

Local Control Accountability Plan and Annual Update (LCAP)

MIT Academy High School LCAP: 2019-2020

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2018-19 Plan Summary

The Story

Introduction. MIT Academy High School (MIT-HS) is an excellent school. In 2015, 2016, 2017, and 2018, 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 provides a safe, nurturing environment to an ethnically diverse group of 520 students, many of whom face the challenges that unfortunately often accompany low-income status.

Race/ethnicity: Student demographics for race/ethnicity are shown by percentage (and number), disaggregated by grade and totaled, in the chart below.

2018-2019 Disaggregated Enrollment for Race/Ethnicity: MIT Academy High school

Grade	Total	African American	AI/AN/ Pac Island	Asian	Filipino	Hispanic	White	2+
9	135	25	2	8	35	53	9	3
10	133	21	1	8	26	61	13	3
11	136	25	1	4	27	59	17	3
12	121	9	1	3	24	64	18	2
All	525	16% (80)	1% (5)	4% (23)	21% (112)	45% (237)	11% (57)	2% (11)

Source: CDE

MIT-HS strives to maintain a population composition similar to that of the District; 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. MIT-HS is located in a neighborhood with a concentration of Hispanic/Latino families, unlike VCUSD's mainstream high schools, Jesse Bethel and Vallejo.

Indeed, 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 Academy High school is close to the same percentage of historically underrepresented students as VCUSD overall (62% at MIT, 68% at VCUSD) and a bit higher percentage than Jesse Bethel (62% at MIT, 61% at Bethel.)

2018-2019 Disaggregated Enrollment for Race/Ethnicity: VCUSD and MIT Academy High Schools

High schools	# students	African Amer	AI/AN/ Paclsland	Asian	Filipino	Hispanic	White	2+/NR
Jesse Bethel HS	1624	452 27%	51 3%	68 4%	366 23%	498 31%	105 7%	84 5%

Vallejo HS	1643	444 27%	29 2%	20 1%	236 14%	794 48%	81 5%	39 3%
VCUSD: JBHS & VHS	3267	896 27%	80 3%	88 3%	602 18%	1292 39%	186 6%	123 4%
MIT Academy HS	525	80 16%	5 1%	23 4%	112 21%	237 45%	57 11%	11 2%

Source: CDE

Other characteristics: The chart below compares MIT-HS and VCUSD in a few of the major non-ethnic/racial demographic characteristics for a high school: free/reduced meal eligibility, a proxy for poverty; English Learners; students with disabilities, including 504; and suspension rates. Again, in SWD, EL, and FRPM, MIT and Jesse Bethel are very similar, except that Jesse Bethel has slightly more SWD and EL, while MIT has somewhat more students of poverty.

2018-2019 Disaggregated Enrollment for Other Characteristics: VCUSD and MIT High Schools

High schools	# Enrolled	SWD	EL	FRPM	Chronic absenteee*	Suspension*
JBHS	1620	167 10%	119 7%	920 57%	510 28.9%	13.0%
VHS	1700	180 11%	284 17%	1292 76%	798 43.3%	14.0%
VCUSD: JBHS & VHS aggregate	3320	347 10%	403 12%	2212 67%	1308 39.4%	13.6%
MIT Academy High school	492	40 8%	22 5%	297 60%	35 7.4%	4.4%

Source: CDE

Wait List: Students at MIT Middle School have preference for open slots at MIT High School. The Wait List for MIT-HS is then established by the public lottery held each year one week after the final date for receipt of applications. The comparative Wait List numbers for the last several years are shown below.

MIT-HS Wait List 2019

Grade	2016	2017	2018	2019
9	30	54	84	92
10	11	10	33	23
11	6	2	17	3
Total	47	66	134	118

Source: MIT records.

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; 3.5 years of social science, including U.S. History, World History, Government, Economics, and Geography; 3 years of world languages; and 2 years of intermediate/advanced technology courses.
- Academic electives such as Psychology and AP courses in Calculus, Mandarin, 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 courses for students struggling with math
- English Language Development courses for English Learners
- Resource classes and “push-in” for students with disabilities
- An extensive RtI system to provide extra support for struggling students
- Academic Recovery to catch students before they fall into a spiral of failure
- Summer school 9th grade Jump Start program in geography and health
- 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
- A week-long civic engagement field trip in the 12th grade.

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 and personal management program** 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 that offer a wide array of interest group activities
- Competitive teams including STEP, Color Guard, Drum Line, 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 college course leading to a professional certification in tutoring
- College counseling
- Senior Seminar 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 community members and families 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 and CSU Maritime Academy, as well as local business and philanthropic organizations.

Our outcomes

The first section of outcomes reflects MIT-HS' LCAP goals. The second section reflects data from the CDE Dashboard. Note: As in the data cited above, whenever possible, data for "VCUSD" is actually a weighted combination of the data for Jesse Bethel High School and Vallejo High School.

LCAP Outcomes

1) Academic testing outcomes

1. *2018 CAASPP outcomes.* The 2017-18 LCAP calls for MIT-HS to generate outcomes on CAASPP equal to or better than those produced by VCUSD. The charts below present the comparative data, both overall, as in the first chart, and disaggregated for various factors, as in the charts following. At the time of this writing, the current year results are not available.

CAASPP scores 2015-2018 all students: VCUSD, MIT, and statewide high schools

	2015 Overall			2016 Overall			2017 Overall			2018 Overall		
	MIT	VCUSD	State	MIT	VCUSD	State	MIT	VCUSD	State	MIT	VCUSD	State
ELA: All students	68%	39%	56%	62%	29%	60%	62%	44%	60%	63%	34%	56%
Math: All students	28%	16%	29%	35%	10%	33%	33%	17%	32%	28%	12%	31%
Science: All students	73%	22%	53%	64%	25%	50%	NA	NA	NA	NA	NA	NA

Source: CDE

2. *2018 CAASPP disaggregated outcomes.* The LCAP calls for student sub-groups that are numerically significant to score at or above the equivalent of VCUSD high school sub-groups. The data below shows that MIT achieved this goal. Sub-groups are shown only for those that are numerically significant at both MIT and VCUSD.

2.a. CAASPP: English/language arts

The charts below show disaggregated data for the percentage of students who scored "standards met" or "standards exceeded" in English/Language Arts.

CAASPP ELA scores 2015-2018 disaggregated students: VCUSD, MIT, and statewide high schools

ELA Disaggregated	2015 Disaggregated			2016 Disaggregated			2017 Disaggregated			2018 Disaggregated		
	MIT	VCUSD	State	MIT	VCUSD	State	MIT	VCUSD	State	MIT	VCUSD	State
All students	68%	39%	56%	62%	29%	60%	62%	44%	60%	63%	48%	56%
Economically disadv	66%	32%	45%	58%	20%	49%	69%	39%	49%	50%	29%	46%
African-American	50%	23%	39%	38%	13%	41%	50%	27%	41%	36%	20%	37%
Filipino	70%	81%	74%	79%	56%	78%	67%	68%	78%	88%	53%	75%
Hispanic	71%	33%	46%	55%	26%	50%	64%	43%	50%	56%	28%	47%
White										75%	39%	69%

Source: CDE

2.b. CAASPP: Mathematics

The charts below show disaggregated data for the percentage of students who scored “standards met” or “standards exceeded” in mathematics

CAASPP math scores 2015-2017 disaggregated students: VCUSD and MIT Academy High Schools

Math Disaggregated	2015 Disaggregated			2016 Disaggregated			2017 Disaggregated			2018 Disaggregated		
	MIT	VCUSD	State	MIT	VCUSD	State	MIT	VCUSD	State	MIT	VCUSD	State
All students	28%	16%	29%	35%	10%	33%	33%	17%	32%	28%	12%	31%
Economically disadv	21%	11%	19%	27%	6%	21%	31%	13%	21%	19%	11%	20%
African-American	19%	5%	14%	13%	1%	14%	0%	6%	14%	9%	5%	14%
Filipino	24%	33%	46%	63%	30%	51%	50%	37%	49%	48%	29%	50%
Hispanic	29%	11%	18%	31%	7%	20%	34%	10%	20%	29%	15%	44%

Source: CDE

2.c. CAASPP: Science. There is currently no disaggregated data available for CAASPP science testing.

3. *2016 English learner outcomes.* The LCAP calls for EL outcomes to be equivalent to or better than VCUSD. MIT-HS had 22 English Learner (EL) students in 2017-18. Because of the change of tests from CELDT to ELPAC, there is no comparative data for MIT-HS and VCUSD high schools. However, on the NWEA MAP test, 85% of MIT HS EL students met or exceeded projected rates of growth in reading. In terms of reclassifications for 17-18, MIT is reclassifying at the end of the year (due to the test change) and therefore shows zero reclassifications at the time of this writing. VCUSD high schools averaged 17% reclassifications in 2017-18.

2) Other outcomes. In addition to the strictly academic and tested outcomes discussed above, the following elements are also included in the LCAP, with the current status for goal 1 and the historical and current data for goals 2 and 3 provided.

Goal 1: Improving learning conditions.

- Core teachers assigned in subject area of preparation: MIT’s goal is to have 90% of core teachers assigned in their subject area of preparation. At MIT-HS last year, 100% of teachers met these qualifications.
- Access to a broad course of study using standards-based curriculum & instructional materials. MIT’s goal is to have 100% of the curriculum/materials be standards-based. All MIT HS curriculum and materials meet this standard, and all MIT-HS classes are using standards-based grading.
- Facilities improved at minimal rate of 5%/year: This goal was achieved with completion of \$1.3M aggregate project for the MS and HS and the award of ~\$29M in Prop 51 bond funding for the HS. Construction will begin in the summer of 2020.

Goal 2: Improving pupil outcomes: In addition to the academic outcomes detailed above,

- *AP pass rate.* MIT’s goal is to show improvement or be equal to or higher than the state average. This goal was met, as the data below demonstrates.

AP pass rate: MIT and State

	14-15	15-16	16-17	17-18
MIT	63% (116)	75% (72)	65% (74)	65% (57)
VCUSD	50% (458)	52% (449)	40% (404)	36% (370)
State	63.6%	62.5%	62.3%	62.4%

Source: CDE, AP.

- *Completion of a-g with grades of \geq C.* MIT's goal is for \geq 90% of graduates to meet this benchmark and was achieved, as shown below. (\geq 100% of graduates): 100%

Completion of a-g with grades of \geq C: MIT, VCUSD, and State

	14-15	15-16	16-17	17-18
MIT	100%	100%	100%	100%
VCUSD	40%	46%	35%	36%
State	49%	51%	53%	50%

Source: CDE

- *Graduation rate.* MIT's goal is to have a graduation rate equal to or higher than VCUSD. The data demonstrates that this goal was met.

Graduation rate: MIT, VCUSD, and State

	14-15	15-16	16-17	17-18
MIT	86%	90%	91%	90%
VCUSD	83%	80%	84%	72%
State	82%	84%	88%	87%

Source: CDE

- *Acceptance at 4-yr college/university.* MIT's goal is to have at least 85% of graduates accepted at a 4-year college or university. The goal was not quite met last year with 83% accepted.

Acceptance at 4-yr college/university

	14-15	15-16	16-17	17-18
MIT	88%	85%	91%	83%

Source: MIT records

- *Completion \geq 9 college units.* MIT's goal is for 100% of graduates to complete 9 or more college units, and this was achieved, as shown below.

Completion \geq 9 college units

	14-15	15-16	16-17	17-18
MIT	100%	97%	100%	100%

Source: MIT records

- *Completion of 35-hour internship.* MIT's goal is for 100% of graduates to complete the internship with a minimum of 35 hours, and this was achieved, as shown below.

Completion \geq 35-hour internship

	14-15	15-16	16-17	17-18
MIT	100%	97%	100%	100%

Source: MIT records

- *Completion of 140 hours community service.* MIT's goal is for 100% of graduates to complete community service of a minimum of 140 hours, and this was achieved, as shown below.

Completion \geq 140 hours of community service

	14-15	15-16	16-17	17-18
MIT	100%	97%	100%	100%

Source: MIT records

- *Completion of entry-level college math.* MIT's goal is to have at least 50% of graduates complete an entry-level, credit-bearing college math course. This goal was achieved, as shown below.

Completion of entry-level college math

	14-15	15-16	16-17	17-18
MIT enrolled	NA	32% (22)	53% (47)	62% (55)
MIT pass rate	NA	81%	89%	85%

Source: MIT records

- *Completion of entry-level college English.* MIT's goal is to have at least 50% of graduates complete an entry-level, credit-bearing college English course. This goal was achieved, as shown below.

Completion of entry-level college English

	14-15	15-16	16-17	17-18
MIT enrolled	NA	100%	100%	100%
MIT pass rate	NA	91%	96%	86%

Source: MIT records

- *Award of a Seal of Biliteracy.* MIT's goal is to have at least 10% of graduates complete the CDE Seal of Biliteracy which requires proficiency in English and a second language. This goal was achieved, as shown below.

Award of a CDE Seal of Biliteracy

	14-15	15-16	16-17	17-18
MIT HS	43% (23)	32% (20)	48% (39)	36% (25)
Statewide	N/A	N/A	10%	11%

Source: MIT records

- *Completion of a CTE pathway.* MIT's goal is to have at least 25% of graduates complete a CDE Career Technical Education pathway. This goal was achieved, as shown below.

Completion of a CDE Career Technical Education (CTE) pathway

	14-15	15-16	16-17	17-18
MIT HS	NA	31% (21)	57% (51)	67% (57)

Source: MIT records

- **PSAT Information not included in the goal above but requested by a community member:**

	17-18 Av score/% tested			
MIT HS	939/96%			
Statewide	969/59%			
National	1013/44%			

Source: MIT records

Goal 3: Improving engagement for students and their families

- *Parent satisfaction.* MIT's goal is to have at least 90% of parents indicate satisfaction at the level of ≥ 4 on a 5-point scale on the annual survey; the goal was achieved as noted below.

Parent satisfaction survey results

	14-15	15-16	16-17	17-18	18-19
MIT	87%	90%	84%	91%	90%

Source: MIT records

- *Parent completion of voluntary hours.* MIT's goal is to fully engage parents, having at least 80% of all parents complete their agreed-upon hours; the goal was not achieved last year, according to our records. However, a clerical error resulted in an unknown number of hours being lost.

Parent completion of optional, agreed-upon hours rate

	14-15	15-16	16-17	17-18
MIT	87%	90%	84%	64%

Source: MIT records

- *Student attendance.* MIT's goal is to maintain attendance at $\geq 95\%$ of currently enrolled students, a goal which was met, as demonstrated by the data below.

Student attendance rate

	14-15	15-16	16-17	17-18
MIT	96%	97%	97%	97%

Source: MIT records

- *Student chronic absenteeism.* MIT's goal is for chronic absenteeism to decrease annually and/or maintain at \leq CDE average. Data in the chart below shows that this goal was met. Previous years data is not comparable, as the method of computation was changed.

Student chronic absenteeism rate

	14-15	15-16	16-17	17-18
MIT	NA	NA	7%	7%
VCUSD	NA	NA	36%	38%
Statewide	NA	NA	11%	11%

Source: CDE

- *Student dropout rate.* MIT's goal is to have one-year drop-out rates decrease annually or maintain at \leq CDE average, as was accomplished last year; see data below. Last year's data is not yet available from CDE.

Student dropout rate

	14-15	15-16	16-17	17-18
MIT	2.4%	8.6%	1.1%	N/A
VCUSD	4.3%	6.0%	3.8%	
Statewide	2.8%	2.6%	2.4%	

Source: CDE

- *Student suspension.* MIT's goal is for the suspension rate to decrease annually or maintain at \leq CDE average, which was accomplished, as demonstrated in the chart below.

Student suspension rate.

	14-15	15-16	16-17	17-18
MIT	16.6%	9.3%	4.4%	3.4%
VCUSD HS	11.3%	10.6%	9.5%	12.4%
Statewide	3.8%	3.7%	3.6%	3.5%

Source: CDE

- *Student expulsion.* MIT's goal is for the expulsion rate to decrease annually or maintain at \leq CDE average. This goal was met as shown below.

Student expulsion rate

	14-15	15-16	16-17	17-18
MIT	0%	0%	0%	0%
VCUSD HS	.01%	.24%	.67%	.59%
State	.09%	.09%	.09%	.08%

Source: CDE

- *Student Honor Roll first semester.* MIT's goal is to have the percentage of students on Honor Roll first semester increase or maintain at \geq 50%. The goal was met, as shown in the chart below.

Student honor roll rate

	14-15	15-16	16-17	17-18
MIT	51%	65%	50%*	59%

Source: MIT records

*first semester of standards-based grading

- *"F" rate.* MIT's goal is to have the percentage of students with \geq 1 "F" grade at the first semester decrease or maintain at \leq 40%. The goal was achieved last year; see below

F rate first semester

	14-15	15-16	16-17	17-18
MIT	42%	25.6%	36%*	24%

Source: MIT records *first semester of standards-based grading

CDE Dashboard Outcomes

Dashboard outcomes are depicted in colors, from highest to lowest: blue, green, yellow, orange, red. The ratings are based on a combination of two factors: the actual performance level and the change in performance over time. Where the same indicator is used for both the LCAP goals and the Dashboard indicators, the difference is that the LCAP goals show only performance, while providing additional data to show change over time. The Dashboard combines the two factors. We believe that showing the actual performance compared to local and state actual performance (with data to show results over time) is a more transparent presentation of the data than what is available from the Dashboard. However, the Dashboard data is presented below to provide a full picture of how the state views school progress. Both measures are referenced in the main text of the LCAP.

Indicators for all outcomes report results only for groups with 30+ students for both of two years. Because Graduation Rate and College/Career Preparation Rate are reported for gr. 12 only and ELA Met Standards and Math Met Standards are reported for gr. 11 only, the only 2 sub-groups reported are Hispanic and Socioeconomically Disadvantaged. All = all students; Af-Amer = African-American students; SED = Socioeconomically disadvantaged students; SWD = Students with disabilities. The graduation rate for 2018 missed the “green” designation by one tenth of one percent.

Outcomes	Graduation rate (gr. 12)		College/ career prep(12)		ELA met standards(11)		Math met standards(11)		Suspension rate (9-12)	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Group	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
All	GR	YL		GR	GR	GR	GR	GR	GR	GR
Af-Amer									YL	OR
Filipino									BL	GR
Hispanic	GR	GR		GR	YL	YL	OR	OR	GR	GR
SED	GR	GR		GR	GR	GR	OR	OR	GR	GR
SWD									GR	Red
White									OR	OR

English Learner progress reported for last year on the Dashboard shows the following, compared to the State:

Level	State	MIT
4	30.6%	27.3%
3	34.6%	18.2%
2	20.2%	50.0%
1	14.6%	4.5%

MIT-HS needs to address the potential problem of continuing, long-term EL status, indicated by the 50% of the population, almost all of whom transferred from the middle school, scoring at Level 2.

LCAP Highlights

- Maintains and supports programs producing excellent results for students and families, such as core academic curriculum, CTE pathways and courses, math and reading workshop support classes, multiple levels of intervention, Washington DC field trip, extensive staff professional development, competitive compensation, improved facilities, before-and-after school services, summer programs, intervention supports, AP and college classes, internship and community service support, student recognition, social-emotional support, etc.
- Improves programs that specifically target underperformance in areas critical to the success of unduplicated students, including parent communication, mathematics, additional EL support for language development, improved intervention methodology and tracking, restructuring of English 11 curriculum, creating a more rigorous policy for math course credit recovery, instituting individualized math intervention programming, and increasing instructional coaching.

Review of Performance

Greatest Progress

MIT-HS has made considerable progress in the last year in all 3 goal areas. Because our student body is 60+% SED, these achievements for the school as a whole are also achievements for our SED students. Our greatest achievements are briefly discussed below.

Goal 1: Improving learning conditions. MIT-HS secured approximately \$29M in Prop. 51 funding for construction of a new campus, which will begin in 2020.

Goal 2: Improving pupil outcomes. MIT-HS's graduation rate has been above the state average for the last 3 years, and the a-g rate and Seal of Biliteracy rate have been 3-4 times the state average. Additionally, over half of graduates successfully completed CTE pathways and entry-level college math, and 86% completed entry-level college English last year.

Goal 3: Improving student engagement. Both the student suspension rate and the first semester "F" rate have fallen to half of their levels in 2014-15. Attendance continues to be 97%.

These and other achievements led to MIT-HS being named a 2019 California Distinguished School and California Exemplary Career Technology Education School, as well as *US News and World Report's* "One of America's Best High Schools."

Greatest Needs

MIT-HS had no overall ratings which were red, orange, or not met. However, based on extensive review of our performance data overall and for our sub-groups and supplemental/concentration students in particular, we have identified the following 3 needs, all related to Goals 2 and 3, improving student outcomes, and all principally directed to our unduplicated students. The responses to these greatest needs are effective in meeting the goals in the cited State priorities, are summarized below, and are spelled out in the 2019-20 Plan for Services for Goals 2 and 3 and in the "Demonstration of Increased or Improved Services for Unduplicated Pupil."

- 1) Improving academic achievement in English and mathematics, particularly for unduplicated students. While MIT-HS CAASPP scores for ELA are considerably above the State average and in math have been a few percentage points above/below the state average, they have been relatively flat for the last 4 years. We are interested in increasing student achievement overall and our college English 1 and Statistics completion rates, as this is a tremendous "leg up" toward college degree/certificate completion. Our analysis of students unable to enter English 1A directly from English 11 and those unable to enter Statistics due to failure to complete Algebra 2 indicates that a very high percentage (91% English, 88% math) are unduplicated students. To address this issue, we will articulate English 11 with the college English course designed to prepare students for English 1A and provide additional ESL classes for all ELs in Levels 1/2 and 3/4 in summer school. In math, we will increase

targeted assignment of math tutors and create targeted math RtI and math workshop assignments based on NWEA MAP fall and winter assessment results. In both disciplines, we will work to improve classroom instruction through instructional coaching, classroom management coaching, and targeted professional development.

- 2) Enhancing parental engagement. While parental satisfaction with MIT-HS and fulfillment of pledged volunteer hours remain high, actual parental involvement in student achievement varies dramatically, and many parents are not engaged. Research shows that parental engagement increases student achievement, so we intend to inform parents of student achievement “red flags” much sooner and more often and do so through personal phone calls and texts in their home language. We will also develop specific ways in which parents can help their children become more successful. An analysis of students not on track for graduation in grades 9, 10, and 11 showed that 84% were unduplicated students, making this an even more important effort. Additionally, the new Director of Counseling will develop and initiate a series of parent workshops designed to meet the specific needs of the school.
- 3) Providing highly targeted academic support and/or mentoring for underachieving unduplicated students. Using the strategies identified above, as well as the on-going RtI, Academic Recovery, and Grad Lab support systems already in place, MIT-HS will focus on individual underachieving students with highly targeted academic support and/or mentoring to improve their performance. ELs who have been at Level 2 for 2+ years will receive additional ELD course time and support.

Performance Gaps

MIT-HS has two state indicators for which student groups were two or more performance levels below the “all student” level. Specifically, in both Mathematics (standards met or exceeded) and in Suspension Rate, the “all students” indicator was green, while Hispanics and SED students were orange for math and Hispanics were orange and SED red for suspension. It is one of the anomalies of the Dashboard ratings that, while Hispanics represent 45% of our student body and SED students are over 60%, these sub-groups could be 2 color levels below “all students.” We feel that the 3 strategies outlined above will address the performance gaps as identified by the Dashboard.

Comprehensive Support and Improvement

Not applicable

Annual Update

LCAP Year Reviewed: 2018-19

Goal 1: To improve the conditions of learning for students

Addressing State Priorities:

- Priority 1 Basic
- Priority 2 State Standards
- Priority 7 Course Access

Annual Measurable Outcomes

Expected	Actual
1.1 Teacher assignment: $\geq 90\%$ of core academic teachers will be highly qualified for their assignment	Met. 100% of core academic teachers were highly qualified for their assignment.
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 have access to a broad course of study using standards-based curriculum and instructional materials.
1.3 Facilities: At least 5% of facilities will be renovated or replaced annually until all facilities are in good repair.	Suspended. Repairs were made. \$29M was secured through Prop. 51 for construction of a new campus, with building beginning in 2020.

Actions / Services

Action 1: Annual Measurable Objective 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures*	Estimated Actual Expenditures
<ul style="list-style-type: none"> • recruiting/hiring highly qualified teachers, including ELD teachers 	Completed. 100% were accurately assigned.	\$ 3,277,881	3,345,109
<ul style="list-style-type: none"> • a careful check of academic and professional credentialing prior to assignment 	Completed.		

Action 2: Annual Measurable Objective 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures*	Estimated Actual Expenditures
<ul style="list-style-type: none"> • regular materials inventory, including digital subscriptions, licenses, hardware, etc. 	Completed.	\$ 574,368	485,872

• the annual curriculum-standards audit	Completed.		
• timely purchase of needed standards-based materials and equipment	Completed.		
• provision of an adequate number of standards-based classes, including AP, ELD, support, and intervention courses, to provide broad study options	Completed. 6 AP, 2 ELD, 2 support, 1 reading intervention, and 3 math intervention courses were offered, most in multiple sections.		
• hosting a number of community college courses on campus	Completed. Nine Contra Costa College or Solano Community College courses were offered, most in multiple sections.		

Action 3: Annual Measurable Objective 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures*	Estimated Actual Expenditures
• renovation or replacement of at least 5% of housing each year until the campus is fully upgraded	Suspended. \$29M was secured through Prop. 51 for construction of a new campus, with building beginning in 2020. Because the current campus will be demolished, renovation/replacement of 5% of the facilities was unreasonable, and the action was suspended.		
• regular maintenance and operations to provide a safe and healthy learning environment. Operationally, this includes all basic services, e.g., utilities, security services, insurance, consulting, legal and payroll services, etc.	Completed.	\$ 2,567,918	1,304,231

Goal 2: To improve pupil outcomes for all students

Addressing State Priorities:

- Priority 4 Pupil Achievement
- Priority 8 Pupil Outcomes

Annual Measurable Outcomes

Expected	Actual
2.1 Academic performance will be demonstrated by the following indicators:	
• CAASPP/CST science scores: results will be \geq similar scores for Vallejo City USD high schools	Data not available.

<ul style="list-style-type: none"> CAASPP math scores: results will be \geqsimilar scores for Vallejo City USD high schools 	Met. See data p. 6.
<ul style="list-style-type: none"> CAASPP ELA scores: results will be \geqsimilar scores for Vallejo City USD high schools 	Met. See data p. 5.
<ul style="list-style-type: none"> CDE Dashboard scores for sub-group achievement will show no more than 2 sub-group gaps in ELA and in math. 	Met. See data p. 11.
2.2. College/career readiness will be demonstrated by	
<ul style="list-style-type: none"> AP pass rate: improve or \geqstate average 	Met. See data p. 6.
<ul style="list-style-type: none"> Completion of a-g with grades of \geqC: \geq90% of graduates 	Met. See data p. 7.
<ul style="list-style-type: none"> Graduation rate: \geqVCUSD 	Met. See data p. 7.
<ul style="list-style-type: none"> Acceptance at 4-yr college/university: \geq85% of graduates 	Met. See data p. 7.
<ul style="list-style-type: none"> Completion \geq9 college units: 100% of graduates 	Met. See data p. 7.
<ul style="list-style-type: none"> Completion of 35-hour internship: 100% of graduates 	Met. See data p. 7.
<ul style="list-style-type: none"> Completion of 140 hours community service: 100% of graduates 	Met. See data p. 8.
<ul style="list-style-type: none"> Completion of entry-level college math: \geq50% of graduates 	Met. See data p. 8.
<ul style="list-style-type: none"> Completion of entry-level college English: \geq75% of graduates 	Met. See data p. 8.
<ul style="list-style-type: none"> Award of a CA State Seal of Biliteracy: \geq10% of graduates 	Met. See data p. 8.
<ul style="list-style-type: none"> Completion of a CTE pathway: \geq25% of graduates 	Met. See data p. 8.
2.3. EL progress will be demonstrated by the following indicators:	
<ul style="list-style-type: none"> The percentage of students demonstrating progress on the ELPAC or maintaining at Early Advanced/Advanced status on ELCAP will be \geqsimilar scores for Vallejo City USD high schools or An increase in the percentage of EL students meeting or exceeding the projected rate of growth on NWEA MAP 	Data not available yet.
<ul style="list-style-type: none"> The percentage of EL students re-classified in the previous year \geq the rate for Vallejo City USD high schools or The percentage re-classified will be \geq10% 	Data not available yet.

Actions / Services

Action 1: Annual Measurable Objective 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures*	Estimated Actual Expenditures
<ul style="list-style-type: none"> rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1) 	Completed. All core courses are UC Doorways approved for a-g.	All costs were included in 1.1 above	See 1.1 above
<ul style="list-style-type: none"> a comprehensive, individualized Rtl program (tier 2) 	Completed. Rti includes both end-of-block and end-of-day Rtl.		
<ul style="list-style-type: none"> a Grad Lab program (tier 3) 	Completed. 2-3 sections of Grad Lab were operated with ~10 students/section.		
<ul style="list-style-type: none"> rigorous implementation of additional required courses in world languages (Mandarin or Spanish), technology, health, and physical education 	Completed. All courses were offered, and all were approved for a-g, except physical education.		
<ul style="list-style-type: none"> rigorous implementation of CTE pathways in technology 	Completed. MIT-HS was named an Exemplary Career Technical Education program by CDE.		
<ul style="list-style-type: none"> rigorous implementation of additional elective courses in areas such as robotics, art, and music 	Completed. All courses were offered, and all were approved for a-g.		
<ul style="list-style-type: none"> an extensive tutoring program 	Completed. 16 paid part-time tutors and 18 peer tutors worked during 2018-19		
<ul style="list-style-type: none"> comprehensive implementation of CCSS, NGSS, and ELD standards 	Completed.		
<ul style="list-style-type: none"> a range of intervention programs and courses, such as READ 180/System 44 	Completed. Read 180 and System 44 were offered.		
<ul style="list-style-type: none"> summer and after-school support for EL students 	Partially completed. After-school support was provided, but summer courses were not.		
<ul style="list-style-type: none"> extensive and intensive monitoring of EL student progress 	Partially completed. Intensive monitoring was provided for students in ELD. Those in higher levels were not monitored independently.		
<ul style="list-style-type: none"> parallel courses in math 	Completed. Parallel courses were offered for high school Alg 1, Alg 2, and Geometry; a parallel course was offered for the Contra Costa College Statistics course.		
<ul style="list-style-type: none"> breakfast, lunch, and dinner programs 	Completed.		

• counseling, psychologist, and SpEd services	Completed. Services provided through a contract with Dr. Lesleigh H. Franklin.		
• professional development	Completed. 100% of teachers attended 3 or more professional development sessions. 84% of new teachers completed AVID training.		

Action 2: Annual Measurable Objective 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures*	Estimated Actual Expenditures
• all actions cited for Measurable Outcome 2.1 above	See 2.1 above.	All costs were included in 1.1 above	See 1.1 above
• support for student completion of all a-g requirements with \geq C and 9 college units	Completed. 100 % of graduates completed all a-g requirements and \geq 9 college units		
• support for student completion of \geq 2 advanced tech courses	Completed. 100 % of graduates completed \geq 2 advanced technology courses		
• support for student enrollment and success in entry-level credit bearing college courses, English 1 and Statistics	Completed. 86% of students completed English 1, and 53% completed Statistics. Support courses were offered for both.		
• provision of a variety of CTE IT and UC/CSU General Education requirement college courses on campus	Completed. Nine Contra Costa College or Solano Community College courses were offered, most in multiple sections.		
• provision of a variety of AP courses	Completed. MIT-HS provided 6 AP courses, some in multiple sections.		
• provision of 1-on-1 computer and Internet access in all academic classes	Completed.		
• provision of at least 4 CTE career pathways and encouragement/support for completion of \geq 1	Completed. Students were encouraged to complete 1 of the 4 pathways, and 67% did so.		
• encouragement and support for all students to apply to at least one 4-year college/university	Completed. Students were supported during Senior Seminar. 86% applied and 83% were accepted.		
• support for student completion of 35-hour internship	Completed. 100 % of graduates completed a 35+hour internship.		
• support for student completion of 3-unit college planning course (Get Focused)	Completed. 64 9 th graders passed the Get Focused class.		
• support for student completion of 140 hours community service	Completed. 100 % of graduates completed 140+ hours of community service.		

Action 3: Annual Measurable Objective 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures*	Estimated Actual Expenditures
<ul style="list-style-type: none"> provide English 3D for ELD for students testing within the target score range 	Completed. 2 students were in English 3D classes.	All costs were included in 1.1 above	See 1.1 above
<ul style="list-style-type: none"> ensure highly qualified teachers for all ELD classes 	Completed. The ELD teacher is certificated for ELD.		
<ul style="list-style-type: none"> review NWEA MAP scores for ELs 3 times a year and create intervention plans for students not showing sufficient growth 	Completed. Scores for all ELs, disaggregated by ELPAC levels, are reviewed by the CAO after each test.		
<ul style="list-style-type: none"> provide extended day ELD in after school program 	Completed. Extra help is offered 4 times/week.		

Goal 3: To improve engagement of students and parents/guardians

Addressing State Priorities:

- Priority 3 Parental Involvement
- Priority 5 Pupil Engagement
- Priority 6 School Climate

Annual Measurable Outcomes

Expected	Actual
3.1 Parent/guardian engagement will be demonstrated by the following indicators:	
<ul style="list-style-type: none"> Parent input: Parent input will be formally sought at least 3 times annually: Strategic Planning, LCAP comment period/public hearing, and parent survey. 	Met. In addition to the survey (see below), parent input was sought and parents were actively involved in Strategic Planning and the LCAP comment period.
<ul style="list-style-type: none"> Parent satisfaction: At least 90% of parents will indicate satisfaction at the level of ≥ 4 on a 5-point scale on the annual survey. 	Met. 90% of parents indicated satisfaction at the proscribed levels on the annual survey.
<ul style="list-style-type: none"> 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. 	Not met; according to our records, 64% of parents completed their pledged hours last year. However, a clerical error resulted in an unknown number of hours being lost.
3.2 Pupil engagement will be demonstrated by the following indicators:	
<ul style="list-style-type: none"> Attendance will maintain at $\geq 95\%$ of currently enrolled students. 	Met. See data, p. 9.
<ul style="list-style-type: none"> Chronic absenteeism will decrease annually or maintain at \leqVCUSD high school average. 	Met. See data, p. 9.
<ul style="list-style-type: none"> Suspension rates will decrease annually or maintain at \leqVCUSD high school average. 	Met. See data, p. 10.

<ul style="list-style-type: none"> Expulsion rates will decrease annually or maintain at \leqVCUSD high school average. 	Met. See data, p. 10.
<ul style="list-style-type: none"> High school drop-out rates will decrease annually or maintain at \leqVCUSD high school average 	Met. See data, pp. 9-10.
<ul style="list-style-type: none"> The percentage of students on Honor Roll first semester will increase or maintain at \geq50% 	Met. See data, p. 10.
<ul style="list-style-type: none"> The percentage of students with \geq1 "F" grade will decrease or maintain at \leq40% 	Met. See data, p. 10.

Actions / Services

Action 1: Annual Measurable Objective 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures*	Estimated Actual Expenditures
Parent/family engagement activities		All costs were included in 1.1 above	See 1.1 above
<ul style="list-style-type: none"> Regular communications via newsletter, one-call, website, mail, email, and phone about school matters, including volunteer opportunities & hours status, using Parent Square 	Completed. All communications strategies were implemented.		
<ul style="list-style-type: none"> Parent-Teacher Network 	Completed. PTN meets monthly		
<ul style="list-style-type: none"> Governing Board membership 	Completed. The majority of governing board members are current or former parents.		
<ul style="list-style-type: none"> African-American Parents' Association 	Completed. AAPA meets monthly		
<ul style="list-style-type: none"> English Learners Advisory Council 	Completed. DELAC meets monthly		
<ul style="list-style-type: none"> Strategic Planning 	Completed. The Strategic Planning process culminated in the group meeting in January.		
<ul style="list-style-type: none"> Community Technology Day 	Not completed in 18-19. The long-term coordinator took another position, and we did not have time to train different leader.		
<ul style="list-style-type: none"> MIT parent workshops 	Completed. Workshops were held in fall and spring.		
<ul style="list-style-type: none"> Parent events e.g., Ice Cream Social, Back-to-School, etc. 	Completed. Four events have been held this year.		

Action 2: Annual Measurable Objective 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures*	Estimated Actual Expenditures
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Student engagement activities		All costs were included in 1.1 above	See 1.1 above
<p>MIT-HS will address attendance/chronic absenteeism through</p> <ul style="list-style-type: none"> • 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 	<p>Completed. MIT-HS has partially or fully implemented each of the actions described, resulting in a chronic absenteeism rate lower than the state average.</p>	.	
<p>MIT-HS will address HS drop-outs through</p> <ul style="list-style-type: none"> • SARB individual plans; • Academic Recovery; • Full-time interventionist; • I Try contracts; • Grad Lab for students not responding to other interventions 	<p>Completed. MIT-HS has implemented each of the actions described, resulting in a graduation rate of 89.7%, higher than the state average.</p>		
<p>MIT-HS will address positive school climate to increase achievement through:</p> <ul style="list-style-type: none"> • Professional development for staff • Consistent use of engaging instructional strategies • Frequent, diverse recognition programs • Campus monitoring and safety procedures • Counseling groups • Advisory • Focus on college-going culture 	<p>Completed. MIT-HS held several professional development sessions focused on SEL. Director has coached in engaging instructional strategies. The school recognizes students who complete CTE pathways & certifications, as well as those who gain academic honors. The school has increased campus monitoring in the last year. Counseling groups addressing a variety of topics meet regularly. Every student has an advisor, with specific times allocated to Advisory. The college-going culture is part of daily life, as most students take a college class each year, minimally.</p>		

Analysis

Goal 1: To improve the conditions of learning for students

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

All actions/services were implemented, except the actions for renovation/replacement of 5% of the current housing. The decision was made not to put money into ancient portables that will be bulldozed in 2020.

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

The actions/services for Goal 1 were effective, as demonstrated by the outcomes being fully realized.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For 1.1 the difference was caused by higher salary and benefits cost. For 1.2, some budgeted materials and equipment, such as LED smartboards, were not purchased.

For 1.3 the significant difference was caused by a delay in anticipated construction and remodeling.

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

The outcome, metrics, and actions related to facilities have been suspended, given that the full campus construction will begin in the summer of 2020. The outcome, metric, and actions that have replaced the current set reflect both interim housing and permanent housing. These are found in the Goal 1 section of the 19-20 Plan.

Goal 2: To improve pupil outcomes for all students

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

Almost all of the actions/services planned for 2018-19 were implemented fully. Of all actions, the two that were only partially completed both concerned services to ELs.

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

The services/actions to achieve the goal were very effective, as MIT-HS met or exceeded every outcome.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in expenditures were explained in the prior section.

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

MIT-HS will take a more pro-active approach to improving the academic achievement and college preparation of all students and specifically for supplemental/concentration sub-groups. ELs will be provided with additional opportunities to advance in language mastery. This change is evident in the actions/services found in the Goal 2 section of the 19-20 Plan.

Goal 3: To improve engagement of students and parents/guardians

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

All actions/services, except Community Technology Day, were implemented.

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

The actions/services were effective, as evidenced by the fact that all projected outcomes were met or exceeded.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in expenditures were explained in the prior section.

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

MIT-HS will take a more pro-active stance on absentees next year, through the hiring of a full-time Dean for the school. While our 97% attendance rate is high and our chronic absenteeism rate is low at 7%, every student who is a chronic absentee is missing educational time that is irreplaceable. This change is evident in the actions/services found in the Goal 2 section of the 19-20 Plan.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

To involve the numerous stake holders in establishing priorities for the 2019-20 LCAPs for Mare Island Technology Academy Middle School, MIT Academy High School, and Griffin Academy Middle School, the annual Strategic Planning meeting was held on Saturday, January 26, 2019 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 Network members, bargaining unit members, Board members, partner businesses and organizations, postsecondary representatives, County Office of Education Board members, and community members, including School Site Council members.

In preparation for the meeting, administrators presented updates on data at Board meetings throughout the year. Included in these presentations were the most current data on CAASPP, NWEA MAP, "F" rates, Honor Roll rates, college course enrollment and pass rates, professional certifications completed, and Grad Lab success rates. Monthly updates were provided on attendance, absenteeism, referrals, and suspensions.

Data reviewed included CAASPP scores and relative achievement levels of numerically significant sub-groups, NWEA MAP scores, benchmark assessments, Honor Roll and "F" lists, a-g completion rates, graduation rates, student and parent survey results, discipline data (including suspensions and referrals), on-track for graduation data, attendance (regular and after school), RtI assignment and completion rates, English Learner progress, Pyramid of Intervention Tiers 2 and 3 assessment and completion rates, I-Try contract numbers and compliance rates, summer school outcomes, before- & after-school program numbers, numbers and percentages of staff assigned in their areas of expertise, family pledge hour completion, and other data.

At this meeting, the goals and objectives established two years ago were reviewed and discussed by the Strategic Planning/Site Council Committee (also serving as the LCAP Committee) with reference to the data described above, and new goals were set for the 5-year Strategic Plan, 2017-18 through 2021-22. General priorities for allocation of Title 1 resources and LCFF target group funding to meet the established goals and objectives were agreed upon.

This draft of the basic Strategic Plan/SPSA/WASC plan was then publicly discussed in whole or part during the months of March and April at parent group meetings (African-American Parent Association, District English Learner Advisory Committee, Parent-Teacher Network); Board committee meetings (Personnel, Fiscal/Audit, Curriculum, Facilities/Safety, and Volunteerism/Recruitment) which are attended by parents, bargaining unit representatives, teachers, staff, and teachers. Revisions were incorporated in the Strategic Plan/SPSA/WASC, and this became the basis for the LCAP.

Using the goals and objectives from the Strategic Plan/SPSA and the discussions specific to LCFF supplemental/concentration funding, the 19-20 preliminary budgets were developed, inclusive of LCAP general and supplemental/concentration funds, Title I and II funds, and all multi-year grant-funded programs.

The LCAP was drafted in April and posted on the Griffin Technology Academies website in English (with Spanish translation available) on May 10, 2019 with requests for comments. All parents were notified via Facebook, the monthly newsletter, and the weekly bulletin of the availability of the document for review and opportunities for comment: in person at the Board's public hearing on the LCAP at the May 14th meeting or via email or hard copy sent to MIT-HS between May 10 and May 31, 2019. Notices of the posting were also sent to all staff, bargaining unit representatives, 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 25, 2019.

Impact on LCAP and Annual Update

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

The consultations prior to the drafting of the LCAP were fundamental in impacting

- The budgeting of general and supplemental/concentration LCFF funds
- The focus on providing additional services to ELs, resulting in additional monitoring, support, and summer school courses
- The increase in attention to absenteeism, resulting in specific activities
- The priority for tutoring for our lowest scoring sub-groups
- The focus on college/career counseling, resulting in the addition of a 1.0 college/career advisor
- The pro-active involvement of parents/guardians, resulting in a series of additional activities
- The attention to greater social-emotional needs resulting in the addition of a Director of Counseling Services
- The focus on improving classroom instruction, resulting in the addition of a .5 Dean

The input during the Public Hearing and in the period between the hearing on May 14 and May 31, 2019 resulted in the following adjustments:

- PSAT scores compared to state and national were added (for information, not as a part of a goal) in response to a request from a community member

The LCAP Plan for 2019-20: Goals, Actions, and Services

Goal 1: To improve the conditions of learning for students (Unchanged Goal)

Addressing State Priorities:

- Priority 1 Basic
- Priority 2 State Standards
- Priority 7 Course Access

Identified Need: The need exists to ensure maximal student learning through appropriate teacher assignment, access to instructional materials, adequate facilities, standards implementation, and access of a broad course of study, including core academics.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 Teacher assignment: $\geq 90\%$ of core academic teachers will be assigned in their area of expertise..	See 18-19		90%	$\geq 90\%$
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	See 18-19	100%	100%	100%
1.3 Acquisition of safe and adequate student facilities in preparation for the campus construction in 20-21: 100% of the MIT-MS student body				100%

Planned Actions / Services

Action 1.1: Recruit, hire, retain, and assign certificated teachers in their area of expertise (AMO 1.1)

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

Students to be Served: All

Location(s): All Schools

2017-18 Actions/Services--unchanged

Recruiting/hiring highly qualified teachers, including ELD teachers

2018-19 Actions/Services--unchanged

Recruiting/hiring highly qualified teachers, including ELD teachers

2019-20 Actions/Services—modified

Recruiting/hiring qualified teachers, including ELD teachers, and assigning them in their field of expertise

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,686,364	3,277,881	3,512,364
Source	Base, Supplemental, Concentration and various grants. Total salaries and benefits.	Base, Supplemental, Concentration and various grants. Total salaries and benefits.	Base, Supplemental, Concentration and various grants.
Budget Reference	Reference: 1000s, 2000s, 3000s	Reference: 1000s, 2000s, 3000s for salaries and benefits, 5000s for professional development	Reference: 1000s, 2000s, 3000s for salaries and benefits, 5000s for professional development

Action 1.2: Providing standards-based materials for a broad course of study (AMO 1.2)

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

Students to be Served: All

Location(s): All Schools

2017-18 Actions/Services--unchanged

regular materials inventory, including digital subscriptions, licenses, hardware, etc.
 the annual curriculum-standards audit
 timely purchase of needed standards-based materials and equipment
 provision of an adequate number of standards-based classes, including AP, ELD, support, and intervention courses, to provide broad study options
 hosting a number of community college courses on campus

2018-19 Actions/Services--unchanged

regular materials inventory, including digital subscriptions, licenses, hardware, etc.
 the annual curriculum-standards audit
 timely purchase of needed standards-based materials and equipment
 provision of an adequate number of standards-based classes, including AP, ELD, support, and intervention courses, to provide broad study options
 hosting a number of community college courses on campus

2019-20 Actions/Services—modified

Purchasing materials, software, hardware, and technology infrastructure to support a broad course of study, including core, intervention, advanced, and college courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 456,219	\$ 574,368	510,165
Source	Base, Supplemental, Concentration and various grants.	LCFF, Lottery and various grants.	LCFF, Lottery and various grants.
Budget Reference	Reference: 4000s for all classroom materials, software, and hardware	Reference: 4000s for all classroom materials, software, and hardware	Reference: 4000s for all classroom materials, software, hardware, and tech infrastructure and 6000s for all tech infrastructure

Action 1.3: Providing a safe and well-maintained facility and operation (AMO 1.3)

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

Students to be Served: All

Location(s): All schools

2017-18 Actions/Services--unchanged

renovation or replacement of at least 5% of housing each year until the campus is fully upgraded
 regular maintenance and operations to provide a safe and healthy learning environment Operationally, this includes all basic services, e.g., utilities, security services, insurance, consulting, legal and payroll services, etc.

2018-19 Actions/Services--unchanged

renovation or replacement of at least 5% of housing each year until the campus is fully upgraded
 regular maintenance and operations to provide a safe and healthy learning environment Operationally, this includes all basic services, e.g., utilities, security services, insurance, consulting, legal and payroll services, etc.

2019-20 Actions/Services--modified

Preparing for transitional housing to be ready for Fall, 2020 when major construction is initiated.
 Providing regular maintenance and safety activities on the current campus.
 Conducting an efficient, effective school operation, including all basic services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 1,129,007	\$ 2,567,918	1,848,962

Year	2017-18	2018-19	2019-20
Source	Base, Supplemental, Concentration and various grants.	Base, Supplemental, Concentration and various grants.	Base, Supplemental, Concentration and various grants.
Budget Reference	Reference 5000s and 6000s	Reference: 5000s for maintenance, security, utilities, and other basic services . 6000s for major renovation and replacement	Reference: 5000s for maintenance, security, utilities, and other basic services . 6000s for major renovation and replacement

Goal 2: To improve pupil outcomes for all students (Unchanged Goal)

Addressing State Priorities:

- Priority 4 Pupil Achievement
- Priority 8 Pupil Outcomes

Identified Need: Less than 100% of students are currently performing at “met standards” or “exceeded standards” levels in ELA, mathematics, and science. An achievement gap may exist for some students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 Academic performance will be demonstrated by the following indicators:				
CAASPP/CST science scores: results will be \geq similar scores for Vallejo City USD high schools	64 (25)	NA	NA	\geq VCUSD
CAASPP math scores: results will be \geq similar scores for Vallejo City USD high schools	35 (10)	Met 33 (17)	Met 28 (12)	\geq VCUSD
CAASPP ELA scores: results will be \geq similar scores for Vallejo City USD high schools	62 (29)	Met 62 (44)	Met 63 (48)	\geq VCUSD
CDE Dashboard scores for sub-group achievement will show no more than 2 sub-group gaps in ELA and in math.	NA	NA	Met	\leq 2 groups
2.2. College/career readiness will be demonstrated by				
AP pass rate: improve or \geq state average	75 (63)	Met 65 (62)	Met 65 (62)	\geq state
Completion of a-g with grades of \geq C: \geq 90% of graduates	100%	Met 100%	Met 100%	\geq 90%
Graduation rate: \geq VCUSD	90 (80)	Met 91 (84)	Met 90 (72)	\geq VCUSD
Acceptance at 4-yr college/university: \geq 85% of graduates	85%	Met 91%	Met 83%	\geq 85%
Completion \geq 9 college units: 100% of graduates	100%	Met 100%	Met 100%	100%
Completion of 35-hour internship: 100% of graduates	100%	Met 100%	Met 100%	100%

Completion of 140 hours community service: 100% of graduates	100%	Met 100%	Met 100%	100%
Completion of entry-level college math: $\geq 50\%$ of graduates	32%	Met 53%	Met 62%	$\geq 50\%$
Completion of entry-level college English: $\geq 75\%$ of graduates	91%	Met 96%	Met 86%	$\geq 75\%$
Award of a CA State Seal of Biliteracy: $\geq 10\%$ of graduates	32%	Met 48%	Met 36%	$\geq 10\%$
Completion of a CTE pathway: $\geq 25\%$ of graduates	31%	Met 57%	Met 67%	$\geq 25\%$
2.3. EL progress will be demonstrated by the following indicators:				
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 high schools <i>or</i> An increase in the percentage of EL students meeting or exceeding the projected rate of growth on NWEA MAP	NA	NA	NA	\geq VCUSD Or Increase
The percentage of EL students re-classified in the previous year \geq the rate for Vallejo City USD high schools <i>or</i> The percentage re-classified will be $\geq 10\%$	NA	NA	NA	\geq VCUSD Or $\geq 10\%$

Planned Actions / Services

Action 1: Provide additional academic time and support, prioritizing unduplicated students (AMO 2.1-3; Greatest Needs # 1, 3)

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

Students to be Served:

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s):

All schools

2017-18 Actions/Services--unchanged

rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1)
a comprehensive, individualized RtI program (tier 2)
a Learning Lab program (tier 3)
rigorous implementation of additional required courses in world languages (Mandarin or Spanish), technology, health, and physical education

2018-19 Actions/Services--unchanged

rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1)
a comprehensive, individualized RtI program (tier 2)
a Learning Lab program (tier 3)
rigorous implementation of additional required courses in world languages (Mandarin or Spanish), technology, health, and physical education

2019-20 Actions/Services--modified

Expand tutoring services and target to underachieving unduplicated students as a first priority and other underachieving students as a second priority. We propose to increase/improve this service by

Hiring 4 more part-time mathematics tutors.

Conducting a peer-to-peer recruitment campaign for volunteer tutors, with the goal of doubling the number of volunteers.
Recruitment will be focused on students in

2017-18 Actions/Services--unchanged

rigorous implementation of CTE pathways in technology

rigorous implementation of additional elective courses in areas such as robotics, art, and music

an extensive tutoring program

comprehensive implementation of CCSS, NGSS, and ELD standards

a range of intervention programs and courses, such as READ 180/System 44

summer and after-school support for EL students

extensive and intensive monitoring of EL student progress

parallel courses in math

breakfast, lunch, and dinner programs

counseling, psychologist and SpEd services

professional development

2018-19 Actions/Services--unchanged

rigorous implementation of CTE pathways in technology

rigorous implementation of additional elective courses in areas such as robotics, art, and music

an extensive tutoring program

comprehensive implementation of CCSS, NGSS, and ELD standards

a range of intervention programs and courses, such as READ 180/System 44

summer and after-school support for EL students

extensive and intensive monitoring of EL student progress

parallel courses in math

breakfast, lunch, and dinner programs

counseling, psychologist and SpEd services

professional development

2019-20 Actions/Services--modified

grades 8-11 to build a pipeline for paid tutor positions.

Assigning only one tutor to Statistics support and assigning the balance to a number of individual underachieving, unduplicated students at approximately the same achievement level. Tutors will meet with the small groups and/or individuals for traditional tutoring sessions.

Target math workshop assignments to underachieving unduplicated students as a first priority and other underachieving students as a second priority.

Immediately assign any student failing one semester of math to after school/summer Distance Learning or during school Grad Lab.

Provide NWEA-MAP correlated, individualized Rtl and/or workshop study plans for Khan Academy, ST Math, or Exact Path for all students scoring below the 40th percentile on the spring NWEA-MAP assessment.

Provide an ESL college class for all Level 1 & 2 ELs and Level 3 & 4 ELs during summer school beginning in 6/20.

Provide an intensive class for MOS certification support during summer school (19 days, 2 hours/day) and during one week of spring break (4 days, 4 hours/day), enrolling underachieving unduplicated students as the first priority and other underachieving students as a second priority beginning in 6/20.

Provide support for increased student success by hiring a Director of Counseling (shared between schools) with duties to include

- creation and implementation of parent workshops to enhance family understanding and engagement directly related to increasing student academic performance
- coordination/provision of student support groups

2017-18 Actions/Services--unchanged

2018-19 Actions/Services--unchanged

2019-20 Actions/Services--modified

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<ul style="list-style-type: none"> ○ supervision of counselor/mental health interns ○ coordination of SEL and drug/alcohol programs ○ support for research-based discipline strategies resulting in lower discipline rates, more discipline alternatives, and increased equity ○ outreach to and coordination with community health/mental health services ○ institutionalization of strategies to ensure parental awareness of student support programs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Costs were included in 1.1 above (all actions combined)	Costs were included in 1.1 above (all actions combined)	Costs were included in 1.1 above (all actions combined)
Source	Base, Supplemental, Concentration and various grants.	Base, Supplemental, Concentration and various grants.	Base, Supplemental, Concentration and various grants.
Budget Reference	Reference: 1000s, 2000s, 3000s	Reference: 1000s, 2000s, 3000s for salaries and benefits, 5000s for professional development	Reference: 1000s, 2000s, 3000s for salaries and benefits, 5000s for professional development

Action 2: Provide professional development and teacher coaching to improve classroom instruction (AMO 2.1-3; Greatest Needs # 1)

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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, Low Income	Schoolwide	All schools

2017-18 Actions/Services—unchanged

rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1)

a comprehensive, individualized RtI program (tier 2)

a Learning Lab program (tier 3)

rigorous implementation of additional required courses in world languages (Mandarin or Spanish), technology, health, and physical education

rigorous implementation of CTE pathways in technology

rigorous implementation of additional elective courses in areas such as robotics, art, and music

an extensive tutoring program

comprehensive implementation of CCSS, NGSS, and ELD standards

a range of intervention programs and courses, such as READ 180/System 44

summer and after-school support for EL students

extensive and intensive monitoring of EL student progress

parallel courses in math

breakfast, lunch, and dinner programs

counseling, psychologist and SpEd services

2018-19 Actions/Services—unchanged

rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1)

a comprehensive, individualized RtI program (tier 2)

a Learning Lab program (tier 3)

rigorous implementation of additional required courses in world languages (Mandarin or Spanish), technology, health, and physical education

rigorous implementation of CTE pathways in technology

rigorous implementation of additional elective courses in areas such as robotics, art, and music

an extensive tutoring program

comprehensive implementation of CCSS, NGSS, and ELD standards

a range of intervention programs and courses, such as READ 180/System 44

summer and after-school support for EL students

extensive and intensive monitoring of EL student progress

parallel courses in math

breakfast, lunch, and dinner programs

counseling, psychologist and SpEd services

2019-20 Actions/Services—modified

Hire an additional .5 FTE Dean who will focus on discipline issues, track student attendance in relation to chronic absenteeism, work with parents/students to reduce suspensions, and free up the time of the Director to conduct instructional coaching.

Implement 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Costs were included in 1.1 above (all actions combined)	Costs were included in 1.1 above (all actions combined)	Costs were included in 1.1 above (all actions combined)
Source	Base, Supplemental, Concentration and various grants.	Base, Supplemental, Concentration and various grants.	Base, Supplemental, Concentration and various grants.

Year	2017-18	2018-19	2019-20
Budget Reference	Reference: 1000s, 2000s, 3000s	Reference: 1000s, 2000s, 3000s	Reference: 1000s, 2000s, 3000s

Action 3: Enhance parent understanding and engagement to improve academic performance of unduplicated pupils (AMO 2.1-3; Greatest Needs # 2)

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

Students to be Served:	Scope of Services:	Location(s):
English Learners, Foster Youth, Low Income	Schoolwide	All schools

Actions/Services

Unchanged	Unchanged	Modified
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1)</p> <p>a comprehensive, individualized RtI program (tier 2)</p> <p>a Learning Lab program (tier 3)</p> <p>rigorous implementation of additional required courses in world languages (Mandarin or Spanish), technology, health, and physical education</p> <p>rigorous implementation of CTE pathways in technology</p> <p>rigorous implementation of additional elective courses in areas such as robotics, art, and music</p> <p>an extensive tutoring program</p> <p>comprehensive implementation of CCSS, NGSS, and ELD standards</p> <p>a range of intervention programs and courses, such as READ 180/System 44</p> <p>summer and after-school support for EL students</p> <p>extensive and intensive monitoring of EL student progress</p>	<p>rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1)</p> <p>a comprehensive, individualized RtI program (tier 2)</p> <p>a Learning Lab program (tier 3)</p> <p>rigorous implementation of additional required courses in world languages (Mandarin or Spanish), technology, health, and physical education</p> <p>rigorous implementation of CTE pathways in technology</p> <p>rigorous implementation of additional elective courses in areas such as robotics, art, and music</p> <p>an extensive tutoring program</p> <p>comprehensive implementation of CCSS, NGSS, and ELD standards</p> <p>a range of intervention programs and courses, such as READ 180/System 44</p> <p>summer and after-school support for EL students</p> <p>extensive and intensive monitoring of EL student progress</p>	<p>Hire a College/Career Pathways Advisor who reports to the College/Career Counselor and is tasked with</p> <ul style="list-style-type: none"> tracking student performance, including current progress in coursework, status for being on track for graduation in coursework communicating with parents/guardians on various topics, including student academic progress; progress in completing community service, internship, college units; need to enroll in Credit Recovery after school and/or during the summer; college courses available on campus; etc. meeting with students and families, as needed, to create plans to address the above items coordination of parent outreach regarding attendance issues

2017-18 Actions/Services

parallel courses in math
breakfast, lunch, and dinner programs
counseling, psychologist and SpEd services

2018-19 Actions/Services

parallel courses in math
breakfast, lunch, and dinner programs
counseling, psychologist and SpEd services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Costs were included in 1.1 above (all actions combined)	Costs were included in 1.1 above (all actions combined)	Costs were included in 1.1 above (all actions combined)
Source	Base, Supplemental, Concentration and various grants.	Base, Supplemental, Concentration and various grants.	Base, Supplemental, Concentration and various grants.
Budget Reference	Reference: 1000s, 2000s, 3000s	Reference: 1000s, 2000s, 3000s	Reference: 1000s, 2000s, 3000s

Action 4: Restructure curriculum in English to improve academic performance of unduplicated pupils (AMO 2.1-3; Greatest Needs # 1)

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

Students to be Served:

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s):

All schools

Actions/Services

Unchanged

Unchanged

Modified

2017-18 Actions/Services

rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1)

a comprehensive, individualized RtI program (tier 2)

a Learning Lab program (tier 3)

rigorous implementation of additional required courses in world languages (Mandarin or Spanish), technology, health, and physical education

rigorous implementation of CTE pathways in technology

rigorous implementation of additional elective courses in areas such as robotics, art, and music

an extensive tutoring program

comprehensive implementation of CCSS, NGSS, and ELD standards

a range of intervention programs and courses, such as READ 180/System 44

summer and after-school support for EL students

extensive and intensive monitoring of EL student progress

parallel courses in math

breakfast, lunch, and dinner programs

counseling, psychologist and SpEd services

2018-19 Actions/Services

rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1)

a comprehensive, individualized RtI program (tier 2)

a Learning Lab program (tier 3)

rigorous implementation of additional required courses in world languages (Mandarin or Spanish), technology, health, and physical education

rigorous implementation of CTE pathways in technology

rigorous implementation of additional elective courses in areas such as robotics, art, and music

an extensive tutoring program

comprehensive implementation of CCSS, NGSS, and ELD standards

a range of intervention programs and courses, such as READ 180/System 44

summer and after-school support for EL students

extensive and intensive monitoring of EL student progress

parallel courses in math

breakfast, lunch, and dinner programs

counseling, psychologist and SpEd services

2019-20 Actions/Services

Restructure English 11 to incorporate all content and student outcomes in Contra Costa College (CCC) English 1A preparation courses. Purchase new materials, as needed. To be completed by 6/30/30.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Costs were included in 1.1 above (all actions combined)	Costs were included in 1.1 above (all actions combined)	Costs were included in 1.1 above (all actions combined)

Year	2017-18	2018-19	2019-20
Source	Base, Supplemental, Concentration and various grants.	Base, Supplemental, Concentration and various grants.	Base, Supplemental, Concentration and various grants.
Budget Reference	Reference: 1000s, 2000s, 3000s	Reference: 1000s, 2000s, 3000s	Reference: 1000s, 2000s, 3000s

Goal 3: To improve engagement of students and parents/guardians (Unchanged Goal)

Addressing State Priorities:

- Priority 3 Parental Involvement
- Priority 5 Pupil Engagement
- Priority 6 School Climate

Identified Need: Less than 100% of students and guardians are currently engaged at MIT-HS.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 Parent/guardian engagement will be demonstrated by the following indicators:				
<ul style="list-style-type: none"> • Parent input: Parent input will be formally sought at least 3 times annually: Strategic Planning, LCAP comment period/public hearing, and parent survey. 	Input sought 3x	Input sought 3x	Input sought 3x	Input sought 3x
<ul style="list-style-type: none"> • Parent satisfaction: At least 90% of parents will indicate satisfaction at the level of ≥ 4 on a 5-point scale on the annual survey. 	84%	Met 91%	Met 90%	$\geq 90\%$
<ul style="list-style-type: none"> • 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. 	90%	Met 84%	Not met 64%	$\geq 80\%$
3.2 Pupil engagement will be demonstrated by the following indicators:				
<ul style="list-style-type: none"> • Attendance will maintain at $\geq 95\%$ of currently enrolled students. 	96%	Met 97%	Met 97%	$\geq 95\%$
<ul style="list-style-type: none"> • Chronic absenteeism will decrease annually or maintain at \leqVCUSD high school average. 	NA	Met 7 (36)	Met 7 (38)	\leq VCUSD
<ul style="list-style-type: none"> • Suspension rates will decrease annually or maintain at \leqVCUSD high school average. 	9.3 (10.6)	Met 1.1 (3.8)	NA	\leq VCUSD
<ul style="list-style-type: none"> • Expulsion rates will decrease annually or maintain at \leqVCUSD high school average. 	0 (.24)	Met 0(.67)	Met 0(.59)	\leq VCUSD
<ul style="list-style-type: none"> • High school drop-out rates will decrease annually or maintain at \leqVCUSD high school average 	8.6 (6)	Met 1.1 (3.8)	NA	\leq VCUSD
<ul style="list-style-type: none"> • The percentage of students on Honor Roll first semester will increase or maintain at $\geq 50\%$ 	65%	Met 50%	Met 59%	$\geq 50\%$

• The percentage of students with ≥ 1 "F" grade will decrease or maintain at $\leq 40\%$	25.6%	Met 36%	Met 24%	$\leq 40\%$
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Planned Actions / Services

Action 1: Enhance parent understanding and engagement to improve academic performance of unduplicated pupils (AMO 3.1; Greatest Needs # 2)

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

Students to be Served:

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s):

All schools

2017-18 Actions/Services—unchanged

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.

2018-19 Actions/Services—unchanged

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.

2019-20 Actions/Services—modified

See Goal 2, Action 3

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 3,683,834	\$ 3,852,938	See Goal 2, Action 3

Year	2017-18	2018-19	2019-20
Source	Base, Supplemental, Concentration and various grants. Total salaries and benefits.	Base, Supplemental, Concentration and various grants. Total salaries and benefits.	See Goal 2, Action 3
Budget Reference	Reference: 1000s, 2000s, and 3000s. Total salaries and benefits.	Reference: 1000s, 2000s, and 3000s. Total salaries and benefits.	Reference: See Goal 2, Action 3

Action 2: Enhance student engagement to improve academic performance of unduplicated students (AMO 3.2; Greatest Needs # 1)

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

Students to be Served:

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s):

All schools

2017-18 Actions/Services—unchanged

MIT-HS will 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

2018-19 Actions/Services—unchanged

MIT-HS will 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

2019-20 Actions/Services--modified

See Goal 2, Actions 2 & 3

MIT-HS will address HS drop-outs through

- SARB individual plans;
- Academic Recovery;
- Full-time interventionist;
- I Try contracts;
- Learning Lab for students not responding to other interventions

MIT-HS will address HS drop-outs through

- SARB individual plans;
- Academic Recovery;
- Full-time interventionist;
- I Try contracts;
- Learning Lab for students not responding to other interventions

MIT-HS will address positive school climate to increase achievement through:

MIT-HS will address positive school climate to increase achievement through:

Add a 1.0 FTE Director of Counseling Services (shared between schools) to facilitate expanded

2017-18 Actions/Services—unchanged

- Professional development for staff
- Consistent use of engaging instructional strategies
- Frequent, diverse recognition programs
- Campus monitoring and safety procedures
- Counseling groups
- Advisory
- Focus on college-going culture

2018-19 Actions/Services—unchanged

- Professional development for staff
- Consistent use of engaging instructional strategies
- Frequent, diverse recognition programs
- Campus monitoring and safety procedures
- Counseling groups
- Advisory
- Focus on college-going culture

2019-20 Actions/Services--modified

counseling services and support social-emotional learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 3,683,834	\$ 3,852,938	See Goal 2, Actions 2 & 3
Source	Base, Supplemental, Concentration and various grants. Total salaries and benefits.	Base, Supplemental, Concentration and various grants. Total salaries and benefits.	See Goal 2, Actions 2 & 3
Budget Reference	Reference: 1000s, 2000s, and 3000s. Total salaries and benefits.	Reference: 1000s, 2000s, and 3000s. Total salaries and benefits.	Reference: See Goal 2, Actions 2 & 3

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
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\$ 543,850	10.9%
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Services provided for unduplicated pupils are increased/improved through the following actions related to Goal 2, To improve pupil outcomes for all students, and Goal 3, To improve engagement of students and parents/guardians:

Action 1 Provide additional academic time and support, prioritizing unduplicated students. Included in this action are six increased or improved services:

- Expand tutoring services and target to underachieving unduplicated students as a first priority and other underachieving students as a second priority. We currently employ 11 part-time tutors, all in mathematics. (Math tutors must have successfully completed first year college Calculus.) We additionally have had 20 peer tutors (grades 8-12) working in 4 disciplines this year, volunteering an average of 2 hours/week each. Some are assigned to single students; others support math workshop classes or parallel support classes for college Statistics. We propose to increase/improve this service by
 - Hiring 4 more part-time mathematics tutors.
 - Conducting a peer-to-peer recruitment campaign for volunteer tutors, with the goal of doubling the number of volunteers. Recruitment will be focused on students in grades 8-11 to build a pipeline for paid tutor positions.
 - Assigning only one tutor to Statistics support and assigning the balance to a number of individual underachieving, unduplicated students at approximately the same achievement level. Tutors will meet with the small groups and/or individuals for traditional tutoring sessions.
- Target math workshop assignments to underachieving unduplicated students as a first priority and other underachieving students as a second priority. Math workshops at MIT-HS are parallel courses to grade level math and serve to support struggling students to be successful in the mainstream course. For example, Math Workshop for Algebra 1 students teaches/coaches students in the content the mainstream course is covering. Currently, students are assigned to Math Workshop if they are below the 40th percentile on NWEA-MAP, beginning with the lowest scoring students. (The exception is students with disabilities who are supported through pull out and push in Special Education services.) While most of the lowest scoring students are unduplicated, the new system will prioritize unduplicated students for this support.
- Immediately assign any student failing one semester of math to after school/summer Distance Learning or during school Grad Lab.
- Provide NWEA-MAP correlated, individualized RtI and workshop study plans for Khan Academy, ST Math, or Exact Path for all students scoring below the 40th percentile on the spring NWEA-MAP assessment.
- Provide an intensive ESL college class for Level 1 & 2 and Level 3 & 4 ELs during summer school beginning in 6/20.
- Provide an intensive class for MOS certification support during summer school (19 days, 2 hours/day) and during one week of spring break (4 days, 4 hours/day), enrolling underachieving unduplicated students as the first priority and other underachieving students as a second priority.

Action 2 Provide professional development and teacher coaching to improve classroom instruction.

- Assign all discipline and chronic absentee intervention to Dean (position increased by .5 FTE) and expect school Director to spend 30% of each week in classrooms observing, viewing/responding to teacher videos, or meeting with teachers individually or in small groups explicitly to improve classroom instruction. The GTA Superintendent will monitor compliance with the time expectation.
- Prioritize improvement of classroom instruction over all other benefits for all professional development funds, except targeted grant funds. The school Director will be responsible for approving professional development expenditures to meet this mandate.

Action 3: Enhance parent understanding and engagement to improve academic performance.

- Provide parents with an annual up-date on student progress toward graduation with follow-up for parents of struggling students and priority to unduplicated students.
- Inform parents 6 weeks in advance and again at placement of immediate assignment to Distance Learning or Grad Lab if their child fails one semester of math.
- Reach out to parents as partners in their child’s completion of the individualized NWEA MAP-aligned Rtl/Workshop study guide.
- Inform parents of EL students, Levels 1 & 2 and 3 & 4, of the importance of the summer classes and urge them to enroll their children.
- Inform parents of all students of the MOS certification course during spring break and summer school; prioritize unduplicated students for enrollment.
- Provide parent workshops facilitated by the new Director of Counseling Services.
- Provide additional support for parents through the college selection, application, and FAFSA processes.

Action 4: Make English curriculum more accessible to struggling students.

- Implement an agreement with current faculty to analyze the Contra Costa College (CCC) English 1A prep curriculum and restructure English 11 to incorporate all content and student outcomes by 6/30/20.
- Purchase new materials, as needed.

Action 5: Increase student engagement and meet social-emotional needs by enhancing counseling services and expanding social-emotional curriculum

- Add a 1.0 FTE Director of Counseling Services (shared between schools) to facilitate expanded counseling services and support social-emotional learning.

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

The services described above are schoolwide services that are **principally directed to** and **effective in** meeting the goals for unduplicated pupils in State priorities 3, Parental Involvement; 4, Pupil Achievement; 5, Student Engagement; and 8, Pupil Outcomes.

Action 1 Provide additional academic time and support, prioritizing unduplicated students.

Included in this action are six increased or improved actions/services, some directly targeted and others principally directed to unduplicated pupils. All strategies are research-based and/or proven as effective at MIT-HS in the past or for other populations.

- Expanded/improved tutoring services are targeted to underachieving unduplicated students as a first priority. As noted in the “Greatest Needs” section, we analyzed the sub-groups of students unable to enter English 1A directly from English 11 due to low achievement and those unable to enter Statistics due to failure to complete Algebra 2. The results of that analysis indicated that a very high percentage (91% English, 88% math) are unduplicated students.
- Target math workshop assignments to underachieving unduplicated students as a first priority. See needs above.

- Immediately assign any student failing one semester of math to after school/summer Distance Learning or during school Grad Lab. While this will affect all students who fail one semester of math, the fact that 88% of 11th graders who are unable to enter Statistics are unduplicated students indicates that this effort is principally directed to meeting their needs.
- Provide NWEA-MAP correlated, individualized Rtl/Workshop study plans for Khan Academy, ST Math, or Exact Path for all students scoring below the 40th percentile on the spring NWEA-MAP assessment. While this will affect all underperforming students, the fact that 88% of 11th graders who are unable to enter Statistics are unduplicated students indicates that this effort is principally directed to meeting their needs.
- Provide an intensive ESL college class for Level 1 & 2 and Level 3 & 4 ELs during summer school beginning 6/20.
- Provide an intensive class for MOS certification support during summer school (19 days, 2 hours/day) and during one week of spring break (4 days, 4 hours/day), providing enrollment to underachieving unduplicated students as the first priority.

Action 2 Provide professional development and teacher coaching to improve classroom instruction.

- Assign all discipline to a full-time Dean and expect school Director to spend 30% of each week in instructional coaching. While this will affect all students, research shows that those who are most negatively affected by less-than-excellent classroom instruction are unduplicated students.
- Prioritize improvement of classroom instruction over all other benefits for all professional development funds. See above.

Action 3: Enhance parent understanding and engagement to improve academic performance.

- Provide parents with an annual up-date on student progress toward graduation, with follow-up for parents of struggling students, with priority to unduplicated students.
- Inform parents 6 weeks in advance and again at placement of immediate assignment to Distance Learning or Grad Lab if their child fails one semester of math. While this will affect all students who fail one semester of math, the fact that 88% of 11th graders who are unable to enter Statistics are unduplicated students indicates that this effort is principally directed to meeting their needs.
- Reach out to parents as partners in their child's completion of the individualized NWEA MAP-aligned Rtl/Workshop study guide. While this will affect all students who fail one semester of math, the fact that 88% of 11th graders who are unable to enter Statistics are unduplicated students indicates that this effort is principally directed to meeting their needs.
- Inform parents of EL students, Levels 1 and 2, of the importance of the summer and spring break classes and urge them to sign up their children.
- Inform parents of all students of the MOS certification course during spring break; prioritize unduplicated students for enrollment.

Action 4: Make English curriculum more accessible to struggling students.

- Implement an agreement with current faculty to analyze the Contra Costa College (CCC) English 1A preparatory curriculum and restructure English 11 to incorporate all content and student outcomes by 6/30/20. Purchase new materials, as needed. While this will benefit all students, the fact that 91% of students unable to enter English 1A directly from English 11 due to low achievement are unduplicated students indicates that this action is principally directed to unduplicated students.

Action 5: Increase student engagement and meet social-emotional needs by enhancing counseling services and expanding social-emotional curriculum

- Add a 1.0 FTE Director of Counseling Services (shared between schools) to facilitate expanded counseling services and support social-emotional learning. We do not have statistics on the current use of our limited counseling services by unduplicated students, but an informal survey of current use indicates that it's likely that a majority of the counseling services are being accessed by unduplicated students. We will track the use by unduplicated status in the coming year.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

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 supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

(b) “High school dropout rate” shall be calculated as follows:

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

(2) The total number of cohort members.

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

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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