviance for students and parents.				
Different/Improved for Students 2015-2016:	Full implementation of Naviance software for both students and parents, with training in its use. Parent training will take place at such events as Back to School nights.				
Different/Improved for Students 2016-2017:	Increase the number of parents who have access to Naviance and expand their use of the software; additional software training as needed.				
Annual Update: Analysis of Progress:					
GOAL 31:	Parent Involvement K-12: By June 2017 the attendance of parents, including parents of EL, low-income students, foster youth, and students with disabilities, at school site events and activities, such as Back-to-School Night and musical performances, will increase by a minimum of 5%.				
Applicable Pupil Subgroup(s):	All students	School(s) Affected:	All schools	Related State and Local Priorities:	State 3, 6. Local A, B.
Identified Need and Metric:	In March 2014 the Superintendent’s Parent Advisory Council identified the need to increase parent attendance at school events and activities. Their rationale was that parents who attend these events receive valuable information about school programs and expectations for academic achievement and student behavior, see first-hand the results of various school programs, and are more likely to become involved in supporting student achievement and school policies. During 2014-2015 N-MUSD will collect baseline data to begin monitoring attendance.				
Different/Improved for Students 2014-2015:	Begin collection of baseline data; evaluate current communications and marketing to determine improved ways to encourage more parents to attend events.				
Different/Improved for Students 2015-2016:	Continue data collection. Improve communications and marketing of school events and activities.				

Table 3. Newport-Mesa Unified School District LCAP Goals

Different/Improved for Students 2016-2017:	Refine communication and marketing methods to continue increasing parent attendance and support of students. Increase recognition of student achievement by parents.
Annual Update: Analysis of Progress:	

Section 3: Actions, Services, and Expenditures

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

Instructions:

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

Guiding Questions:

- 1) *What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?*
- 2) *How do these actions/services link to identified goals and performance indicators?*
- 3) *What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?*
- 4) *In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?*

- 5) *In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?*
- 6) *In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?*
- 7) *In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?*

A. Actions, Services, and Expenditures for All Students

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

Table 4. Actions, Services, and Expenditures for All Students

GOAL 1	State/Local Priority	Level of Service
<p>Facilities: By September 2014 and January 2015, respectively, new theater buildings will open at Costa Mesa Middle and High School (shared campus) and Corona del Mar Middle and High School (shared campus), with professional quality production systems and essential performance support facilities, based on designs that support drama productions, musical theater, concerts, dance, lectures, and meetings. By the end of the 2015-2016 school year, construction of a new sports field at Costa Mesa Middle and High School will be nearly finished, with anticipated occupancy in September 2016. To support middle and high school physical education and extra-curricular activities such as band, football, soccer, lacrosse, and graduation ceremonies, the field and track will be constructed with synthetic materials that provide a safe, even, consistent surface. Feeder elementary schools will use the theaters and sports facilities for special events. In addition, construction of dedicated technology and science instructional space at Costa Mesa High School/Middle School and Corona del Mar High School/Middle School is to be completed by September 1, 2014. These new facilities will provide “clean, safe, functional” facilities in “good repair,” as defined by the state Education Code 17002(d).</p>	<p>State 1. Local A.</p>	<p>School-wide</p>

Table 4. Actions, Services, and Expenditures for All Students

Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
Construction of theaters at Corona del Mar High School and Costa Mesa High School/Middle School	\$9,102,094	N/A	N/A	GO Bond
Construction of sports complex at Newport Harbor High School and Costa Mesa High School/Middle School	\$4,125,000	\$12,525,000	N/A	GO Bond/ 0000
Construction of exploring technology space at Costa Mesa High School/Middle School and Corona del Mar High School/Middle School	\$90,000	N/A	N/A	GO Bond/ 0000
Construction of dedicated science instructional rooms at Costa Mesa High School/Middle School and Corona del Mar High School/Middle	\$288,000	N/A	N/A	GO Bond/ 0000
Total Expenditures	\$13,605,094	\$12,525,000	N/A	
Annual Update: Review of Actions/ Services				
GOAL 2				
			State/Local Priority	Level of Service
Implementation of State Standards and Access to a Broad Course of Study: All K-12 students, including low-income students, foster youth, English learners (EL), and students with disabilities, will participate in a course of study based on CCSS in English Language Arts (ELA) and math, with full implementation by August 2014. CCSS units of study will include both academic content and performance standards, will incorporate the use of technology tools and visual and performing arts (VAPA), will emphasize differentiated instructional strategies and resources in order to support increased access to high levels of curriculum, and will use rubrics for evaluation to ensure that students learn content and demonstrate mastery of CCSS.			State 1, 2, 7. Local A.	LEA-wide
Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
Consulting on RCD model for K-6 CCSS units of study	\$59,000	\$49,537	\$49,537	7404/0000
Substitutes for K-6 teachers receiving training	\$124,154	\$124,154	\$60,000	7404/0000
Extra duty hours for K-6 teachers for curriculum development	\$32,989	\$32,989	\$32,989	7404/0000
K-6 ELA materials	\$392,000	\$159,000	\$159,000	7404/0000

Table 4. Actions, Services, and Expenditures for All Students

ELA coordination: 1 FTE K-6 ELA Teacher on Special Assignment (TOSA)	\$95,289	\$100,296	\$100,296	7404/0000
Secondary CCSS VAPA consultants	\$10,000	\$10,000	N/A	7405/0000
Secondary CCSS VAPA substitutes	\$30,000	\$30,000	\$30,000	7405/0000
Secondary CCSS VAPA extra duty	\$10,000	\$10,000	\$10,000	7405/0000
Educational technology program administration	\$220,321	\$225,922	\$227,955	0000
CTE and education technology site support	\$235,032	\$235,032	\$235,032	3550/0000
Total Expenditures	\$1,208,785	\$976,930	\$904,809	
Annual Update: Review of Actions/ Services				
GOAL 3				
			State/Local Priority	Level of Service
Implementation of State Academic and Performance Standards: Under the leadership of the site principals and beginning in spring 2013, the four comprehensive K-12 geographic school zones will work with district, site, and community stakeholders to develop both academic and VAPA Flagship programs. These programs will reflect unique aspects of each zone’s community and will offer extensions of current academic and VAPA programs, with a culminating experience in grade 12.			State 1, 2, 7. Local A, C.	LEA-wide
Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
District implementation planning. (Based on planning, expenditures for 2015-2016 and 2016-2017 will be determined.)	\$120,000	TBD	TDB	0000
Total Expenditures	\$120,000	TBD	TBD	
Annual Update: Review of Actions/ Services				

Table 4. Actions, Services, and Expenditures for All Students

GOALS 4, 5, 23, and 30				State/Local Priority	Level of Service	
<p>College/Career Readiness 7-12: Before the 2014-2015 school year, all curriculum for core content areas, including Math, English, Science, and History (MESH), and VAPA, for students in grades 7-12, including low-income students, foster youth, EL, and students with disabilities, will align with a-g standards. Beginning with the 2014-2015 school year, the master schedule at each middle and high school will be adjusted to offer only MESH and VAPA classes aligned to a-g standards.</p>				State 1, 2, 4, 7. Local A.	LEA-wide	
<p>College/Career Readiness 6-12: By June 2015 every student in grades 6-12, including low-income students, foster youth, EL, and students with disabilities, will create a secondary academic plan focused on college and career goals. Secondary guidance and counseling departments will develop site-based plans to educate, inform, and train parents on multiple aspects of the college admissions experience, including PSAT, applications, and financial aid.</p>				State 1, 2, 4, 7. Local A.		
<p>National Merit Scholar (NMS) Finalists: By June 2017 increase the number of National Merit Scholar Finalists by at least 50%.</p>				State 3, 4. Local A.		
<p>Parent Involvement 7-12: By June 2017 75% of secondary school parents, including parents of EL, low-income students, foster youth, and students with disabilities, will have logon accounts for the online Naviance college and career guidance tool, as measured by the system administrator's account list.</p>				State 3. Local A.		
Actions and Services			Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
Advancement Via Individual Determination (AVID) district coordinator			\$4,000	\$4,000	\$4,000	0000
AVID dues and memberships			\$16,575	\$16,575	\$16,575	0000
AVID consultant to train coordinator			\$4,000	\$4,000	\$4,000	0000
Naviance software license fees and professional development			\$54,686	\$54,686	\$54,686	0000
CCSS History consultants			\$60,000	\$60,000	N/A	7405/0000
CCSS History substitutes			\$30,000	\$30,000	\$30,000	7405/0000
CCSS History extra duty			\$20,000	\$40,000	\$40,000	7405/0000

Table 4. Actions, Services, and Expenditures for All Students

CCSS site support: Embedded coaches for ELA MESH support (6.2 FTE at sites; 2.8 FTE district, increasing to 3.2 FTE district in 2014-15 and 2015-16)	\$746,000	\$746,000	\$746,000	7405/0000
CCSS Site Support: Embedded coaches for trainer coaching (Innovate ED)	\$67,500	\$67,500	\$67,500	7405/0000
CCSS Site Support: Embedded coaches training extra duty	\$15,000	\$15,000	\$15,000	7405/0000
CCSS Site Support: Embedded coaches substitutes	\$20,000	\$20,000	\$20,000	7405/0000
Total Expenditures	\$1,037,761	\$1,057,761	\$997,761	
Annual Update: Review of Actions/ Services				
GOAL 6				
			State/Local Priority	Level of Service
College Readiness 9-12: By June 2016 increase the number of comprehensive high school students who enroll in AP/IB courses by at least 6%, and increase the number of students who meet the minimum passing score on the AP/IB tests by at least 5%, as measured by enrollment lists and pass rates.			State 1, 2, 3, 4, 7. Local A.	LEA-wide
Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
AP/IB program district support for staffing, substitutes, supplies	\$50,000	\$50,000	\$50,000	0000
AP/IB program site support for staffing, substitutes, supplies	\$25,000	\$25,000	\$25,000	0000
Total Expenditures	\$75,000	\$75,000	\$75,000	
Annual Update: Review of Actions/ Services				
GOAL 7				
			State/Local Priority	Level of Service
Career Readiness 9-12: By June 2016 increase the Career Technical Education/Regional Occupational Program (CTE/ROP) participation rate of students in comprehensive high schools by at least 20 percentage points, as measured by enrollment.			State 1, 2, 4, 7. Local A.	LEA-wide

Table 4. Actions, Services, and Expenditures for All Students

Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
CTE administration	\$253,838	\$266,530	\$268,929	0000
Project Lead the Way (Note: This program will start at Estancia High School. With support from future grants, the program will be duplicated at Costa Mesa High School and/or other sites.)	\$191,786	\$131,174	\$122,270	0000/13 grant
Coastline Regional Occupation Program classes	\$1,417,440	\$1,417,440	\$1,417,440	0000
Total Expenditures	\$1,863,064	\$1,815,144	\$1,808,639	
Annual Update: Review of Actions/ Services				
GOALS 8, 9, and 18				
			State/Local Priority	Level of Service
Access to K-6 Music Classes: Increase the number of students, including low-income students, foster youth, EL, and students with disabilities, participating in performance ensembles by at least 3% the first year (2014-2015), and an additional 2% each of the following two years (2015-2016 and 2016-2017), as measured by enrollment.			State 2, 7. Local A, C.	LEA-wide
Access to 7-12 Music Classes: By June 2016, as measured by enrollment rosters, at least 40% of promoting grade 6 students who participated in elementary performance ensembles and who continue to middle schools in N-MUSD will continue in middle school music programs, including low-income students, foster youth, EL, and students with disabilities. The number of students enrolled in high school music programs will increase by at least 5%.			State 2, 7. Local A, C.	
Music 1-6: By June 2017 at least 80% of continuing students will meet or exceed grade-appropriate music reading literacy, and instrumental and vocal technical skills, as measured by teacher-made rubrics and/or SmartMusic software. Also, at least 80% of students will demonstrate good stage decorum and audience etiquette during grade-appropriate performances, as measured by rubrics to evaluate videotaped performances.			State 2, 7, 8. Local A, C.	
Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
SmartMusic memberships	\$791	\$791	\$791	0000

Table 4. Actions, Services, and Expenditures for All Students

Materials and supplies K-6	\$17,884	\$17,884	\$17,884	0000
Transportation for district festivals, community performances	\$15,000	\$15,000	\$15,000	0000
District festivals, community performance events	\$3,600	\$3,600	\$3,600	0000
Summer Music Academy	\$44,440	\$37,216	\$37,216	0000
Contract services	\$12,000	\$10,500	\$10,500	0000
K-6 instructional staffing	\$1,676,441	\$1,760,263	\$1,774,345	0000
Total Expenditures	\$1,770,156	\$1,845,254	\$1,859,336	
Annual Update: Review of Actions/ Services				
GOALS 10, 11, and 12				
			State/Local Priority	Level of Service
<p>ELA Reading Foundational Skills K-2: At least 70% of continuing students in grades K-2, including EL, low-income students, foster youth, and students with disabilities, will meet or exceed district benchmarks in phonological awareness (K only), phonics, and fluency by June 2015, as measured by DIBELS-Next, or CORE Phonics Survey and MASI-R, increasing to at least 74% by June 2017, as measured by DIBELS-Next.</p>			State 4, 7, 8. Local A.	LEA-wide
<p>ELA Reading Comprehension and Fluency 3-6: At least 72% of continuing students in grades 3-6, including EL, low-income students, foster youth, and students with disabilities, will meet or exceed district benchmarks in comprehension and fluency by June 2015, increasing to at least 74% by June 2017, as measured by STAR IRL for comprehension (2014-2017) and MASI-R or DIBELS Next for fluency (2015-2016) and DIBELS Next for fluency (2016-2017).</p>			State 4, 7, 8. Local A.	
<p>ELA Reading Comprehension and Fluency for 4-6 Graders Reading 2 or More Years Below Grade Level: Continuing students in grades 4-6, including EL, low-income students, foster youth, and students with disabilities, who score 2 or more years below grade level in reading will show an average of 1.2 years' growth as measured by either their Language! TOSCRF and/or STAR IRL scores in June of each year (2015-2017).</p>			State 4, 7, 8. Local A.	

Table 4. Actions, Services, and Expenditures for All Students

Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
Discovery Education professional development and subscriptions for all K-6 teachers	\$36,000	\$36,000	\$36,000	0000
Subscriptions to Typing Club to provide access for students to learn/practice keyboarding skills at school and home	\$11,000	\$11,000	\$11,000	0000
Close Reading professional development from the Consortium on Reading Excellence for all K-6 teachers	\$47,950	N/A	N/A	0000
Close Reading consultant	\$9,000	\$9,000	\$9,000	0000
SIPPS consultant services	\$12,750	\$12,750	\$12,750	7405
332 substitute days for K-3 teachers for SIPPS training	\$42,300	N/A	N/A	7405/3185
Total Expenditures	\$159,000	\$68,750	\$68,750	
Annual Update: Review of Actions/ Services				
GOALS 13 and 14				
			State/Local Priority	Level of Service
<p>ELA Reading Comprehension 7-11: At least 75% of continuing students in grades 7-11, including EL, low-income students, foster youth, and students with disabilities, will meet or exceed benchmarks in grade-level comprehension and text understanding, as measured by STAR IRL for comprehension (2014-2015 through 2016-2017) and Smarter Balanced Test for Reading Comprehension (2015-2016 and 2016-2017).</p> <p>ELA for 7-11 Students Who Score Below Competency: The number of continuing students in grades 7-11, including EL, low-income students, foster youth, and students with disabilities, who score Proficient or Advanced on the grade-level standards on the district benchmark ELA tests given in June of each year (2015-2017) will increase by at least 5% each year.</p>			State 4, 7, 8. Local A.	LEA-wide
			State 4, 7, 8. Local A.	
Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
CCSS English RCD substitutes for professional training days	\$33,000	\$33,000	\$33,000	7405/0000

Table 4. Actions, Services, and Expenditures for All Students

CCSS English RCD extra duty hours	\$50,000	\$50,000	\$50,000	7405/0000
CCSS English RCD instructional supplies	\$16,000	\$16,000	\$16,000	7405/0000
Total Expenditures	\$99,000	\$99,000	\$99,000	
Annual Update: Review of Actions/ Services				
GOAL 15				
			State/Local Priority	Level of Service
Math K-6: At least 80% of continuing students in grades K-6, including EL, low-income students, foster youth, and students with disabilities, will meet or exceed all three trimester benchmarks on the Swun Math tests each year (2014-2015 through 2016-2017).			State 4, 7, 8. Local A.	LEA-wide
Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
Swun Math consultants to conduct professional development for K-6 teachers	\$619,500	\$630,000	N/A	7405/3010
Substitutes for K-6 professional development and student work evaluation days	\$91,260	\$80,000	TBD	7405/0000
Substitutes for K-6 monthly site visits	\$66,861	\$68,310	TBD	7405/0000
Instructional supplies for K-6	\$65,000	\$67,100	\$67,100	7405/0000
Duplications for K-6	\$160,000	\$160,000	\$160,000	7405/0000
Total Expenditures	\$1,002,621	\$1,005,410	\$227,100	
Annual Update: Review of Actions/ Services				
GOAL 16				
			State/Local Priority	Level of Service
Math 7-11: The number of continuing students in grades 7-11, including EL, low-income students, foster youth, and students with disabilities, who score Proficient or Advanced on the grade-level standards on the district benchmark math tests given in June of each year (2015-2017) will increase by at least 5% each year.			State 4, 7, 8. Local A.	LEA-wide

Table 4. Actions, Services, and Expenditures for All Students

Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
CCSS Math: University of California Irvine (UCI) project professional development days	\$150,480	\$60,940	\$60,940	7405/0000
CCSS Math: UCI project substitutes for training	\$72,600	\$52,800	\$52,800	7405/0000
CCSS Math: UCI project extra duty hours	\$25,000	\$25,000	\$25,000	7405/0000
CCSS Math: UCI project instructional supplies	\$24,000	\$24,000	\$24,000	7405/0000
Total Education Systems Support (TESS) consultants to conduct professional development at comprehensive high schools	\$75,600	TBD	TBD	7405/0000
Substitutes for high school TESS professional development days	\$6,600	TBD	TBD	7405/0000
Total Expenditures	\$354,280	\$162,740	\$162,740	
Annual Update: Review of Actions/ Services				
GOAL 17				
			State/Local Priority	Level of Service
Physical Education (PE) Grades 5, 7, 9: By June of each year (2015-2017) continuing students in grades 5, 7, and 9 will show an increase of at least 1 percentage point in the end-of-year body composition test, and an increase of at least 2 percentage points in the end-of-year aerobic capacity test.			State 4, 7, 8. Local A.	LEA-wide
Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
K-6 equipment	\$11,600	\$11,600	\$11,600	0000
Consultant (Orange County Department of Education director)	\$10,000	\$10,000	\$10,000	0000
K-6 instructional staffing	\$773,376	\$779,563	\$785,800	0000
Training conference	\$1,800	\$1,800	\$1,800	0000
Total Expenditures	\$796,776	\$802,963	\$809,200	

Table 4. Actions, Services, and Expenditures for All Students

Annual Update: Review of Actions/ Services					
GOAL 19				State/Local Priority	Level of Service
Science Grade 5: The percentage of continuing students in grade 5, including EL, low-income students, foster youth, and students with disabilities, who score Proficient or Advanced on the Science CST will increase to at least 80% by June 2017.				State 4, 7, 8. Local A.	LEA-wide
Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source	
District science program coordination	\$75,675	\$75,675	\$76,356	4035/0000	
K-6 instructional site staffing	\$255,904	\$255,904	\$258,207	0000	
Site instructional materials	\$57,654	\$57,654	\$57,654	0000	
Travel and conference	\$2,450	\$2,450	\$2,450	0000	
Contract services	\$1,200	\$1,200	\$1,200	0000	
Transportation for the Science Fair	\$700	\$700	\$700	0000	
Consultants for professional development	\$1,000	\$1,000	\$1,000	0000	
Software licenses, Renaissance Learning	\$500	\$500	\$500	0000	
Summer science program staffing and materials	\$89,530	\$94,006	\$94,006	0000	
Total Expenditures	\$484,613	\$489,089	\$492,073		
Annual Update: Review of Actions/ Services					
GOAL 20				State/Local Priority	Level of Service
Other Courses for Grades 7-11 Students Scoring Below Competency: The number of continuing students in grades 7-11, including EL, low-income students, foster youth, and students with disabilities, who score Proficient or Advanced on the grade-level standards on district benchmark social science, foreign language, and/or science tests given in June of each year (2015-2017 will increase by at least 5% each year.				State 4, 7, 8. Local A.	LEA-wide

Table 4. Actions, Services, and Expenditures for All Students

Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source	
CCSS Science consultants	\$10,000	\$10,000	\$10,000	7405/0000	
CCSS Science substitutes	\$30,000	\$30,000	\$30,000	7405/0000	
CCSS Science extra duty	\$20,000	\$40,000	\$20,000	7405/0000	
Total Expenditures	\$60,000	\$80,000	\$60,000		
Annual Update: Review of Actions/ Services					
GOAL 22				State/Local Priority	Level of Service
CAHSEE Pass Rate Grade 10: By June 2017 grade 10 EL, low-income students, foster youth, and students with disabilities at comprehensive high schools will increase their pass rate by a district average for each group of 2.5 percentage points.				State 4, 5. Local A.	LEA-wide
Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source	
Instructional staff targeted to CAHSEE	\$114,892	\$120,637	\$121,723	0000	
Total Expenditures	\$114,892	\$120,637	\$121,723		
Annual Update: Review of Actions/ Services					
GOAL 24				State/Local Priority	Level of Service
School Climate K-12: By June 2017 the number of elementary schools implementing Positive Behavior Interventions and Support (PBIS) program models will increase by a minimum of 2 schools per year. By fall 2017 all high schools will develop and implement a PBIS model; by June 2017 all middle schools with feeder K-6 schools operating a PBIS model will implement the PBIS model program.				State 6. Local B.	LEA-wide

Table 4. Actions, Services, and Expenditures for All Students

Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
Implement and refine PBIS model program	\$40,000	\$40,000	TBD	0000
Total Expenditures	\$40,000	\$40,000	TBD	
Annual Update: Review of Actions/ Services				
GOAL 25				
			State/Local Priority	Level of Service
Attendance K-6: By June 2017 the number of unexcused all-day absences of continuing students in grades K-6 will decrease by at least 3%.			State 5. Local B.	LEA-wide
Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
Increased timely communication with parents, both oral and written, about attendance policies and how absences impact learning; more frequent monitoring of student attendance; enlisting parents to communicate with other parents about the importance of attendance; implementation of character development programs (please see Goal 24 above).	\$33,000	\$33,000	\$33,000	0000
Total Expenditures	\$33,000	\$33,000	\$33,000	
Annual Update: Review of Actions/ Services				
GOALS 26 and 27				
			State/Local Priority	Level of Service
Attendance 7-12: By June 2017 the number of single-period tardies of continuing students in grades 7-12 will decrease from 73% to a maximum of 50%, as measured by attendance records.			State 5. Local B.	LEA-wide
Suspensions 7-12: By June 2017 secondary schools will reduce the number of yearly suspensions by at least 5%.			State 6. Local B.	

Table 4. Actions, Services, and Expenditures for All Students

Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
Renewed emphasis on a defined and consistent process for students who disrupt learning, including instruction in and practice of positive behaviors and Restorative Justice principles, with a major emphasis on teaching students to take responsibility for their own behavior.	\$50,000	\$50,000	TBD	0000
Total Expenditures	\$50,000	\$50,000	TBD	
Annual Update: Review of Actions/ Services				
GOAL 28			State/Local Priority	Level of Service
Parent Participation K-12: By June 2017 parent, teacher, and secondary student attendance at the District English Language Advisory Committee (DELAC) will increase by a minimum of 15%, as measured by sign-in sheets, and assuming that the number of eligible schools remains the same from year to year. By June 2017 parent, teacher, and secondary student membership in PTA/PFO and the Community Advisory Council (CAC) will increase by a minimum of 10% for each group, as measured by membership lists.			State 3, 6. Local A, B.	LEA-wide
Actions and Services	Expenditures 2014-2015	Expenditures 2015-2015	Expenditures 2016-2017	Funding Source
Participation will be encouraged with relevant agenda topics. DELAC and ELAC will continue to have sign-in sheets and rosters to measure parent participation. The DELAC minutes will include attendance numbers.	\$71,429	TBD	TBD	3010/0128/ 0000
Total Expenditures	\$71,429	TBD	TBD	
Annual Update: Review of Actions/ Services				
GOAL 29			State/Local Priority	Level of Service
Parent Involvement K-12: By June 2017 parent responses to surveys about school climate will increase by at least 17 percentage points.			State 3, 6. Local A, B.	LEA-wide

Table 4. Actions, Services, and Expenditures for All Students

Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
Each school, working with the School Community Facilitator and other staff, will devise a plan to ensure all parents receive a printed copy or have access to a computer lab to complete the survey.	\$44,954	TBD	TBD	3010/0000
Total Expenditures	\$44,954	TBD	TBD	
Annual Update: Review of Actions/ Services				
GOAL 31				
			State/Local Priority	Level of Service
Parent Involvement K-12: By June 2017 the attendance of parents, including parents of EL, low-income students, foster youth, and students with disabilities, at school site events and activities, such as Back-to-School Night and musical performances, will increase by a minimum of 5%.			State 3, 6. Local A, B.	LEA-wide
Actions and Services	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
Increased timely communication with parents, both oral and written, about events and activities and how attendance at those events and activities supports academic achievement; more frequent monitoring of attendance; and enlisting parents to communicate with other parents about the importance of attendance at events and activities.	\$71,370	TBD	TBD	0000
Total Expenditures	\$71,370	TBD	TBD	
Annual Update: Review of Actions/ Services				

B. Actions, Services and Expenditures for Low-Income, English Learner, and/or Foster Youth Pupils

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as

fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

N-MUSD Policy to Address Achievement Gaps

As noted in the Newport-Mesa Unified School District (N-MUSD) Board of Education Goals, beginning on page 54, one important conclusion from the data analysis is this: Low-income students, foster youth, English language learners, students with disabilities, and Hispanic students as subgroups generally achieved scores below those for students taken as a whole, or white and Asian subgroups. However, students in low-achieving subgroups also generally raise scores to grade level and/or proficient if they remain in the district for several years. Differentiated methods and strategies that help all students become proficient also help low-achieving subgroups. Differentiated methods and strategies include swift identification of those students who are falling behind, the specific skills they are not mastering, and intervention programs based on an individual student's needs.

With the implementation of Common Core State Standards and their well-defined and targeted skills, as well as increased use of technology and software to individualize instruction, N-MUSD expects its differentiated methods and strategies to become even more efficient at closing the achievement gap of low-achieving subgroups. N-MUSD will continue to act on the belief that any student who falls below grade level in achievement must be identified immediately and receive appropriate intervention, with frequent monitoring to identify specific areas in which an individual student needs help.

Table 5. Actions, Services, and Expenditures for Low-Income Students, English Learners, and Foster Youth

GOALS 2, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 22, 28, 30, and 31	State/Local Priority	Level of Service
Please see Table 4, beginning on page 85 for the full text. Summary: These goals address Implementation of State Standards and Access to a Broad Course of Study; College/Career Readiness; Access to K-12 Music Classes; K-11 ELA Reading Foundational Skills, Comprehension, and Fluency; Math K-12; Science Grade 5; Social Science, Foreign Language, and Science for Grades 7-11 Students Scoring Below Competency; CAHSEE Pass Rate Grade 10; Parent Participation K-12 in DELAC, PTA/PFO, and School Events and Activities; and Parent Involvement 7-12 in College/Career Planning and Support.	State 1, 2, 3, 4, 5, 6, 7, 8. Local A, B, C.	LEA-wide

Table 5. Actions, Services, and Expenditures for Low-Income Students, English Learners, and Foster Youth

Actions and Services for Low-Income Pupils	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
School Community Facilitator Services, including performance of liaison duties among school, community resource agencies, and parents; and communication with parents regarding student performance and attendance	\$865,290	\$908,555	\$916,732	0128
School Community Facilitator mentoring and coordination	\$171,735	\$180,322	\$181,945	0128/3010
Orange County Transit Authority (OCTA) bus passes	\$14,871	\$14,871	\$14,871	3010
Site-directed services in the form of staffing and supplies specifically directed to the meet the needs of low-income, English learner, and/or foster youth. (Note: Dollars are given to the sites to spend according to their individual needs. These funds are comprised of \$806,000 in LCFE Supplementary funds and the balance in Title I funds.)	\$1,625,138	\$1,625,138	\$1,625,138	0128/3010
After School Education and Safety Program (ASES) - Provide afterschool help with homework, physical activity, and positive youth development	\$1,186,853	\$1,186,853	\$1,186,853	6010
Summer Reading Academy (SRA) for grades 4-10 instructional supplies	\$20,000	\$20,000	\$20,000	3010/0128
Summer Reading Academy substitutes	\$12,174	\$12,174	\$12,174	3010/0128
Summer Reading Academy duplications	\$3,000	\$3,000	\$3,000	3010/0128
Summer Reading Academy staffing	\$230,791	\$230,791	\$230,791	3010/0128
Summer Reading Academy transportation	\$40,000	\$40,000	\$40,000	3010/0128
Language! consulting and consumable materials (Cambium coaching to support grade 4-6 teachers with data analysis, implementation, and progress monitoring)	\$100,264	TBD	TBD	3010/0000
Instructional Intervention staffing	\$445,745	\$445,745	\$445,745	3010
Parent Involvement Intervention staffing and supplies	\$110,209	\$110,209	\$110,209	3010
School-Wide Initiatives: High School Credit Recovery 3.3 FTE, Life Skills 1.0 FTE, Music 0.91 FTE, Reading 2.4 FTE, Art 0.33 FTE, Health Assistant 0.5 FTE	\$850,000	\$850,000	\$850,000	0000
Certificated staff professional development, 2 days	\$868,270	\$868,270	\$875,216	0000

Table 5. Actions, Services, and Expenditures for Low-Income Students, English Learners, and Foster Youth

The Superintendent's Technology Initiative	\$1,000,000	\$1,000,000	\$1,000,000	0000
Summer science	\$10,085	\$10,085	\$10,085	0128
Science instructional staffing	\$773,650	\$773,650	\$779,839	0128
District reimbursement program for AP/IB test fees for qualifying low-income students	\$40,000	\$40,000	\$40,000	0000
Total Expenditures	\$8,368,075	\$8,319,663	\$8,342,598	
Annual Update: Review of Actions/ Services				
GOALS 2, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 22, 28, 30, and 31				
			State/Local Priority	Level of Service
Please see Table 4, beginning on page 85 for the full text. Summary: These goals address Implementation of State Standards and Access to a Broad Course of Study; College/Career Readiness; Access to K-12 Music Classes; K-11 ELA Reading Foundational Skills, Comprehension, and Fluency; Math K-12; Science Grade 5; Social Science, Foreign Language, and Science for Grades 7-11 Students Scoring Below Competency; CAHSEE Pass Rate Grade 10; Parent Participation K-12 in DELAC, PTA/PFO, and School Events and Activities; and Parent Involvement 7-12 in College/Career Planning and Support.			State 1, 2, 3, 4, 5, 6, 7, 8. Local A, B, C.	LEA-wide
Actions and Services for English Learners	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
English Language Learner Program staffing and CELDT testing	\$398,621	\$418,553	\$421,901	3010/4203/0000/0128
Please also see actions, services, and expenditures listed above for low-income pupils. They also apply to all unduplicated students.	N/A	N/A	N/A	N/A
Total Expenditures	\$398,621	\$418,553	\$421,901	
Annual Update: Review of Actions/ Services				

Table 5. Actions, Services, and Expenditures for Low-Income Students, English Learners, and Foster Youth

GOALS 2, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 22, 28, 30, and 31				State/Local Priority	Level of Service
Please see Table 4, beginning on page 85 for the full text. Summary: These goals address Implementation of State Standards and Access to a Broad Course of Study; College/Career Readiness; Access to K-12 Music Classes; K-11 ELA Reading Foundational Skills, Comprehension, and Fluency; Math K-12; Science Grade 5; Social Science, Foreign Language, and Science for Grades 7-11 Students Scoring Below Competency; CAHSEE Pass Rate Grade 10; Parent Participation K-12 in DELAC, PTA/PFO, and School Events and Activities; and Parent Involvement 7-12 in College/Career Planning and Support.				State 1, 2, 3, 4, 5, 6, 7, 8. Local A, B, C.	LEA-wide
Actions and Services for Foster Youth	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source	
Please see actions, services, and expenditures listed above for low-income pupils. They also apply to all unduplicated students.	N/A	N/A	N/A	N/A	
Annual Update: Review of Actions/ Services					
GOAL 21				State/Local Priority	Level of Service
Reclassification of EL Students: By June 2017 the reclassification rate of EL students as fluent in English (R-FEP) will increase from 15.63% to a minimum of 20%, as measured by calculating the rate as the number of EL students who are reclassified divided by the number of EL students who are eligible for reclassification (converted to a percentage). Eligibility is determined by multiple measures, including the California English Language Development Test (CELDT) and student grades.				State 1, 4, 7, 8. Local A.	LEA-wide

Table 5. Actions, Services, and Expenditures for Low-Income Students, English Learners, and Foster Youth

Actions and Services for Redesignated Fluent English Proficient Pupils	Expenditures 2014-2015	Expenditures 2015-2016	Expenditures 2016-2017	Funding Source
EL students will continue to have their progress informed by CELDT, grades, and multiple measures of assessment. Teachers will continue to analyze EL deficit areas and work for a resolution. Teachers will refer eligible EL students to the Summer Reading Academy, and the district will retain its goal of having EL students reclassify by the end of the current grade.	\$90,000 for CELDT testing is included in the Expenditures amount listed above in Actions and Services for English Learners	\$90,000 for CELDT testing is included in the Expenditures amount listed above in Actions and Services for English Learners	\$90,000 for CELDT testing is included in the Expenditures amount listed above in Actions and Services for English Learners	3010/0000
Total Expenditures	N/A	N/A	N/A	
Annual Update: Review of Actions/ Services				

C. Description/Justification of LCFF Expenditures

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

Newport-Mesa Unified School District (N-MUSD) is a *community-funded district*. This means that property taxes originating from within the district's boundaries are its main source of funding. As a result, the Local Control Funding Formula (LCFF) affects N-MUSD differently in comparison to most other school districts. While the vast majority of districts in California will receive substantial increases in state funding to confront challenges associated with low-income, foster youth, and English language learner populations, N-MUSD will receive no additional

funding. In spite of the lack of new funding, LCFF requires N-MUSD to spend a specific amount of its total funds on actions and services that benefit low-income, foster youth, and English learner populations, as if the district were receiving new funding. This specified amount is called LCFF Supplementary funding and is calculated according to LCFF regulations; for N-MUSD it amounts to \$5,808,219.

LCFF Supplementary funds must be spent on the state-identified target populations of low-income students, foster youth, and English learners, referred to as *unduplicated pupils*. That is, even though a pupil may fall into more than one target population, that pupil is counted only once. N-MUSD does have the latitude to spend LCFF Supplementary funding on programs, services, and actions it deems best for the target populations.

Supplementary funds must also be justified for spending either on a school-wide or district-wide basis. The LCFF regulations describe the justification criteria, based on the percentages of unduplicated pupils in the school populations. Overall, N-MUSD's percent of enrollment of unduplicated pupils is expected to be 48.44% in 2014-15. Of the district's 31 schools, 15 schools exceed the ratio of 55% of unduplicated pupils. Another three schools exceed the ratio of 40% of unduplicated pupils, while five more schools have an unduplicated ratio greater than 25%. Consequently, the majority of N-MUSD's schools exceed the unduplicated pupil threshold of 40% described in the LCFF regulations. This qualifies N-MUSD to use LCFF Supplementary funds either on a school-wide or district-wide basis.

N-MUSD has chosen to utilize the majority of the \$5,808,219 LCFF Supplementary funds on a district-wide basis, with the exception of \$1,656,377 divided among schools to provide flexibility in meeting site-specific instructional needs. The district-wide choice is based on the demographic consistency of the district's school sites, the economics of efficient delivery of programs, and the compatibility of chosen services to effectively address the challenges associated with the target populations of low-income students, foster youth, and English learners.

To maximize the district's scarce resources in delivering services to all students, including unduplicated pupils, N-MUSD has chosen a strategy of utilizing economies of scale. Quality instructional programs are expensive to develop and maintain; similar to the savings realized from buying in bulk, scaling effective instructional programs across the entire district makes the most of limited resources available to achieve desired goals.

N-MUSD has focused on differentiated goals and methods that address areas of proficiency that are germane to both low-achieving and other subgroups. Combined with assertive identification of those students who are falling behind, the specific skills they are not mastering, and intervention programs based on individual needs, this strategy ensures an undiluted effort to address the needs of target populations.

D. Description of Increased Services for Low Income Pupils, Foster Youth, and English Learners

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for

such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

LCFF regulations require N-MUSD to increase and/or improve services for English learner, low-income, and foster youth students, referred to as *unduplicated pupils*. That is, even though a pupil may fall into more than one target population, that pupil is counted only once. The unduplicated pupil count for NMUSD is 10,620, or 48.44% of its total student population.

LCFF regulations include a method of calculating an amount that a district must spend on its unduplicated pupils. This amount is called LCFF Supplementary funding and is based on the number of unduplicated students. For N-MUSD this amount is \$5,808,219, which the district must fund on its own because it is a Basic Aid district and does not receive state funds. LCFF regulations also determine a proportionality percentage, which is a percentage of the total amount a district spends on all pupils; the district must spend at least the proportionality percentage of funds on unduplicated students. This proportionality percentage is the ratio of the amount required to be spent on increasing and/or improving services for unduplicated students to the total base LCFF funding provided for all pupils in one school year. For N-MUSD, the unduplicated student amount is \$5,808,219 and the total funding for all students is \$194,153,809. Consequently, N-MUSD's minimum proportionality percentage is 2.99% (5,808,219 divided by 194,153,809).

N-MUSD plans to achieve this proportionality percentage threshold of increased and/or improved services by enhancing facilities, growing course offerings, and most importantly, attaining N-MUSD Board of Education goal qualitative metrics associated with low-income, foster youth, and English learner populations. These Board of Education goals (please see Table 2, beginning on page 54) relate to state priorities and endeavor to increase proficiency in reading fluency and comprehension, math, science, technology, and music, with the objective of preparing pupils for college or a career.