MIT Academy

Local Control and Accountability Plan

2021-2024

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	MIT Academy
CDS code:	4830196
LEA contact information:	
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year	Amount
Total LCFF funds	$ 5,682,822
LCFF supplemental & concentration grants	$ 590,460
All other state funds	$ 1,386,962
All local funds	$ 22,000
All federal funds	$ 64,680
Total Projected Revenue	$ 7,156,464

Total Budgeted Expenditures for the 2021 – 22 School Year	Amount
Total Budgeted General Fund Expenditures	$ 1,472,138
Total Budgeted Expenditures in the LCAP	$ 814,989
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 812,625
Expenditures not in the LCAP	$ 657,149

Expenditures for High Needs Students in the 2020 – 21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$ 320,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	$ 321,000

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	There are no general fund expenditures for the school year that are not included in the LCAP.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

Not for Inclusion in the Template

LCFF Budget Overview for Parents

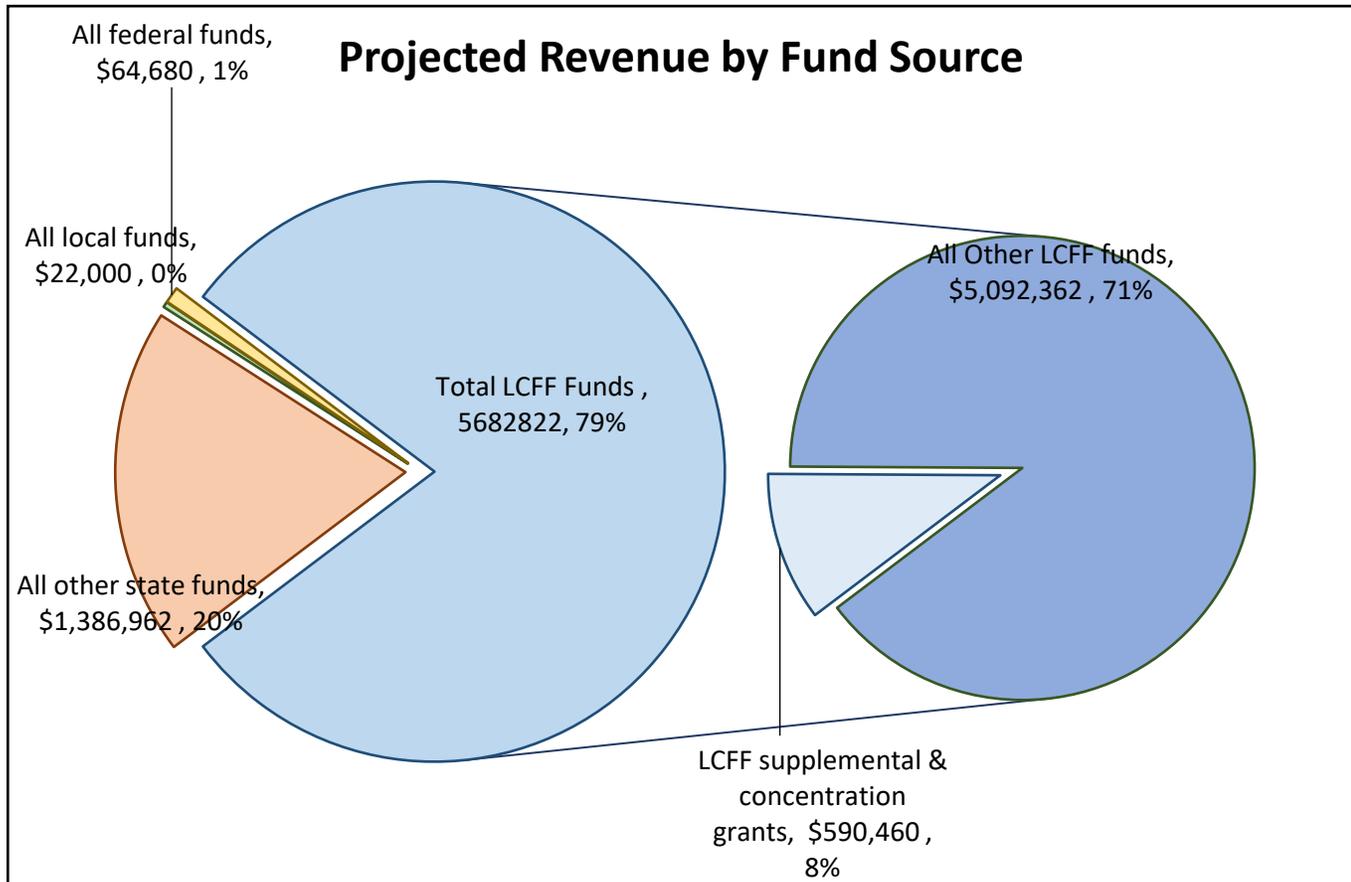Local Educational Agency (LEA) Name: MIT Academy

CDS Code: 4830196

School Year: 2021 – 22

LEA contact information: [LEA Contact Information]

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $64,680 , 1%

All local funds, $22,000 , 0%

All Other LCFF funds, $5,092,362 , 71%

Total LCFF Funds , 5682822, 79%

All other state funds, $1,386,962 , 20%

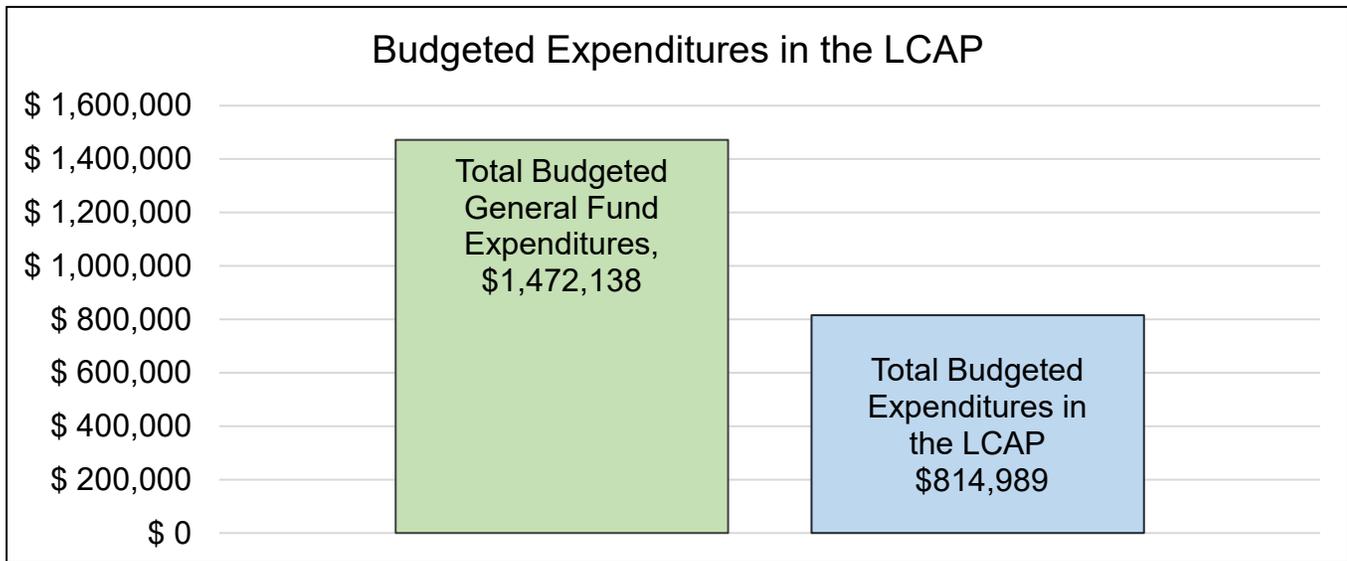LCFF supplemental & concentration grants, $590,460 , 8%

This chart shows the total general purpose revenue MIT Academy expects to receive in the coming year from all sources.

The total revenue projected for MIT Academy is $7,156,464.00, of which $5,682,822.00 is Local Control Funding Formula (LCFF), $1,386,962.00 is other state funds, $22,000.00 is local funds, and $64,680.00 is federal funds. Of the $5,682,822.00 in LCFF Funds, $590,460.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $1,472,138

Total Budgeted Expenditures in the LCAP $814,989

This chart provides a quick summary of how much MIT Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

MIT Academy plans to spend $1,472,138.00 for the 2021 – 22 school year. Of that amount, $814,989.00 is tied to actions/services in the LCAP and $657,149.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
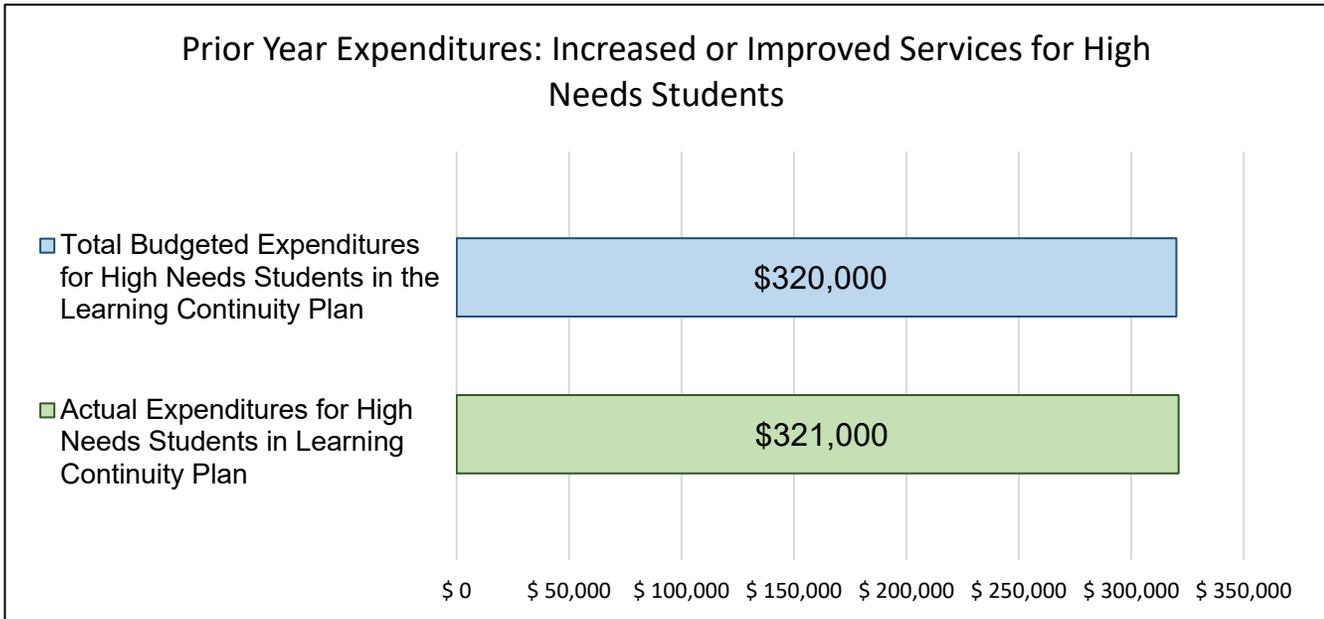
There are no general fund expenditures for the school year that are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, MIT Academy is projecting it will receive $590,460.00 based on the enrollment of foster youth, English learner, and low-income students. MIT Academy must describe how it intends to increase or improve services for high needs students in the LCAP. MIT Academy plans to spend $812,625.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21

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

- ☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: **$320,000**
- ☐ Actual Expenditures for High Needs Students in Learning Continuity Plan: **$321,000**

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

This chart compares what MIT Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what MIT Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, MIT Academy's Learning Continuity Plan budgeted $320,000.00 for planned actions to increase or improve services for high needs students. MIT Academy actually spent $321,000.00 for actions to increase or improve services for high needs students in 2020 – 21.

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mare Island Technology Academy	Monica Guzman, Director	mguzman@mitacademy.org 707.552.6482 x 108

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

To improve the conditions of learning for students

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
1.1 Teacher assignment: >90% of core academic teachers will be assigned in their area of expertise.	Almost met: 88% of core academic teachers were assigned in their area of expertise.
1.2 Access to a broad course of study using standards-based curriculum instructional materials: 100% of students will have access to a broad course of study using standards-based curriculum & materials	Met: 100% of students had access to a broad course of study using standards-based curriculum & materials
1.3 Acquisition of safe and adequate student facilities in preparation for the campus construction in 20-21: 100% of the MIT-HS student body will be housed in the new facility. Prior to new facility completion, facilities will be maintained for safety and adequacy for student body size.	Delayed: Due to the pandemic, the actual Prop 51 facility completion timeline is now 2022-23. At that point, all classrooms, offices, and MPR will be replaced with new buildings, and a gym and playing fields will be added. Current facilities have been maintained for safety and adequacy of size.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1.1 Recruiting/hiring qualified teachers, including ELD teachers, and assigning them in their field of expertise	$2,995,714	$2,995,714
1.2 Purchasing materials, software, hardware, and technology infrastructure to support a broad course of study, including core and intervention courses.	370,407	370,407
1.3 - Providing safe and adequate facilities for 100% of the MIT-MS student body in preparation for the campus construction in 20-21. - Providing regular maintenance and safety activities on campus. - Conducting an efficient, effective school operation, including all basic services.	1,091,597	1,091,597

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A

A description of the successes and challenges in implementing the actions/services to achieve the goal.

1.1 Like every other District and charter, especially those which are small, urban, and serve secondary students, the school is finding it increasingly difficult to find teachers appropriately credentialed for their assignments.

1.2 The school continues to be able to offer all students the full course of study using standards-based materials and curricula.

1.3 With the onset of the pandemic, construction timelines were set back for the building of the new campus. Ground is now scheduled for breaking in early 2022, with occupancy in 2023. This revised timeline is within Proposition 51 parameters.

Goal 2

To improve student outcomes for all students

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
2.1. Academic performance: Academic performance will be demonstrated by the following indicators**:**	
2.1.a. CAASPP/CST science scores: results will be ≥similar scores for Vallejo City USD middle schools	2.1.a. CAASPP/CST science scores: CST was not given; no comparable tests were available
2.1.b. CAASPP math scores: results will be ≥similar scores for Vallejo City USD middle schools	2.1.b. CAASPP math scores: CAASPP was not given; there were no comparable tests taken by both VCUSD and the school. NWEA tests provided baseline data.
2.1.c. CAASPP ELA scores: results will be ≥similar scores for Vallejo City USD middle schools	2.1.c. CAASPP ELA scores: See above
2.1.d. CDE Dashboard scores for sub-group achievement will show no more than 2 sub-group gaps in ELA and in math	2.1.d. CDE Dashboard scores for sub-group achievement will show no more than 2 sub-group gaps in ELA and in math: There were no Dashboard ratings.

Expected	Actual
2.2 College/career readiness: C/CR will be demonstrated by the following indicators: 2.2.a. Completion of one or more industry-recognized credentials: $\geq$10% of promoting 8th graders	2.2.a. Due to the pandemic, certification tests, normally conducted in April/May, were not taken, as they were not available online.
2.3 EL progress will be demonstrated by the following indicators: 2.3.a. The percentage of students demonstrating progress on the ELPAC or maintaining at Early Advanced/Advanced status on ELCAP will be $\geq$similar scores for Vallejo City USD middle schools *or* an increase in the percentage of EL students meeting or exceeding the projected rate of growth on NWEA MAP. 2.3.b. The percentage of EL students re-designated in the previous year $\geq$ the rate for Vallejo City USD middle schools *or* the percentage re-designated will be $\geq$10%.	2.3.a. Because re-designation at GTA requires an ELCAP score and ELCAP was not given in spring 2020 due to the pandemic, there is no data available for this measure. 2.3.b. See above.

Actions / Services

	Planned Action/Service	Budgeted Expenditures	Actual Expenditures
2.1	• Provide an intensive ELA class using Exact Path for all students scoring below the 40th percentile on the spring NWEA-MAP ELA assessment during summer school (19 days, 4 hours/day) beginning in 7/19. • Provide an after-school class using NWEA-MAP correlated, individualized RtI study plans for Exact Path for all students not in Workshop and not scoring above the 40th percentile on NWEA-MAP ELA assessment at the end of summer school. • Provide an ESL college class for Level 1 & 2 and Level 3 & 4 ELs during summer school (19 days, 4 hours/day). • Provide an instructional coach in mathematics at least during first semester. • Institute intensive progress monitoring for ELs. • Provide conversation software for students in ELPAC Level 1, as needed. • Provide professional development for ELAH teachers in using Amplify, including the use of EL strategies in Amplify. • Hire an additional .5 FTE Dean to free up Director time for intensive instructional coaching for ELAH teachers using a research-based instructional coaching approach that includes the use of video to improve classroom efficacy. • Restructure professional development plans to prioritize training in instructional effectiveness for unduplicated students above all other areas.	All costs were included in 1.1 above	See 1.1 above
2.2:	• Provide an intensive math class using Exact Path for all students scoring below the 40th percentile on the spring NWEA-MAP math assessment during summer school (19 days, 4 hours/day). • Provide Math Workshop classes using NWEA-MAP correlated, individualized RtI study plans for Exact Path for all students not scoring above the 40th percentile on NWEA-MAP math assessment at the end of summer school. • Provide professional development for math teachers in using College Preparatory Mathematics, including the use of EL strategies in CPM. • Provide an instructional coach in mathematics at least in the first semester. • Hire an additional .5 FTE Dean to free up Director time for intensive instructional coaching for math teachers using a research-based instructional coaching program that includes the use of video to improve classroom efficacy. • Restructure professional development plans to prioritize training in instructional effectiveness for unduplicated students above all other areas.	All costs were included in 1.1 above	See 1.1 above

2.3: Hire an additional .5 FTE Dean who will focus on discipline issues, track student attendance in relation to chronic absenteeism, notify parents at 8 days absence and in 2 day increments after 8 days, provide recognition for good attendance at Honor Roll assemblies, work with parents/students to reduce suspensions and increase attendance, and hold pre-SARB and SARB meetings.	All costs were included in 1.1 above	See 1.1 above

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

See Goal 1 above.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The indicators we do have data for show that goals were 100% met.

Successes: Transfer to distance learning--Within 5 days, the school was able to provide Chromebooks and wi-fi hot spots to students who did not have suitable devices at home. Teachers were online within 2 days working a schedule that allowed additional time to develop and refine online lessons. Classified staff worked tirelessly to ensure outreach to students who were not attending classes or who demonstrated social-emotional problems which hampered their learning. Administrators worked around the clock to make the necessary adjustments and provide the needed support for online learning.

Summer program—To address leaning loss, support English language acquisition for English Learners, and provide opportunities for credit recovery and college course completion, the school initiated a major summer program that enrolled a record number of students.

Challenges: But even with this effective transition and dedicated staff effort, like for almost every other public school, the results were less than we hoped for. We know that we lost students who we could have held if we were in-person; we know that parents did their best but were overwhelmed with the demands of supporting their children's learning at home; and we know that students wearied of online learning.

Goal 3

To improve engagement for students and parents/guardians

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
3.1 Parent/guardian engagement will be demonstrated by the following indicators: 3.1.a. Parent input: Parent input will be formally sought at least 3 times annually: Strategic Planning, LCAP comment period/public hearing, and parent survey 3.1.b. Parent satisfaction: At least 90% of parents will indicate satisfaction at the level of ≥4 on a 5-point scale on the annual survey 3.1.c. Parent completion of optional, agreed-upon hours: At least 80% of parents will complete their agreed-upon hours, including parents of students with disabilities and English learners	3.1.a. Parent input: Met. Parent input was formally sought for Strategic Planning, Learning Continuity and Attendance Plan comment period/public hearing, and the parent survey. 3.1.b. Parent satisfaction: Met. 91% of parents indicated satisfaction at the level of ≥4 on a 5-point scale on the annual survey 3.1.c. Parent completion of optional, agreed-upon hours: No meaningful data available
3.2 Pupil engagement will be demonstrated by the following indicators: 3.2.a Attendance will maintain at ≥95% of currently enrolled students. 3.2.b Chronic absenteeism will decrease annually or maintain at ≤VCUSD middle school average. 3.2.c Suspension rates will decrease annually or maintain at ≤VCUSD middle school average. 3.2.d Expulsion rates will decrease annually or maintain at ≤VCUSD middle school average. 3.2.e Middle school drop-out rates will decrease annually or maintain at ≤VCUSD high school average 3.2.f. The percentage of students with ≥1 "F" grade will decrease or maintain at ≤40%	3.2.a. Attendance: Met. Attendance averaged 96.9% of currently enrolled students prior to the pandemic online mandate. 3.2.b. Chronic absenteeism: No data available 3.2.c. Suspension rates: Met. Suspension rate was 4.5%, less than VCUSD's 6.7% rate overall. 3.2.d. Expulsion rates: Met. Suspension rate was 0%, less than VCUSD's .17% rate overall. 3.2.e. Met. The percentage of students on Honor Roll first semester was 55%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
3.1: • Regular communications via newsletter, one-call, website, mail, email, and phone about school matters, including volunteer opportunities & hours status, using Parent Square • Parent-Teacher Network • Governing Board membership • African-American Parents' Association • English Learners Advisory Council • Strategic Planning • Community Technology Day • MIT parent workshops • Parent events e.g., Ice Cream Social, Back-to-School, etc. • See Goal 2, Action 3	All costs were included in 1.1 above	See 1.1 above
3.2: See Goal 2, Action 3 Address attendance/chronic absenteeism through • Recognition for students with good attendance records • Monitoring of students with poor attendance records • Conduct of pre-SARB and SARB meetings, as needed • Establishing early warning systems for chronic absenteeism See Goal 2, Action 3 Address drop-outs through • SARB individual plans; • Academic Recovery; • Full-time interventionist; • I Try contracts • Learning Lab for students not responding to other interventions See Goal 2, Actions 1-3 Address positive school climate to increase achievement through: • Professional development for staff • Consistent use of engaging instructional strategies • Frequent, diverse recognition programs • Support of CTE technology classes • Campus monitoring and safety procedures • Counseling groups • Advisory Focus on college-going culture	All costs were included in 1.1 above	See 1.1 above

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

See Goal 1 above

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

3.1. Parent/guardian engagement: Parent input was sought through the survey, strategic planning, and LCAP planning/public hearing. The parent survey was completed prior to the pandemic and indicated that the goal was met. Parent voluntary contribution hours were on track to meet the goal when the school went online, but no meaningful data is available for the full year, given the interruption of the pandemic.

3.2. Student engagement: The suspension and expulsion rates were less than VCUSD, thus meeting the goal. Honor Roll and attendance goals were met, the latter being measured only through mid-March. Chronic absenteeism data is not available.

Challenges:

3.1. Parent/guardian engagement: Engagement was strained during distance learning, as all interactions were via Parent Square, email, text, and phone. Parents felt inundated with information at the same time that they were coping

3.2. Student engagement: Like most other public schools, attendance during the pandemic was challenging, even with daily phone calls and periodic home visits.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional PPE will be needed for students and staff. This will include, but is not limited to, hand sanitizer, face masks, and possible barriers from exposure	$15,000 est	$0	Y
Additional custodial services will be needed to maintain a safe campus environment that reduces exposure. This includes, but it not limited to, more frequent cleaning of high traffic areas and sanitizing classrooms on a rotation basis	$50,000 est	$0	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The Plan for In-Person Instruction was predicated on Solano County's movement out of "purple" status. That did not occur until late March. The required Safety Plan was submitted in January and up-dated and posted again in March, along with the Cal-OSHA Plan and the Board-adopted Plan for Return to In-Person Instruction. The school was on Spring Break March 27 through April 10, opened to one grade and specified students on April 12 and to all students on April 19. By that time, substantial state and federal funds and goods had been provided specifically to address PPE and custodial requirements, as well as air filtering, screening, and testing. Because these additional allocations were targeted funds, the school chose to use those monies rather than LCFF for direct COVID-related costs. The funds originally designated for PPE and custodial services are projected to be fully spent on compensation for staff time in developing dual-delivery strategies for the hybrid learning design, class overage costs, and distance learning costs reimbursement.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes:

Safety measures: Plans for safety measures worked out well. Both students and staff reported feeling safe on campus with the measures taken by the school.

Wrap-around and learning pod programs: Before and after school programs and "Structured Study Support," the school's version of learning pods, all functioned well, providing families in need with full coverage.

Challenges:

Hybrid instruction: As with all schools with a hybrid plan for simultaneous instruction in-person and online ("Zooming and rooming"), it took teachers awhile to work out the rhythm of the new instructional mode.

High percentage of families opting for distance learning: Many families decided that in-person instruction was not worth the possible risk and kept their children at home. This was due primarily to our earliest opening date being effectively mid-April and leaving less than 2 months in the school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional laptops (Chomebooks for students and Surface tablets for staff) must be purchased and maintained for effective remote learning.	$50,000 est	$50,000.00	Y
Additional digital resources that support both synchronous and asynchronous learning. This can include learning platforms, digital curriculum, and video/audio conference tools to better engage with students on a regular basis.	$75,000 est	$75,000.00	Y
Additional staff that can provide support and resources to assist staff around pedagogy as it relates to remote instruction. Also, tech support staff may be needed to deal with increased support calls coming from students and staff.	$100,000 est	$100,000.00	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Staff: The school found that additional classified staff was not needed when existing staff were re-trained and re-assigned; more tech support was not needed. These funds were allocated to increased instructional capacity. One additional teacher was hired, and one teacher was released for one period to act as Teacher On Special Assignment for EL tutoring, the latter shared between four schools.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

Successes: Students experienced significant continuity of instruction through improved online pedagogy. Teachers generally used engaging activities during synchronous, holding individual assignments for asynchronous periods. The planned administration observation rounds were effective in helping target PD.

Challenges: The concept of a single curricular map was not, in the end, flexible enough to accommodate the needs of students in the distance learning program. Similarly, the plan for fairly extensive use of partner activities through Zoom break-out rooms did not translate to reality well!

Access to Devices and Connectivity

Successes: The technology coverage and distribution were well organized and efficient. Tech support, including home deliveries of replacement devices was effective and well received.

Challenges: The school did have several Chromebooks that were not collected from students not returning.

Pupil Participation and Progress

Successes: Teachers were consistent and efficient in tracking and monitoring student participation and the instructional time for distance learning. They became increasingly effective in engaging students in distance learning.

Challenges: Despite our best efforts, a small minority of students participated very little.

Distance Learning Professional Development

Successes: The administration collected data on PD needs through observations and surveys, which provided targeted PD, especially that delivered monthly. Teacher collaboration time was used effectively to address improving pedagogy, aligning performance expectations, and adjusting curriculum maps. The tech department provided extensive software and hardware PD—large group, small group, and individual; trainings were highly rated and appreciated.

Challenges: Structuring work groups within PD sessions proved to be difficult, as some teachers had a variety of needs, while others had few.

Staff Roles and Responsibilities

Successes: Classified staff who agreed to re-assignment and retraining were successful in their new jobs.

Challenges: Some job openings required in-person services, such as the "Structured Study Support" program and home visits, that some classified staff were not willing to provide.

Support for Pupils with Unique Needs

Successes: English Learners—The school successfully conducted ELPAC testing for both in-person and remote learners. In addition to the designated and integrated ELD, the school provided optional, individual or very small group ELD coaching during the student's Learning Lab period or after school. A Teacher On Special Assignment grouped students by ELD level, developed

appropriate lessons, and coached paraprofessional tutors who worked directly with the students. Reclassification was conducted in the spring after ELPAC testing.

Special needs students—Triennial IEPs were conducted in a timely manner. SpEd staff provided both push-in and pull-out support. Meetings were conducted with a number of 504 parents.

Challenges: English Learners—English Learners experienced much less exposure to English during distance learning, and many parents chose not to send their children for in-person instruction beginning in April.

Special needs students—Teachers provided accommodations to address the issues raised by remote learning, but some students with special needs still could not handle being on screens for any serious length of time. In shortening their exposure, learning suffered.

Successes: English Learners—The school successfully conducted ELPAC testing for both in-person and remote learners. In addition to the designated and integrated ELD, the school provided optional, individual or very small group ELD coaching during the student's Learning Lab period or after school. A Teacher On Special Assignment grouped students by ELD level, developed appropriate lessons, and coached paraprofessional tutors who worked directly with the students. Reclassification was conducted in the spring after ELPAC testing.

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Special needs students—Teachers provided accommodations to address the issues raised by remote learning, but some students with special needs still could not handle being on screens for any serious length of time. In shortening their exposure, learning suffered.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional staffing to address chronic absenteeism in the form of wellness checks and services specifically to homeless and foster youth. While this involves some fund shifting, it will result in a short-term, net gain in costs.	$25,000 est	$25,000.00	Y
Additional materials/software for our EL learners to success in a remote learning environment will be purchases and monitored for student progress.	$25,000 est	$25,000.00	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

N/A

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Assessment

Successes—Teachers initiated a large variety of informal assessments, in many cases using them also as engagement strategies. Regular exams were given in most courses. All English Learners completed the ELPAC in Spring 2021. Students took the truncated SBAC in Spring 2021, and the NWEA MAP was administered in Fall, Winter, and Spring. Comparing Winter 2020 (prior to the pandemic) to Winter 2021, the bright spot was that all students score dropped by only 3.8 percentage points despite almost a year online.

Challenges— The NWEA scores do reflect challenges in online learning. In math, the percentage of all students who made average, high average, or high gains decreased from 70.7% in 2020 to 61.7% in 2021. African American and Latinx students achievement gaps also increased by 4.9 percentage points and 10.7 percentage points respectively. In English language arts, the percentage of all

students who made average, high average, or high gains increased from 48.7% in 2020 to 50.3% in 2021. African American and Latinx stud achievement gaps also increased by 10.3 percentage points and 2.2 percentage points respectively. Not all students were tested, despite our best efforts.

Strategies to mitigate learning loss

Successes—Many students used open office hours and workshops for additional support. Structured Study Support, the school's version of learning pods, was used by some students both before and after implementation of in-person instruction. The Director shared and reviewed NWEA MAP results to help teachers identify students who experienced learning loss. All strategies for EL, low-income, foster youth, special needs, and homeless students were implemented.

Challenges—The peer/cross-age tutoring program was not implemented due to a variety of factors.

Effectiveness of strategies to mitigate learning loss

Successes—Student surveys indicate that a majority of students felt that most/all teachers cared about them, were concerned about their progress in class, and were going the extra mile to help them be successful.

Challenges—Surveys noted that the majority of students felt discouraged and disengaged by being isolated and able to communicate only through technology. A significant minority indicated that they were "going through the motions," rather than really engaging in learning.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Tier 1, 2, and 3 interventions for students

Successes—Almost all teachers implemented the strategies in Tiers 1 and 2. Tier 3 interventions were primarily reserved for students with 504s or IEPs. No behavior intervention plans were needed.

Challenges—Like many others, the school has had difficulty in securing the services of qualified mental health professionals.

Mental health/social-emotional well-being supports for staff

Successes—All planned options were available, and all staff were apprised of the options.

Challenges—Not all staff who may have benefited from social-emotional or mental health supports availed themselves of these options.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Tiered re-engagement strategies for students missing from distance learning

Successes—The school was able to re-engage most of the students soon after they failed to show up. Most effective were home visits. Also, some of the more recalcitrant students were re-engaged after the school made calls to others listed as "emergency contacts" when parents/guardians could not be reached.

Challenges—Like every school, there were students we "lost" during the pandemic, even though staff did institute the strategies developed. The school continues to reach out to these students.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes—All safety precautions planned were implemented, and the kitchen was thoroughly reorganized for increased efficiency in the process. During distance learning, breakfast and lunch were provided to families on a grab-and-go basis twice a week, for 2 days and 3 days respectively. During hybrid in-person learning, breakfast, lunch, and snack are provided through the cafeteria on M, T, Th, and F. Wednesday was a day of remote learning with meals provided as grab-and-go.

Challenges—During the distance learning phase of the pandemic, we experienced the loss of 2 food service managers. While food services were not interrupted, the school did not conduct a vigorous outreach to enroll students in the free or reduced meal program or to outreach to families already enrolled who did not pick up meals on a regular basis. This resulted in a low meal count.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A				

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The school learned significant lessons from implementing distance learning and in-person instruction in hybrid mode. At the time of this writing, the school community is genuinely hoping that the 2021-22 school year will find instruction back to normal for in-person--with masks, social distancing and, hopefully, an option for families who wish their students to remain at home. Certainly, we've learned how to "zoom and room" fairly effectively if that is the model we have going forward. And this understanding is at the foundation of the 2021-24 LCAP.

In assessment, the school has also embraced the use of NWEA MAP and the concept of individual growth in the 2021-24 LCAP based on the experience of the last 2 years and the knowledge that the State Board of Education has adopted the individual growth model.

In academics, the school has significantly increased the focus on building reading and math skills for all students but particularly for sub-groups affected most negatively by the pandemic. An increased emphasis on accelerating ELD for English Learners was another significant result of lessons learned in the last year. To increase engagement, the school will be adding Amazon STEM over a three year period in CTE courses.

In social/emotional learning and support, the focus goals indicate an increased awareness of the need for student support. The school is actively looking to expand the number of counseling interns currently available, though, like other positions in education, the supply is slim. Understanding that and recognizing the research in this area, the school has included the new initiative to monitor student attendance and grades, as external indicators of social/emotional status, and connect with students on a weekly basis around those two indicators.

In operations, health and safety considerations have changed the way the school plant is managed, as well as the roles of every staff member. Though these changes are not expressed in the focus goals, they are a part of the on-going infrastructure. And they have affected the curriculum, too. In Advisory/Leadership, the school is inserting discussions on the needed increase of personal responsibility in protecting the health and safety of the school community.

And, though we hope not to have to ever again use this skill, we have learned how to successfully move from in-person to remote instruction quickly and efficiently.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Assessments have been expanded in the 2021-24 LCAP with the addition of NewsELA and Khan Academy frequent formative assessments. The school is also focusing on NWEA MAP assessments, which are conducted three times a year, to determine the learning loss and needs, especially for students who are English Learners, students with disabilities, and students in foster care or experiencing homelessness.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Please see the descriptions of substantive differences between the Plan description of actions/services and implemented actions and/or services within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections above.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis of student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan has clearly left its imprint on the 2021-24 LCAP. This is evidenced in the focus goals: improving EL progress rates in English language proficiency; improving English language arts and mathematics achievement for all students; making progress in closing the achievement gap in

reading and math for Latinx, African American, and SpEd/504 students; decreasing suspension and chronic absenteeism rates; and increasing the retention of students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - o Continuity of Instruction,
  - o Access to Devices and Connectivity,
  - o Pupil Participation and Progress,
  - o Distance Learning Professional Development,
  - o Staff Roles and Responsibilities, and
  - o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
MIT Academy	Monica Guzman, Director	mguzman@mitacademy.org 707.552.6482

Plan Summary [LCAP Year 2020-21]

General Information

A description of the LEA, its schools, and its students.

MIT Academy High School (MIT-HS) is an excellent school. For the last 9 years, MIT-HS was named one of *US News and World Report*'s "Best High Schools in America." The school is also the 2015 recipient of the California Department of Education's
- Gold Ribbon School Award, for general excellence;
- Title I Achieving School Award, for excellence in serving low-income students; and
- Career-Technical Education Exemplary School Award, for excellence in CTE

and the 2019 recipient of the California Department of Education's
- Distinguished School Award, for improving achievement, closing the achievement gap, and providing an excellent program; and
- Career-Technical Education Exemplary School Award, for excellence in CTE.

Our students. MIT-HS provides a safe, nurturing environment for an ethnically diverse group of 513 students, many of whom face the challenges that unfortunately often accompany low-income status. The school strives to maintain a population composition similar to that of the Vallejo City Unified School District (VCUSD); however, due to the legal mandate for a lottery, MIT-HS cannot control the percentage of race/ethnicity represented in the population. Nor is comparison particularly easy, as schools tend to reflect their neighborhoods.

However, if races/ethnicities historically underrepresented in higher education (African American, American Indian, Hispanic/Latino, Pacific Islander) are viewed as one group and races/ethnicities historically overrepresented in higher education (Asian, Filipino, White) are viewed as a second group, MIT-HS is relatively close to the same percentage of historically underrepresented students as the VCUSD overall (62% at MIT, 72% at VCUSD), with MIT-HS serving a larger percentage of Hispanic/Latinx students than VCUSD and VCUSD serving a larger percentage of African American students.

2020-21 Disaggregated Enrollment for Race/Ethnicity: VCUSD and MIT Academy High Schools

High schools	# students	African Amer	AI/AN/ PacIsland	Asian	Filipino	Hispanic	White	2+/NR
Jesse Bethel HS	1559	**28%**	**2%**	3%	**22%**	**35%**	**6%**	**4%**
Vallejo HS	1534	**28%**	**2%**	2%	**13%**	**50%**	**4%**	**2%**
VCUSD: JBHS & VHS	3093	**28%**	**2%**	2%	**18%**	**42%**	**5%**	**3%**

MIT Academy HS	513	**13%**	**1%**	**5%**	**20%**	**48%**	**8%**	**5%**

Source: CDE

Other characteristics: The chart below compares the school and VCUSD in the major non-ethnic/racial demographic characteristics: Economically Disadvantaged (ED: free/reduced meal eligibility, a proxy for poverty); English Learners (EL); and students with disabilities, including 504 (SWD); and the non-academic performance indicators, chronic absenteeism and suspension rates. In terms of demographics, comparing the school results to Hogan data, VCUSD has a higher percentage of SWD and ED. MIT-MS has a higher percentage of English Learners. The school is addressing the disparity in ED rates by providing a set-aside of 28.6% of lottery slots for MIT-MS, the primary feeder for MIT-HS, for 6th grade for adjacent elementary schools with ED rates of 80% or above.

2020-21 Disaggregated Enrollment for Other Characteristics: VCUSD and MIT High Schools

High schools	# Enrolled	SWD	English Learn (EL)	Econ Disadv (ED)	Chronic absentee*	Suspen- sion**
JBHS	1559	13%	11%	60%	28.9%	8.5%
VHS	1534	12%	20%	80%	43.3%	10.6%
VCUSD: JBHS & VHS aggregate	3093	12%	15%	70%	39.4%	9.6%
MIT Academy High school	513	9%	9%	53%	7.4%	4.5%

Source: CDE * Data from 2018-19   **Data from 2019-20

Our program. The first paragraph of the MIT-HS charter states, "MIT Academy High School provides an opportunity to demonstrate the high level of academic and personal achievement that can be reached by _all_ students—regardless of their backgrounds—when high expectations, excellent curriculum, research-based methodology, strong learning support programs, and parent support form the foundation of a small school …." MIT-HS combines high expectations for academic achievement, technology skill-building, well-balanced lifestyle, and planning for college and careers with extensive academic and social emotional support to help _all_ students to be successful.

The **academic program** includes:
- Access for every student to a rigorous course of study that provides the courses required for graduation, which include all UC/CSU a-g requirements: 4 years of English/Language Arts; 3 years of mathematics, including Algebra I and II and Geometry; 2 years of lab science; 1 year of arts; 3 years of social science, including U.S. History, World History, Government, and Economics; 3 years of world languages; and 2 years of intermediate/advanced technology courses.
- Academic electives such as Justice and the Law and AP courses in Calculus, Spanish, Computer Science, Computer Science Principles, and Environmental Science.
- Support through READ 180 for students needing to improve basic reading skills
- Support through parallel simultaneous coaching classes for students struggling with math
- Designated English Language Development courses for English Learners
- Resource classes and "push-in" for students with disabilities
- Academic Recovery to catch students before they fall into a spiral of failure
- Library Science courses embedded in English 10 and English 11, through Ohlone College
- College English 1 (with support) for all 12th graders, through Contra Costa College
- College Statistics (with support) for 12th graders who have completed Algebra II, through Contra Costa College
- College Mandarin (with support) for all students who have completed Mandarin 1 and 2, through Ohlone College.

The **career-technical program** includes:
- Access for every student to rigorous CTE technology pathways
- Integrated Contra Costa College offerings, such as CIS 166 A & B, Website Development
- Opportunity to complete one or more professional IT certifications, e.g., Microsoft Office Suite, Adobe Photoshop
- A one-to-one student-to-computer ratio in all classes

The **healthy lifestyle, positive climate, and personal management program** traditionally includes:
- Access for every student to physical education/nutrition/health courses
- Behavioral expectations that emphasize personal responsibility
- Electives that include arts during the school day and after school
- Advisory program to provide adult mentors and support for student success
- Social-emotional learning curriculum in Advisory
- Small support groups to address such issues as anger management, divorce/separation, as needed
- Before- and after-school program daily to provide fitness, fun, and academic support activities
- Clubs, such as Key Club, that offer a wide array of interest group activities
- Competitive teams such as STEP, Color Guard, and AcaDeca

The **college and careers readiness program** includes:
- Access to a series of college classes that focus on college, career, and life planning
- Opportunity to complete a course leading to a professional certification in tutoring
- College counseling
- Senior Advisory for college application support and financial literacy.

MIT-HS also supports parents and families as equal partners in their children's education and community organizations as partners for educational excellence. Being a locally created charter school, our Board of Directors is entirely comprised of parents/guardians of current or former students and takes an active role in establishing and supporting all elements of the LCAP and Strategic Plan. Family members also work at the policy level by sitting on Board committees and participating in the Strategic Planning Group. At the activity level, parents volunteer to work in a wide variety of tasks in response to the optional Parent Commitment Hours program; the school generally has a high level of compliance with parental pledges of hours. Community partners include institutions of higher education, such as Contra Costa Community College, as well as local business and philanthropic organizations.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Given the analysis of the school's performance on the state and local performance indicators in the Dashboard, progress toward LCAP goals, and stakeholder input, the school is pleased to report the following:
1) Academic gains. Despite the travails of distance learning, results from Winter 20 (pre-pandemic) to Winter 21 NWEA showed that most students demonstrated at least one year of progress in English language arts and mathematics.
2) College and career preparation. Students had access to the full gamut of career-technical education courses, with the exception of college pathway courses which were not offered remotely. Internship and community service support was increased in light of the pandemic. Advisors and the Academic Advisor provided support for parents and students to ensure that as many students as possible completed FAFSA and college applications.
3) Facilities. Even though the pandemic made progress exceedingly difficult, the school is on schedule to have a completely new campus for the 2023-2024 school year.
4) Student support. In the school's history, there has never been a year as difficult as 2020-21, but staff, faculty, students, and families rallied to provide extensive support for student achievement and social-emotional well-being. Not all needs were met, but there are many anecdotes of adults going the extra mile, students supporting each other, and the community exhibiting amazing resilience during this unprecedented time.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Identified and prioritized needs based on Dashboard and local data, including stakeholder input, are as follows: need to improve EL progress rates in English language proficiency; improve math achievement for all students; make progress in closing the achievement gap in reading and math for Latinx, African American, and students with disabilities; increase the graduation rate, particularly for Latinx, African American, and students with disabilities; decrease suspension and chronic absenteeism rates; and increase the retention of students.

Among those needs, the Dashboard results played an important role in the decision-making. The discussion below relates to state indicators for which overall performance was in the "Red" or "Orange" performance category and state indicators for which performance for any student group was two or more performance levels below the "all student" performance.

- State indicators for which overall performance was in "Red" or "Orange:"
  - Suspension rate: The school's indicator was "Orange," with a rate of 6.2% and an annual increase of 2.8%. A comparison to the state average is not appropriate, as the state reflects all students K-12, and the vast majority of suspensions occur in middle and high school. While there was no Dashboard in 2019-20, the state did report suspension rates, with the caveat that data could not be compared to the previous year, given the COVID closure in March. GTA is reviewing its behavioral management systems at the same time as expanding the Advisory program.
- State indicators for which performance for any student group was two or more performance levels below the "all student" performance:
  - There were no indicators with any student group two or more performance levels below "all students."

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

In the 2021-22 LCAP, the school has addressed all of needs prioritized by the planning group. These are listed briefly below, with the school responses.

1) To improve EL progress rates in English language proficiency. The objective is to increase the percentage of students meeting the state average in progress in attaining English language proficiency or to maintain at >65%. To do so, beyond current efforts, the school will focus on excellent instruction through instructional rounds, peer observation/feedback, and video observation/feedback; will provide professional development in instruction; will purchase additional reading materials; will infuse additional reading time (Sustained Silent Reading) into Advisory; and will provide Tier 3 tutoring in ELD.

2) To improve mathematics achievement for all students. The objective is to achieve an annual increase in the percentage points above the state average (or decrease of percentage points below the state average) for all students and sub-groups on CAASPP or an annual increase in the percentage of all students and sub-groups showing one-year growth on NWEA. To do so, the school will focus on excellent instruction through instructional rounds, peer observation/feedback, and video observation/feedback; will provide professional development in instruction; will purchase additional reading materials; will infuse additional reading time (Sustained Silent Reading) into Advisory; will provide Tier 2 math intervention courses for all students not at grade level; and will provide Tier 3 tutoring in math.

3) To make progress in closing the achievement gaps in English language arts and math for English learners, Latinx, African American, and students with disabilities and in ELA only for economically disadvantaged. The objective is to reduce the gap annually for each named group. To do so, the school will prioritize the sub-groups for Tier 3 intensive support tutoring and for summer program tutoring and support.

4) To increase the graduation rate.

5) To decrease suspension and chronic absenteeism rates. The chronic absenteeism objective is to maintain at ≤state average and close current gaps. To do so, the school will continue the strong focus on consistent monitoring of attendance, with several notifications to parents when students approach chronic absenteeism levels and will conduct further intervention, as needed. Additionally, the school will work to increase engagement in all classes and increase Advisor-student bonding. The suspension rate objective is to lower the percent of students suspended one time to less than 6% and to annually close the suspension rate gap for English learners, economically disadvantaged, students with disabilities, African Americans, and Latinx. Actions taken will include increasing counseling services, providing additional social-emotional lessons for Advisory, and bringing in expert consultant to help design behavioral management programs.

6) To increase student retention. The student retention objective is to

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

To involve the numerous stake holders in establishing priorities for the 2021-24 LCAPs for Mare Island Technology Academy Middle School, MIT Academy High School, Griffin Academy Middle School, and Griffin Academy High School, the schools each held their Strategic Planning and School Site Council meeting on March 13, 2021 to gather input, review data, determine progress, and set goals, objectives, indicators, and expenditures. This meeting included parents, students, teachers, staff, administrators, ELAC members, African American Parents Association members, Parent-Teacher Association members, bargaining unit members, Board members, partner businesses and organizations, postsecondary representatives, and community members, including School Site Council members.

In preparation for the meetings, administrators presented updates on data at virtual Board meetings throughout the year and posted much of the data on the school website. Data reviewed included NWEA MAP scores, benchmark assessments, Honor Roll and "F" lists, a-g completion rates, graduation rates, student and parent survey results, on-track for graduation data, English Learner progress, summer school outcomes, before- & after-school program numbers, numbers and percentages of staff assigned in their areas of expertise, family pledge hour completion, and survey data from CHKS and locally developed parent, student, and staff surveys.

At these meetings, the goals and objectives established in 2019-20 were reviewed and discussed by the expanded Site Council Committee (also serving as the LCAP Committee) with reference to the data described above, needs were prioritized, and new goals were discussed for the 3-year Strategic Plan, 2021-22 through 2023-24. General priorities for allocation of Title 1 resources and LCFF target group funding to meet the established goals and objectives were discussed.

This draft of the basic Strategic Plan was then publicly discussed in whole or part during the months of March and April at parent group meetings (English Learner Advisory Committee, Parent-Teacher Association) and Board meetings. Revisions were incorporated in the Strategic Plan, and this became the basis for the LCAP.

Using the goals and objectives from the Strategic Plan and the discussions specific to LCFF supplemental/concentration funding, the 20-21 preliminary budgets were developed, inclusive of LCAP general and supplemental/concentration funds, Title I and II funds, and all multi-year grant-funding.

The LCAP was drafted in April and May and posted on the school and Griffin Technology Academies websites in English (with Spanish translation available) on June 17, 2021. The posting included a request for comments. All parents and staff were notified via Facebook, ParentSquare, and email (for staff) of the availability of the document for review and opportunities for comment: 1) in person at the Board's public hearing on the LCAP at the special virtual meeting on June 24th or 2) via email or hard copy sent to GTA between June 17 and June 28, 2021. Notices of the posting were also sent to all administrators and Board members.

Comments received were incorporated in the draft, as indicated below. The final draft was reviewed and approved by the Governing Board at their special meeting on June 29, 2021.

A summary of the feedback provided by specific stakeholder groups.

Feedback from the School Site Council included endorsement of the academic goals and concern about the racial/ethnic disparity in suspension. Feedback from faculty included endorsement of academic goals and methodology and concern about the facilities timeline.

No feedback was provided by any other stakeholder groups.

Two staff members provided comments—one to correct some financial entries and the other to question the NWEA data cited for math.

Two parents provided comments—one to express concern over English Learners placement in designated English language development and the other to commend the school for its support of students with disabilities.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The consultations prior to the drafting of the LCAP were fundamental in impacting
- Retention of high academic expectations

- Clarification of the facilities timeline
- Correction of several financial entries
- Addition of designated ELD for all English Learners, without exception
- Addition of gap reduction goals for the suspension indicator.

The input during the Public Hearing and in the period between the hearing and adoption resulted in the following adjustments:
- Correction of several financial entries

Goals and Actions

Goal 1 (Broad Goal)

Goal #	Description
1	**Academic Performance**—to improve student academic performance as measured by specific metrics in the period 2021-2024

An explanation of why the LEA has developed this goal.

This goal responds to state priorities for implementation of state standards, pupil achievement, and pupil outcomes and addresses achievement gaps.

An analysis of current academic performance for all students and numerically significant sub-groups indicates that some students are not performing at the state average in math, English language arts, and English language acquisition progress. Similarly, not all students are meeting/exceeding the state average in the college and career readiness elements most applicable to the school—college course completion, a-g requirements completion, CTE pathway completion, and Seal of Biliteracy completion. And the same is true for the local measure, completion of college English composition and college statistics/probability.

Additionally, some numerically significant sub-groups have scores or completion rates that demonstrate a gap between their performance and that of the average for all students.

Stakeholder input indicated needs to focus on improvement in math, reading, English language acquisition progress, CTE pathway completion, and college course completion.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 Academic performance -- ELA: annual increase in the percentage points above the state average (or decrease of percentage points below the state average) for all students and sub-groups or annual increase in % of all students and sub-groups showing one-year growth	CAASPP (2019) percentage points >state aver: All: 15.3; Econ Disadv: 1.29; African Americans: 14.73; Latinx 18.98 NWEA (2021) ≥average growth: All 69.5%; African American 51.1%; Latinx 57.3%				Academic performance — ELA: annual increase in the percentage points above the state average (or decrease of percentage points below the state average) for all students and sub-groups or annual increase in % of all students and sub-groups showing one-year growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1.a ELA achievement gap: reduction of gap closure for economically disadvantaged, English learners, & African Americans	Existing gaps (2019): economically disadvantaged-16.9 percentage points; EL-28.2 percentage points; African Americans 12.2 percentage points (2021 NWEA): African American 18.4 percentage points; Latinx 12.2 percentage points				ELA achievement gap: gap for average reduced by $\geq$50%
1.2 Academic performance—Math: annual increase in the percentage points above the state average (or decrease of percentage points below the state average) for all students and sub-groups or annual increase in % of all students and sub-groups showing one-year growth	CAASPP (2019) percentage points >state aver: All: (3.25); Econ Disadv: (3.67); African Americans: 13.73; Latinx 8.82 NWEA (2021) $\geq$average growth: All 61.7%; African Americans 47.7%; Latinx 50%				Academic performance — Math: annual increase in the percentage points above the state average (or decrease of percentage points below the state average) for all students and sub-groups or annual increase in % of all students and sub-groups showing one-year growth
1.2.a Math achievement gap: extent of gap closure for economically disadvantaged, English learners, students with disabilities, African Americans, & Latinx	Existing gaps (2020): economically disadvantaged-3 percentage points; African Americans 7.3; Latinx 6.3 (2021 NWEA): African American 13 percentage points; Latinx 11.7 percentage points				Math achievement gap: gap for average reduced by $\geq$50%
1.3 EL progress: increased % of students meeting the state average in progress or maintenance at $\geq$65%	33.3% compared to 48.3 state (2019)				EL progress: % of students meeting the state average in progress at $\geq$65%
1.4 College/career readiness: maintenance of % of prepared students at $\geq$baseline level	81.9% prepared (2020)				College/career readiness: maintenance of % of prepared students at $\geq$baseline level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.4.a College/career readiness: increased % of students who pass transferable college English and college math or maintenance at ≥90% and ≥65%	81% English composition 37% Intro to statistics (2021)				College/career readiness: % of students who pass transferable college English and college math at ≥90% and ≥65%
1.4.b College/career readiness: annual increase in % of graduates who complete CTE pathway or maintenance at ≥30%	17% (2020)				College/career readiness: % of graduates who complete CTE pathway at ≥30%
1.4.c College/career readiness: annual increase in % of graduates who earn Seal of Biliteracy or maintenance at ≥40%	45.4% (2020)				College/career readiness: % of graduates who earn Seal of Biliteracy at ≥40%
1.4.d College/career readiness: maintenance of % of graduates who complete a-g requirements at ≥95%	99% (2020)				College/career readiness: % of graduates who complete a-g requirements at ≥95%
1.4.e College/career readiness: increased % of graduates who complete ≥2 college courses with ≥C- or maintenance at ≥95%	32% (2020)				College/career readiness: % of graduates who complete ≥2 college courses with ≥C- at ≥95%
1.4.f College/career readiness: increased retention of students in the 4-year cohort	91% (2021)				College/career readiness: upward trend in retention of students in the 4-year cohort
1.5 Implementation of state standards: increased % of all courses implementing state standards or maintenance at 100%	92% (2021)				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Tier 1 instruction, including reading & ELD	Focus on excellent instruction in all courses through instructional rounds, peer observation/feedback, and video observation/feedback. Provide professional development in instruction, reading program, integrated ELD, and integrated Edgenuity for "make up" standards. Reading program: Purchase of NewsELA software; all teachers will provide oversight for reading program during Advisory. Designated ELD for all English Learners, without exception. Assignment to intervention for failing grades at semester. English learners and economically disadvantaged students will be prioritized for services, if necessary.	$200,664	Y
1.2	Tier 2 support courses	Support classes for Algebra 1, Geometry, Algebra 2, Math 164 (college statistics), English 1A (college composition), and CTE Media college courses. English learners and economically disadvantaged students will be prioritized for services, if necessary.	$74,414	Y
1.3	Tier 3 intensive support	Tutoring in ELD and math (paid, peer/cross-age); teacher office hours. Refinement of math and ELD tutoring content. Oversight and support of peer tutoring program. A consistent monitoring of course completion, referral to course recovery, intervention, and communication with parents/family will support increased graduation rates. Increased time with Advisor. English learners and economically disadvantaged students will be prioritized for services, if necessary.	$22,009	Y
1.4	Additional time	Before/after school, summers; in school schedules—Learning Lab. English learners and economically disadvantaged students will be prioritized for services, if necessary.	$88,122	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 2 (Broad goal)

Goal #	Description
2	Academic engagement--to improve student academic engagement as measured by specific metrics in the period 2021-2024

An explanation of why the LEA has developed this goal.

This goal responds to state priorities 4 pupil achievement, 5 pupil engagement, and 8 student outcomes that are not addressed in Goal 1. It is important to continue to build and improve all programs that support student success, while particularly targeting those areas where achievement gaps are present, including the graduation rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Graduation rate: increased % of graduates compared to the state average or maintenance at ≥90%	≥ state average (MIT 86.6% compared to 84.3% state average (2020)				Graduation rate at ≥90%
2.2 Broad course of study: % of students enrolled in a broad course of study	100% (2021)				100%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Graduation monitoring/intervention	A consistent monitoring of course completion, referral to course recovery, intervention, and communication with parents/family will support increased graduation rates. English learners and economically disadvantaged students will be prioritized for services, if necessary.	$52,307	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal 3 (Broad Goal)

Goal #	Description
3	Conditions and Climate—to improve school conditions and climate as measured by specific metrics in the period 2021-2024

An explanation of why the LEA has developed this goal.

This goal responds to state priorities for basics (teacher assignment, instructional materials, facilities), parent engagement, and school climate, including the requirement for a climate survey. It is important to continue to build and improve all programs that support student success, while particularly targeting those areas where achievement gaps are present, including the suspension rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1 Basics--Teacher assignment: increased % of teachers appropriately assigned	89.5% (2021)				Basics—Teacher assignment: 100% of teachers appropriately assigned
3.2 Basics--Instructional materials: maintenance of % of students having full access to standards-aligned materials	100% (2021)				Basics—100% of students having full access to standards-aligned materials
3.3 Basics--Facilities: The degree to which the school is on schedule for completion of the new facilities funded through state bonds (Prop 51)	On schedule for completion in 2023-4				Basics—Facilities: New campus classrooms completed
3.4 Basics—School operations: Maintenance of all operations (not included in other goals/metrics), not using reserve funds to finance these elements and resulting in a clean audit.	No use of reserve funds; 4 material audit findings (2020)				Basics—School operations: all operations (not included in other goals/metrics) maintained; no reserve funds used; clean audit.
3.5 Student well-being: Improved sense of well-being on CHKS climate survey every other year	Adults high expectations 62%; caring adult 48%; self-efficacy 64%; problem solving 38%; optimism 41%; gratitude 57% (2021)				Student well-being: Improved sense of well-being measured through CHKS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.6 Parent engagement: increased % of responders to an annual survey indicating satisfaction with their level of engagement and input or maintenance at ≥90%	91% (2021)				Parent engagement: % of responders to an annual survey who indicate satisfaction with their level of engagement at ≥90%
3.7 Suspension rate: lowered % of students suspended (one time) to <6% (NB: HS rates will always be higher than state average)	6.2% (2019)				Suspension rate: % of students suspended (one time) at <6%
3.7.a Suspension rate gap: diminished gap for English learners, students with disabilities & African Americans	Existing gaps (2019): English learners 3.2 percentage points higher; students with disabilities: 9.7; African Americans 6.3				Suspension rate gap: Average suspension gap diminished by 50%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counseling; positive behavior supports	Counseling services, teacher advisors. Contract to design a positive behavior support system alternative to current behavioral programs. English learners and economically disadvantaged students will be prioritized for services, if necessary.	$375,109	Y
3.2	Standards-based materials	Textbooks, software programs, and other instructional materials/resources provide support for student mastery of state standards	$63,059	N
3.3	Facilities	Facilities-related maintenance and construction-related expenditures not covered by Prop. 51 will ensure safe facilities until the new campus can be completed	$2,900,000	N
3.4	Parent engagement	The school will continue to engage parents through organizations (PTA, ELAC), frequent communications, and family service opportunities	$2,364	N
3.5	School operations	All operational activities and associated costs not addressed in other LCAP actions, for example, insurance; IT; administrator, teacher, & staff salaries; legal fees; maintenance & grounds; utilities & water; etc. The school will maintain all other school operational activities in a financially responsible manner	$2,335,777	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year 2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.60%	$490,460

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1: Academic performance

Action 1.1 Tier 1 instruction. The school considered the needs, conditions, and circumstances in relation to low-income students and English learners as follows: Low-income students and English learners are underperforming in English language arts, and English Learners are currently in the "Very Low" Dashboard tier for progress toward language proficiency. Input from parents and staff indicated the need for further supports for English learners and for teachers in providing integrated English language development (ELD). To address these issues, the school will 1) provide professional development in integrated ELD for all teachers; and 2) provide additional reading instruction & practice through the use of NewsELA program in Advisory. These actions will be conducted on a school-wide basis, with the expectation that all students will benefit but particularly those students—English learners and low-income students—who are currently demonstrating an achievement gap in reading and English learners who are underperforming in language acquisition. If services are not available to meet the full demand, English learners and low-income students will be prioritized. While some costs are funded through Title 1, the bulk are assigned to LCFF.

Action 1.2 Tier 2 support courses. The school considered the needs, conditions, and circumstances in relation to low-income students and English learners as follows: Low-income students and English learners are underperforming in math and English language arts. Input from parents and staff indicated the need for further supports in math and for support for college course success for English learners. To address these issues, the school will provide under-performing students with 1) parallel support courses for all math classes, including college math; and 2) parallel support courses for college English 1A and all CTE college Media courses. These actions will be conducted on a school-wide basis, with the expectation that all affected students will benefit but particularly those students—English learners and low-income students—who are currently demonstrating an achievement gap in math and English learners who are also struggling in college coursework. If services are not available to meet the full demand, English learners and low-income students will be prioritized. While some costs are funded through Title 1, the bulk are assigned to LCFF.

Action 1.3 Tier 3 intensive support. The school considered the needs, conditions, and circumstances in relation to low-income students and English learners as follows: Low-income students and English learners are underperforming in math and English learners are currently in the "Very Low" Dashboard tier for progress toward language proficiency. Input from parents and staff indicated the need for support in math for under-performers and for support in English language acquisition for English learners. To address these issues, the school will provide under-performing students most in need with small group tutoring (1-3 students) in math and English language development. These actions will be conducted on a school-wide basis, with the

expectation that all affected students will benefit but particularly those students—English learners and low-income students—who are currently demonstrating an achievement gap in math and English learners who are also need additional support in English language acquisition. These actions will be conducted on a school-wide basis, with the expectation that all affected students will benefit but particularly those students—English learners and low-income students—who are currently demonstrating an achievement gap in math and English learners who are also struggling in college coursework. If services are not available to meet the full demand, English learners and low-income students will be prioritized. While some costs are funded through Title 1 and Title III, the bulk are assigned to LCFF.

Action 1.4 Additional time. The school considered the needs, conditions, and circumstances in relation to low-income students and English learners as follows: Low-income students and English learners are underperforming in math and English language arts, and English learners are currently in the "Very Low" Dashboard tier for progress toward language proficiency. Input from parents and staff indicated the need for additional time for students to address incomplete mastery of grade-level standards and earlier standards. To address these issues, the school will provide under-performing students with academic supports through before and after school services, including teacher office hours; summer programs; and extra study time within the school day. If services are not available to meet the full demand, English learners and low-income students will be prioritized. While some costs are funded through Title 1, the bulk are assigned to LCFF.

Goal 2: Student Engagement

Action 2.1 Graduation monitoring/intervention. The school considered the needs, conditions, and circumstances in relation to low-income students and English learners as follows: Graduation rate achievement gaps tend to vary from year to year due to the relatively small numbers in the sub-groups. However, data from 2019 shows a graduation rate gap for economically disadvantaged students. Input from parents and staff indicated the need for earlier, more frequent, and more targeted interventions to ensure graduation for all students and especially for economically disadvantaged students, African Americans, and Latinx. To address these issues, the school will provide consistent and persistent course completion monitoring, referral to course recovery and follow up, intervention, and communication with parents/families. If services are not available to meet the full demand, English learners and low-income students will be prioritized.

Goal 3: Conditions and Climate

Action 3.1 Counseling; positive behavior supports. The school considered the needs, conditions, and circumstances in relation to low-income students and English learners as follows: Suspension data from 2018-19 (most recent available) shows a rate for all students of 6.2%, compared to the state average of 3.4%. While high school students will always have a higher suspension rate than the state average, English learners, African Americans, and students with disabilities all had significantly higher suspension rates than "all students" at the school. Input from parents and staff indicated the need for a review of the current system of behavior management and an increase in counseling services. To address these issues, the school will provide increased counseling services, teacher advisor services, and contract for a review of the current system of behavior management. If services are not available to meet the full demand, English learners and low-income students will be prioritized.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Foster youth: MIT typically has a very small number of foster youth (2 for each of the last 3 years). These students are assigned to an Advisor who monitors their progress in school and provides additional support and referrals, as needed. There is no increase or improvement of the services anticipated.

English learners

ELD tutoring: The ELD tutoring program was piloted in 2021 Spring semester using paid tutors who were trained and assigned small groups (1-3 students). A teacher-on-special-assignment (TOSA) oversees the tutors and curriculum and monitors student results. The TOSA will also have an Extra

Services Agreement for work in the summer of 2021 to improve the curriculum. Given positive results, the program will be expanded to more students next year. While a portion of these expenses are tied to Title III, the bulk will be funded through LCFF.

Professional development: All teachers will engage in a series of professional development workshops in integrating English language development and acquisition supports into instruction.

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and

Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

- o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Data Entry Table: Inclusion as part of the LCAP Template is optional

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Tier 1 instruction, including reading & ELD	English Learners	Yes	LEA-wide	EL	MIT HS	Ongoing	$ 190,264	$ 9,000	$ 200,664				$ 200,664
1	2	Tier 2 support courses	Economically Disadvanta	Yes	LEA-wide	SED	MIT HS	Ongoing	$ 74,414	$ -	$ 74,414				$ 74,414
1	3	Tier 3 intensive support	English Learners	Yes	LEA-wide	EL	MIT HS	Ongoing	$ 22,009		$ 22,009				$ 22,009
1	4	Additional time	Econ Disadv, EL	Yes	LEA-wide	SED, EL	MIT HS	Ongoing	$ 88,122			$ 88,122			$ 88,122
2	1	Graduation monitoring/intervention	Econ Disadv, EL	Yes	LEA-wide	SED, EL	MIT HS	Ongoing	$ 52,307		$ 52,307				$ 52,307
3	1	Counseling; positive behavior supports	Econ Disadv, EL	Yes	LEA-wide	SED, EL	MIT HS	Ongoing	$ 300,109	$ 75,000	$ 375,109				$ 375,109
3	2	Standards-based materials	All students	No	LEA-wide	All	MIT HS	Ongoing	$ -	$ 63,059	$ 56,000			$ 7,059	$ 63,059
3	3	Facilities	All students	No	LEA-wide	All	MIT HS	Ongoing	$ -	$ 2,900,000		$ 2,900,000			$ 2,900,000
3	4	Parent engagement	All students	No	LEA-wide	All	MIT HS	Ongoing		$ 2,364	$ 2,364				$ 2,364
3	5	School Operations	All students	No	LEA-wide	All	MIT HS	Ongoing	$ 2,226,924	$ 110,253	$ 2,212,474	$ 66,029		$ 57,274	$ 2,335,777

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,995,341	$ 3,054,151	$ -	$ 64,333	6,113,825	$ 2,954,149	$ 3,159,676

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Tier 1 instruction, including reading & ELD	English Learners	$ 200,664				$ 200,664
1	2	Tier 2 support courses	Economically Disad	$ 74,414				$ 74,414
1	3	Tier 3 intensive support	English Learners	$ 22,009				$ 22,009
1	4	Additional time	Econ Disadv, EL		$ 88,122			$ 88,122
2	1	Graduation monitoring/intervention	Econ Disadv, EL	$ 52,307				$ 52,307
3	1	Counseling; positive behavior supports	Econ Disadv, EL	$ 375,109				$ 375,109
3	2	Standards-based materials	All students	$ 56,000			$ 7,059	$ 63,059
3	3	Facilities	All students		$ 2,900,000			$ 2,900,000
3	4	Parent engagement	All students	$ 2,364				$ 2,364
3	5	School Operations	All students	$ 2,212,474	$ 66,029		$ 57,274	$ 2,335,777

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 724,503	$ 812,625
LEA-wide Total:	$ 702,494	$ 790,616
Limited Total:	$ -	$ -
Schoolwide Total:	$ 22,009	$ 22,009

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Tier 1 instruction, including reading & ELD	LEA-wide	EL	MIT HS	$ 200,664	$ 200,664
1	3	Tier 3 intensive support	Schoolwide	EL	MIT HS	$ 22,009	$ 22,009
1	4	Additional time	LEA-wide	SED, EL	MIT HS		$ 88,122
2	1	Graduation monitoring/intervention	LEA-wide	SED, EL	MIT HS	$ 52,307	$ 52,307
3	1	Counseling; positive behavior supports	LEA-wide	SED, EL	MIT HS	$ 375,109	$ 375,109
3	2	Standards-based materials	LEA-wide		MIT HS	$ 56,000	$ 63,059
3	3	Facilities	LEA-wide		MIT HS		$ 2,900,000
3	4	Parent engagement	LEA-wide		MIT HS	$ 2,364	$ 2,364
3	5	School Operations	LEA-wide		MIT HS	$ 2,212,474	$ 2,335,777

Annual Update Table Year 1

Totals:			Planned Expenditure Total	Estimated Actual Total
Totals:			$ 6,113,825	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned	Total Estimated Actual Expenditures
1	1	Tier 1 instruction, including reading & ELD	Yes	$ 200,664	
1	2	Tier 2 support courses	Yes	$ 74,414	
1	3	Tier 3 intensive support	Yes	$ 22,009	
1	4	Additional time	Yes	$ 88,122	
2	1	Graduation monitoring/intervention	Yes	$ 52,307	
3	1	Counseling; positive behavior supports	Yes	$ 375,109	
3	2	Standards-based materials	No	$ 63,059	
3	3	Facilities	No	$ 2,900,000	
3	4	Parent engagement	No	$ 2,364	
3	5	School Operations	No	$ 2,335,777	