

Local Control Accountability Plan and Annual Update (LCAP)

Mare Island Technology Academy Middle School LCAP: 2019-2020

Candice Sawyer, Director
Email: csawyer@mitacademy.org
Phone: 707.552.6482
Address: 2 Positive Place, Vallejo CA 94589

2017-20 Plan Summary

The Story

Introduction. Mare Island Technology Academy Middle School (MIT-MS) is an excellent school. In 2016-2017, MIT-MS was named a national School to Watch, the highest award a middle school can receive, and one of only 12 so honored in California. 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, the only middle school in the state.

MIT-MS was recently placed in Additional Targeted Support and Improvement program (ATSI) due to the performance of our English Learners, based on data from 2017-18. The school takes this situation very seriously and has already made some significant adjustments and hopes to see the benefits of those actions in progress reflected in 18-19 data. The plan for next year also includes specific activities to improve student achievement.

Our students. MIT provides a safe, nurturing environment for an ethnically diverse group of 432 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 &/or number, disaggregated by grade and totaled, in the chart below.

2018-2019 Disaggregated Enrollment for Race/Ethnicity: MIT Academy Middle School

| Grade | Total | AfriAmer | AI/PaIsl | Asian | Filipino | Hispanic | White | 2+/NR |
|-------|-------|----------|----------|-------|----------|----------|-------|-------|
| 6 | 140 | 19 | 1 | 2 | 29 | 74 | 9 | 6 |
| 7 | 144 | 13 | 1 | 6 | 22 | 78 | 16 | 8 |
| 8 | 148 | 18 | 1 | 8 | 37 | 68 | 8 | 8 |
| All | 421 | 12% | 1% | 4% | 20% | 51% | 7% | 5% |

Source: CDE

MIT-MS strives to maintain a population composition similar to that of the District; however, due to the legal mandate for a lottery, MIT-MS cannot control the percentage of race/ethnicity represented in the population. Nor is comparison particularly easy, as schools tend to reflect their neighborhoods.

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 MS is relatively close to the same percentage of historically underrepresented students as VCUSD middle schools overall (64% at MIT, 72% at VCUSD), and MIT-MS actually has a higher percentage than Hogan Middle School (64% at MIT, 63% at Hogan.)

2018-2019 Disaggregated Enrollment for Race/Ethnicity: VCUSD and MIT Academy Middle School

| Middle Schools | # students | African Amer | AI/AN/ PaIsl | Asian | Filipino | Hispanic | White | 2+/NR |
|---------------------|------------|--------------|--------------|-------|----------|----------|-------|-------|
| Franklin MS | 593 | 31% | 3% | 2% | 7% | 49% | 6% | 2% |
| Hogan MS | 869 | 28% | 2% | 3% | 22% | 33% | 9% | 3% |
| Solano MS | 477 | 29% | 3% | 2% | 17% | 40% | 4% | 5% |
| VCUSD: MS aggregate | 1939 | 29% | 3% | 2% | 16% | 40% | 6% | 4% |
| MIT Acad MS | 432 | 12% | 1% | 4% | 20% | 51% | 7% | 5% |

Source: CDE

Other characteristics: The chart below compares MIT-MS and VCUSD in the major non-ethnic/racial demographic characteristics for a middle school: Socio-Economically Disadvantaged (SED: free/reduced meal eligibility, a proxy for poverty); English Learners (EL);

students with disabilities, including 504 (SWD); chronic absenteeism; and suspension rates. In terms of demographics, comparing MIT to aggregate middle school data for the District, VCUSD has a higher percentage of SWD, EL, and SED. However, again, MIT-MS is very similar to Hogan MS, with Hogan having a higher percentage of SWD but a lower percentage of EL than MIT, and just 6 percentage points greater than MIT for SED. MIT is addressing the disparity in SED rates by providing a set-aside of 28.6% of lottery slots for 6th grade for adjacent elementary schools with SED rates of 80% or above.

**2018-2019 Disaggregated Enrollment for Enrollment and 2017-2018 Other Characteristics:
VCUSD and MIT Academy Middle Schools**

| Middle Schools | # Enrolled | EL* | SWD | SED | Chronic absentees* | Suspension* |
|---------------------------------|------------|-----|-----|-----|--------------------|-------------|
| Franklin MS | 593 | 25% | 13% | 82% | 33.6% | 19.9% |
| Hogan MS | 869 | 15% | 15% | 67% | 29.0% | 16.5% |
| Solano MS | 477 | 25% | 17% | 78% | 29.0% | 15.7% |
| VCUSD: middle schools aggregate | 1939 | 20% | 15% | 74% | 30.2% | 17.4% |
| MIT Academy Middle School | 432 | 16% | 6% | 61% | 5.3% | 8.1% |

Source: CDE

*Note: Statewide data is not comparable in that it includes all students TK-12

Wait List: The Wait List for MIT-MS is established by the public lottery held each year one week after the final date for receipt of applications. The historical Wait List numbers are shown in the chart below.

MIT-MS/GMS Wait List

| Grade | 2016 | 2017 | 2018 | 2019 |
|-------|------|------|------|------|
| 6 | 72 | 101 | 104 | 51 |
| 7 | 46 | 48 | 105 | 76 |
| 8 | 38 | 45 | 64 | 51 |
| Total | 156 | 194 | 273 | 178 |

The wait list for Griffin Academy Middle School and Mare Island Technology Academy Middle School are maintained together, beginning in 2019. The drop in the wait list in 2019 reflects the fact that Griffin Technology Academies, the Charter Management Organization that serves as an umbrella for MIT-MS, opened a new middle school this year, Griffin Technology Academy Middle School, enrolling 136 6th and 7th graders. Unfortunately, the wait list actually grew by 41 students when the 136 GMS are taken into consideration.

Our program. The first paragraph of the MIT-MS charter states, “Mare Island Technology Academy Middle School addresses the unique developmental characteristics and needs of students in grades 6-8. The school provides an opportunity to demonstrate the high level of academic and personal achievement that can be reached by *all* early adolescents—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-MS combines high expectations for academic achievement, technology skill-building, healthy lifestyle, and personal management with extensive academic and social/emotional support for *all* students to be successful.

The academic program includes:

- Access for every student to a rigorous core course of study that includes 3 full years of English Language Arts/Humanities, 3 full years of mathematics, and 3 full years of science
- Academic electives that include Spanish and Mandarin
- Support through READ 180 and System 44 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.

The career-technical program includes:

- Access for every student to a rigorous course of study in technology that includes 3 full years of computer skills
- Technology electives that include Robotics
- Opportunity and encouragement to complete one or more Microsoft Office Suite professional certifications.

The healthy, well-balanced lifestyle and personal management program includes

- Access for every student to physical education/nutrition/health courses each year
- Access for every student to College Readiness, a course that focuses on organization for school success
- Behavioral expectations that emphasize personal responsibility
- Electives that include arts, such as Creative Writing and Guitar
- Advisory program to provide adult attachment and support for student success
- Small support groups and limited individual counseling 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, Basketball, Drum Line, and AcaDeca
- Peer tutoring training and volunteer opportunities, including professional certification
- Social-emotional learning curriculum delivered through Advisory

MIT-MS 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-MS’ 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 Franklin Middle School, Hogan Middle School, and Solano Middle School.

1) Academic outcomes

1. *2018 CAASPP outcomes.* The LCAP calls for MIT-MS 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.

While MIT-MS scores are clearly \geq VCUSD, there are several categories in which scores decreased from last year, and all are lower than the state average. The school has seriously addressed these areas and anticipates seeing better scores in the current year. There are also specific plans to be implemented next year to address the achievement level.

| | 2016 Overall | | | 2017 Overall | | | 2018 Overall | | |
|-------------------|--------------|-------|-------|--------------|-------|-------|--------------|-------|-------|
| | MIT | VCUSD | State | MIT | VCUSD | State | MIT | VCUSD | State |
| ELA: All students | 44% | 27% | 48% | 41% | 28% | 49% | 41% | 27% | 49% |

| | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 6 th grade | 36% | 25% | 48% | 39% | 24% | 47% | 41% | 23% | 48% |
| 7 th grade | 39% | 25% | 48% | 40% | 26% | 48% | 45% | 26% | 50% |
| 8 th grade | 58% | 31% | 48% | 44% | 27% | 49% | 44% | 32% | 49% |
| Math: All students | 30% | 18% | 36% | 31% | 20% | 38% | 25% | 18% | 37% |
| 6 th grade | 23% | 18% | 36% | 26% | 13% | 36% | 19% | 16% | 37% |
| 7 th grade | 35% | 18% | 36% | 37% | 20% | 37% | 29% | 18% | 37% |
| 8 th grade | 32% | 19% | 35% | 39% | 16% | 36% | 26% | 18% | 37% |
| Science: All 8 th gr students | 77% | 37% | 61% | NA | NA | NA | NA | NA | NA |

2. 2016 CAASPP disaggregated outcomes. The LCAP calls for student sub-groups that are numerically significant to score at the equivalent of VCUSD middle school sub-groups. The charts below show this relationship; sub-groups that are not numerically significant are not shown or are indicated as NNS.

2.a. CAASPP: English/language arts

The chart below shows disaggregated data for the percentage of students who scored “standards met” or “standards exceeded” in English/Language Arts (ELA). In 2018, MIT scored equal to or higher than VCUSD in every sub-group category except Asian, where VCUSD scored 4 percentage points higher. Again, MIT finds the underperformance of all students compared to the state average to be a serious concern, which is being addressed in this year, with plans to broaden those activities in the next year.

| ELA OVERALL | 2016 Overall | | | 2017 Overall | | | 2018 Overall | | |
|----------------------------|--------------|-------|-------|--------------|-------|-------|--------------|-------|-------|
| | MIT | VCUSD | State | MIT | VCUSD | State | MIT | VCUSD | State |
| All students | 44% | 27% | 48% | 41% | 28% | 49% | 41% | 27% | 49% |
| Students with disabilities | 11% | 3% | 11% | 18% | 6% | 14% | 19% | 2% | 12% |
| Economically disadvantaged | 36% | 22% | 35% | 26% | 23% | 36% | 41% | 20% | 37% |
| English learner | 0% | 3% | 8% | 0% | 5% | 12% | 6% | 1% | 8% |
| African-American | 32% | 16% | 31% | 34% | 18% | 31% | 26% | 15% | 31% |
| Asian | 57% | 47% | 76% | 73% | 38% | 77% | 46% | 50% | 77% |
| Filipino | 57% | 52% | 70% | 58% | 52% | 70% | 60% | 52% | 71% |
| Hispanic | 41% | 21% | 36% | 30% | 24% | 37% | 30% | 22% | 38% |
| White | 52% | 40% | 64% | 41% | 41% | 65% | 53% | 34% | 63% |
| 2+ | NNS | | | NNS | | | 59% | 41% | 65% |

2.b. CAASPP: Mathematics

The chart below shows disaggregated data for the percentage of students who scored “standards met” or “standards exceeded” in Mathematics. In 2018, MIT scored equal to or higher than VCUSD in every sub-group category but below the state average in every category except economically disadvantaged. As with ELA, MIT-MS is implementing programs currently and will add activities next year to address this issue.

| MATH OVERALL | 2016 Overall | | | 2017 Overall | | | 2018 Overall | | |
|----------------------------|--------------|-------|-------|--------------|-------|-------|--------------|-------|-------|
| | MIT | VCUSD | State | MIT | VCUSD | State | MIT | VCUSD | State |
| All students | 30% | 18% | 36% | 31% | 20% | 38% | 25% | 18% | 37% |
| Students with disabilities | 14% | 1% | 11% | 15% | 4% | 11% | 15% | 4% | 8% |
| Economically disadvantaged | 20% | 13% | 23% | 13% | 13% | 25% | 25% | 13% | 24% |
| English learner | 0% | 3% | 12% | 0% | 2% | 12% | 4% | 2% | 7% |
| African-American | 20% | 8% | 18% | 21% | 10% | 19% | 11% | 7% | 18% |
| Asian | 72% | 45% | 71% | 55% | 47% | 73% | 41% | 40% | 74% |
| Filipino | 44% | 39% | 57% | 48% | 40% | 57% | 42% | 40% | 59% |
| Hispanic | 20% | 13% | 24% | 22% | 17% | 25% | 14% | 12% | 24% |
| White | 48% | 31% | 53% | 30% | 27% | 53% | 31% | 26% | 53% |
| 2+ | NNS | | | NNS | | | 47% | 14% | 53% |

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

2.d. 2017 CAASPP cohort outcomes. The CAASPP reporting allows MIT-MS to analyze cohort achievement, that is, to compare the percentage of students who meet or exceed standards when they are in the 6th grade to those same percentages when they are in 7th and 8th grades. The same applies to students who were in 6th grade in 2017 and in 7th grade in 2018. Those results are displayed below, showing increases for both cohorts in both Math and ELA.

| Grade | English/Language Arts | | | | Mathematics | | | |
|---|-----------------------|----------|----------|-----------|-------------|-----------|-----------|-----------|
| | ELA 2016 | ELA 2017 | ELA 2018 | Gain/Loss | Math 2016 | Math 2017 | Math 2018 | Gain/Loss |
| 6 th to 8 th (16-18) | 36% | 40% | 44% | +8% | 23% | 37% | 26% | +3% |
| 6 th to 7 th (17-18) | | 39% | 45% | +6% | | 26% | 29% | +3% |

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-MS last year, 96% 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-MS curriculum and materials meet this standard, and most MIT-MS 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 ~\$21M in Prop 51 bond funding for the MS. Construction will begin in the summer of 2020.

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

- *Completion of ≥1 industry certification.* MIT-MS’s goal is to have at least 10% of students complete a professional certification in Microsoft Office Suite. The goal was met this year with 68% earning certifications to date.

Microsoft Office Suite professional certifications

| | 14-15 | 15-16 | 16-17 | 17-18 |
|-----|-------|-------|-------|-------|
| MIT | 54% | 61% | 11%* | 68% |

Source: MIT records *computer change

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 ≥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 | 97% | 97% | 98% | 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 are indicated NA because the 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 | 3.8% | 5.3% |
| VCUSD | NA | NA | 26.7% | 30.3% |
| State | NA | NA | 10.8% | 11.1% |

- *Student dropout rate.* MIT-MS’s goal is to have drop-out rates decrease annually or maintain at \leq VCUSD average, as was accomplished last year; see data below. However, it is important to note that drop out rates at the middle school level deal with very small numbers and are volatile.

Student dropout—number of students

| | 14-15 | 15-16 | 16-17 | 17-18 |
|-------|-------|-------|-------|-------|
| MIT | N/A | N/A | 0 | N/A |
| VCUSD | N/A | N/A | .01% | N/A |

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

Student suspension rate.

| | 14-15 | 15-16 | 16-17 | 17-18 |
|----------|---------------------------|-------|-------|-------|
| MIT-MS | 26.4% | 7% | 14.0% | 8.1% |
| VCUSD MS | 11.3% | 10.6% | 17.5% | 12.4% |
| State | Not available for MS only | | | |

- *Student expulsion.* MIT’s goal is for the expulsion rate to decrease annually or maintain at \leq VCUSD average. This goal was met as shown below. However, it is important to note that expulsion rates deal with very small numbers and are volatile.

Student expulsion rate

| | 14-15 | 15-16 | 16-17 | 17-18 |
|----------|---------------------------|-------|-------|-------|
| MIT-MS | 0% | 0% | 0% | 0% |
| VCUSD MS | .01% | .24% | .13% | .17% |
| State | Not available for MS only | | | |

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 | 53% | 60% | 49%* | 52% |

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 | 38% | 30% | 39%* | 23% |

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 (as measured by “distance from standard”) 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, separate 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. Blank columns have no data reported in the CDE Benchmark system.

| Outcomes | ELA met standards | | Math met standards | | Suspension rate | | Chronic absenteeism | |
|----------|-------------------|------|--------------------|------|-----------------|------|---------------------|------|
| | 2017 | 2018 | 2017 | 2018 | 2017 | 2018 | 2017 | 2018 |
| Group | | | | | | | | |
| All | OR | OR | OR | OR | Red | YL | N/A | OR |
| Af-Amer | OR | OR | YL | Red | Red | YL | N/A | OR |
| Filipino | GR | OR | GR | YL | Red | OR | N/A | YL |
| Hispanic | OR | OR | OR | OR | Red | YL | N/A | OR |
| SED | Red | OR | OR | OR | Red | GR | N/A | OR |
| White | OR | OR | OR | YL | GR | GR | N/A | GR |
| EL | OR | OR | Red | Red | Red | OR | N/A | OR |

English Learner progress reported for last year on the Dashboard shows the following for MIT-MS’s 120 English Learners, compared to the State:

| Level | State | MIT |
|-------|-------|-------|
| 4 | 30.6% | 29.6% |
| 3 | 34.6% | 27.8% |
| 2 | 20.2% | 24.1% |
| 1 | 14.6% | 18.5% |

The distribution appears to be similar to that of the state.

LCAP Highlights

- Maintains and supports ongoing programs, such as core curriculum for all students, math and reading skill support through Workshop classes, extensive staff professional development, competitive compensation, improved facilities, before-and-after school services, summer programs, student recognition, social-emotional support, etc.
- Improves programs that specifically target underperformance in areas critical to the success of unduplicated students, including improvements to increase achievement in English/language arts and mathematics and improvements to decrease chronic absenteeism.

Review of Performance

Greatest Progress

Mare Island Technology Academy is proud of the progress we've made in the following areas:

1. Academic growth in the unduplicated pupil sub-group "Economically Disadvantaged." Data shows that there is a 15% growth in SED student achievement in ELA and a 12% increase in mathematics from 2016-2017 to 2017-2018. This success can be attributed to our intervention and support systems.
2. Decrease in suspension rate. The data shows a 5.1% decrease in suspension rates from 2016-2017 to 2017-2018. This decrease speaks to improvement in school climate and culture at MIT-MS.
3. Increase in Honor roll rate. MIT-MS demonstrates 3% increase in students earning a place on the first semester Honor Roll. Currently 52% of the students are performing at the honor roll level GPA of 3.0 and higher.

Greatest Needs

MIT-MS has an overall rating of orange in ELA, Mathematics, and Chronic Absenteeism. The data from 18-19 has been the subject of an in-depth conversation and analysis by staff and by parents through the Strategic Planning process. Based on extensive review, we have identified the following 3 needs, all related to Goals 2 and 3 and all principally directed to our unduplicated students. An analysis of sub-groups of students scoring under 40% on the fall NWEA-MAP assessment showed that 87% in English and 84% in math are 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, Goals 2 and 3, and in the "Demonstration of Increased or Improved Services for unduplicated pupils."

Need 1: Improve academic achievement in ELA, particularly for unduplicated students (SED orange, EL orange). The overall orange rating for ELA reflects scores lower than the state average, orange ratings for all unduplicated students, and a downward trend for African-American, Asian, and Hispanic sub-groups. Indeed, MIT-MS was placed in the Additional Targeted Support and Improvement (ATSI) program due, in part, to the performance of EL students in ELA. To address this issue in 2019-20, MIT-MS will significantly upgrade the ELD program for EL, including providing professional development in EL support strategies in Amplify; offer and promote an ESL college class in summer school, both for 2019-identified Level 1 & 2 students and Level 3 & 4 students; conduct intensive progress monitoring for ELs; provide conversational software for Level 1 ELs in need; offer and promote ELA in summer school for rising 6th, 7th, and 8th graders who score under 40th percentile on spring NWEA MAP assessment, using Exact Path; offer and promote ELA after school for underachieving students who did not attend summer school and those who attended but scored under the 40th percentile at the end, using Exact Path; provide intensive instructional coaching for all ELA teachers in the optimum use of Amplify.

Need 2: Improve academic achievement in mathematics, particularly for unduplicated students (SED orange, EL red). The overall orange rating for mathematics reflects scores lower than the state average, orange or red ratings for all unduplicated students, and a downward trend for African-American and Filipino sub-groups. Indeed, MIT-MS was placed in the Additional Targeted Support and Improvement (ATSI) program due, in part, to the performance of EL students in mathematics. To address this issue in 2019-20, MIT-MS will provide professional development in EL support strategies in College Preparatory Mathematics; offer and promote mathematics in summer school for rising 6th, 7th, and 8th graders who score under 40th percentile on spring NWEA MAP assessment,

using Exact Path; include in Math Workshop, using Exact Path, all underachieving students who did attend summer school and those who attended but scored under the 40th percentile at the end; provide intensive instructional coaching for all mathematics teachers in the optimum use of College Preparatory Mathematics, with a coach specifically assigned several periods a day in the first semester.

Need 3: Reduce chronic absenteeism, particularly for unduplicated students (SED orange, EL orange). The overall orange rating for chronic absenteeism reflects levels that increased between 2016-17 and 2017-18 and orange ratings for all unduplicated students. Indeed, MIT-MS was placed in the Additional Targeted Support and Improvement (ATSI) program due, in part, to the rate of chronic absenteeism for EL students. To address this issue, MIT-MS will hire an additional .5 Dean to intensively monitor attendance of students when they accumulate >8 absences, notifying parents consistently, holding pre-SARB and SARB meetings, and generally working to reduce the student's underlying factors of chronic absenteeism. Additionally, good attendance will be recognized at Honor Roll assemblies.

Performance Gaps

MIT-MS has no sub-groups that are 2 or more levels below All Students in any area.

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. 92% of core academic teachers were 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 had access to a broad course of study using standards-based curriculum and instructional materials. |
| 1.3 Facilities: Facilities will be maintained in adequate repair, resulting in no health or safety issues left unaddressed. | Met. Repairs and up-grading were completed for all classrooms in current use, as well as the bathrooms, cafeteria, offices, and grounds. No issues reported. |

Actions / Services

Action 1: Annual Measurable Objective 1.1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures* | Estimated Actual Expenditures |
|--|--|------------------------|-------------------------------|
| • recruiting/hiring highly qualified teachers, including ELD teachers | Completed. 92% were accurately assigned. | 3,215,245 | 2,853,299 |
| • 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 |
|--|-------------------------|------------------------|-------------------------------|
| • regular materials inventory, including digital subscriptions, licenses, hardware, etc. | Completed. | 461,891 | 336,734 |
| • the annual curriculum-standards audit | Completed. | | |
| • timely purchase of needed standards-based materials and equipment | Completed. | | |

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> provision of an adequate number of standards-based classes, including ELD, academic skills support to provide a strong core curriculum | Completed. ELD and math and reading intervention courses were offered. | | |
|--|--|--|--|

Action 3: Annual Measurable Objective 1.3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures* | Estimated Actual Expenditures |
|---|--|------------------------|-------------------------------|
| <ul style="list-style-type: none"> renovation or replacement of at least 5% of housing each year until the campus is fully upgraded | Suspended. \$21M 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. | | |
| <ul style="list-style-type: none"> 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. | 1,496,960 | 953,747 |

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: | |
| <ul style="list-style-type: none"> CAASPP/CST science scores: results will be \geqsimilar scores for Vallejo City USD middle schools | Data not yet available. |
| <ul style="list-style-type: none"> CAASPP math scores: results will be \geqsimilar scores for Vallejo City USD middle schools | MET. MIT-MS scored higher in math than VCUSD middle schools (25% standards met/exceeded v. 18%) |
| <ul style="list-style-type: none"> CAASPP ELA scores: results will be \geqsimilar scores for Vallejo City USD middle schools | MET. MIT-MS scored higher in ELA than VCUSD middle schools (41% standards met/exceeded v. 27%) |
| <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. No sub-groups were more than 2 levels below All Students in ELA or math. |
| 2.2. College/career readiness will be demonstrated by | |
| <ul style="list-style-type: none"> Completion of a CTE certificate: \geq10% of 8th grade students promoted | MET. 68% of 8 th grade students have completed at least one Microsoft Office Suite certification. |

| | |
|--|---------------------|
| 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 \geq similar scores for Vallejo City USD middle schools <i>or</i> An increase in the percentage of EL students meeting or exceeding the projected rate of growth on NWEA MAP | Data not available. |
| <ul style="list-style-type: none"> The percentage of EL students re-classified in the previous year \geq the rate for Vallejo City USD middle schools <i>or</i> The percentage re-classified will be \geq10% | Data not available. |

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 ELA courses use Amplify curriculum and all math courses use College Preparatory curriculum, which are aligned with CA State Standards and Common Core; science curriculum is aligned with NGSS. | 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 is provided through both end-of-block and end-of-day, as well as Workshop classes. | | |
| <ul style="list-style-type: none"> rigorous implementation of additional required courses in technology and physical education | Completed. All courses were offered. | | |
| <ul style="list-style-type: none"> an extensive tutoring program | Completed. Peer tutors from MIT-HS and MIT-MS assist students in core courses. | | |
| <ul style="list-style-type: none"> comprehensive implementation of CCSS, NGSS, and ELD standards | Completed. | | |
| <ul style="list-style-type: none"> summer support for EL students | Not yet completed, but scheduled in June-July. | | |
| <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"> breakfast, lunch, and dinner programs | Completed. | | |
| <ul style="list-style-type: none"> counseling, psychologist, and SpEd services | Completed. Services provided through a contract with Dr. Lesleigh H. Franklin. | | |
| <ul style="list-style-type: none"> professional development | Completed. 100% of teachers attended 3 or more professional development sessions. | | |

Action 2: Annual Measurable Objective 2.2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures* | Estimated Actual Expenditures |
|---|-------------------------|--------------------------------------|-------------------------------|
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> provision of 3 full years of technology instruction as introductory to high school pathways in relation to career readiness | Completed. | | |
| <ul style="list-style-type: none"> provision of a 1:1 student to computer ratio | Completed. | | |
| <ul style="list-style-type: none"> provision of preparatory instruction for industry-recognized certifications & encouragement/support to complete >1 in relation to career readiness | Completed. | | |

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. | 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. | | |
| <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 | Not completed. This action will be initiated next year. | | |
| <ul style="list-style-type: none"> provide extended day ELD in after school program | Not completed. A summer program will be provided this year, and after school programs will be offered next year. | | |

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. |

| | |
|--|---|
| Additionally, parents are encouraged to participate in the monthly GMS Advisory Council. | |
| <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 75% 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. MIT-MS had a 97% attendance. |
| <ul style="list-style-type: none"> Chronic absenteeism will decrease annually or maintain at \leqVCUSD middle school average. | MET. MIT-MS had a lower chronic absenteeism rate than VCUSD middle schools (5.3% v. 30.3%) |
| <ul style="list-style-type: none"> Suspension rates will decrease annually or maintain at \leqVCUSD middle school average. | MET. MIT-MS had a lower suspension rate than VCUSD middle schools (8.1% v. 12.4%) |
| <ul style="list-style-type: none"> Expulsion rates will decrease annually or maintain at \leqVCUSD middle school average. | MET. MIT-MS had a lower expulsion rate than VCUSD middle schools (0% v. .17%) |
| <ul style="list-style-type: none"> Middle school drop-out rates will decrease annually or maintain at \leqVCUSD middle school average | MET. The last data available is for 2016-17; it shows MIT-MS with 0% drop outs and VCUSD with .01%. |
| <ul style="list-style-type: none"> The percentage of students on Honor Roll first semester will increase or maintain at $\geq 35\%$ | MET. The percentage of students on the Honor Roll semester 1 was 52% |
| <ul style="list-style-type: none"> The percentage of students with ≥ 1 "F" grade will decrease or maintain at $\leq 60\%$ | MET. The percentage of students with one or more "F" grades at the first semester was 23% |

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 GTA 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"> • Parent events e.g., Ice Cream Social, Back-to-School, etc. | Completed. Held 4 parent events. | | |
|--|----------------------------------|--|--|

Action 2: Annual Measurable Objective 3.2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures* | Estimated Actual Expenditures |
|--|--|--------------------------------------|-------------------------------|
| Student engagement activities | | All costs were included in 1.1 above | See 1.1 above |
| MIT-MS will address attendance/chronic absenteeism through <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 | Partially completed. MIT-MS has conducted pre-SARB and SARB meetings, as needed. The school will re-institute the recognition of students with good attendance during the Honor Roll assemblies. Families of students with >8 absences will be sent early-warning letters to avoid chronic absenteeism, with follow-ups. | . | |
| MIT-MS will address middle school drop-outs through <ul style="list-style-type: none"> • SARB individual plans; • Academic Recovery; • I Try contracts | Completed. MIT-MS has implemented each of the actions described. | | |
| GMS will address positive school climate to increase achievement through: <ul style="list-style-type: none"> • Professional development (PD) for staff • Consistent use of engaging instructional strategies • Frequent, diverse recognition programs • Campus monitoring and safety procedures • Counseling groups • Advisory • Student activities | Completed. MIT-MS staff have attended at least 3 professional development sessions. The school recognizes CTE certification, as well as academic honors. The school has a campus safety monitor. Counseling groups addressing a variety of topics, including anger management, depression, and grief, meet regularly. Every student has an advisor, with specific times allocated to Advisory. Students have a wide variety of activities. | | |

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 for the one which was suspended.

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 lower salary and benefits costs. For 1.2, budgeted materials and equipment, such as LED smartboards, were not purchased.

For 1.3 the significant difference was caused by a delay in 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.

Changes have been made to the outcomes, metrics, and actions/services for next year in relation to facilities. These changes are visible in The Story, other outcomes, Goal 1, third bullet; in the annual update, Goal 1, Action 3; and in the Plan for 2019-20, Goal 1, Action 1.3.

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 ones that were only partially completed or not completed concerned services to ELs. In response, MIT-MS will increase monitoring of ELs next year, ensure summer school instruction and arrange for ELD support in the after-school program next year; and track.

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

The level and type of actions/services implemented in the previous year did not produce acceptable results. MIT-MS has planned a significantly improved program for next year.

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-MS 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.

Almost all of the actions/services planned for 2018-19 were implemented fully. Of all actions, the ones that were only partially completed were some actions in relation to chronic absenteeism. In response, MIT-MS will track and intervene earlier with potential chronic absentees.

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

Most of the actions/services were very effective, as evidenced by the results.

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-MS will take a pro-active stance on absentees next year, through the hiring of an additional .5 FTE Dean for the school.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

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, and community members, including the School Site Council.

Data reviewed included CAASPP scores and relative achievement levels of numerically significant sub-groups, NWEA 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), Rtl 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 highly qualified staff, parent hour completion, and other data.

At this meeting, the goals and objectives established last year 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 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, and this became the basis for the LCAP.

Using the goals and objectives from the Strategic Plan/SPSA and the discussions specific to LCFF 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 Parent Square 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 emphasis on improving math readiness for entry-level college Statistics and ELA readiness for entry-level college English
- The focus on providing additional services to ELs, particularly ESL/ELD
- The increase in attention to absenteeism
- The priority for tutoring for our lowest scoring sub-groups
- The pro-active involvement of parents/guardians
- 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 May 10 and May 31, 2019 resulted in the following adjustments:

- The addition of a master teacher as a coach for all math teachers, in response to requests from the faculty

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 Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|-------------|---------|---------|---------|
| 1.1 Teacher assignment: ≥90% of core academic teachers will be assigned in their area of expertise.. | See 2017-18 | 96% | 96% | ≥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 | | 100% | 100% | 100% |
| 1.3 Safe and adequate facilities will be acquired for 100% of the MIT-MS student body in preparation for the campus construction in 20-21. | See 2019-20 | | | 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 | \$ 3,340,280 | \$ 3,215,245 | \$2,995,714 |
| Source | LCFF, Other state and federal funds | LCFF, Other state and federal funds | LCFF, Other state and federal funds |
| Budget Reference | 2017-18 Budget 1000, 2000, 3000 | 2018-19 Budget 1000, 2000, 3000 for salaries and benefits, and 5000s for professional development | 2019-20 Budget 1000, 2000, 3000 for salaries and benefits, 5000 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 and intervention courses.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|-------------------------|--|--|--|
| Amount | \$ 393,221 | \$ 461,891 | 370,407 |
| Source | LCFF, Lottery, and other state and federal funds | LCFF, Lottery, and other state and federal funds | LCFF, Lottery and other state and federal funds |
| Budget Reference | 4000s for all classroom materials, software, and hardware. | 2018-19 Budget 4000s for all classroom materials, software, and hardware | 2019-20 Budget 4000s for all classroom materials, software, and hardware. 6000s for all the 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

- Providing safe and adequate facilities for 100% of the MIT-MS student body in preparation for the campus construction in 20-21.
- Providing regular maintenance and safety activities on campus.
- Conducting an efficient, effective school operation, including all basic services.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|-------------------------|--|--|--|
| Amount | \$ 1,007,148 | \$ 1,496,960 | 1,091,597 |
| Source | LCFF and other state and federal funds | LCFF and other state and federal funds | LCFF and other state and federal funds |
| Budget Reference | 2018-19 Budget 5000, 6000 | 2018-19 Budget 5000, 6000 | 2019-20 Budget 5000s for maintenance, security, 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 meeting or exceeding standards in ELA, mathematics, and science. An achievement gap may exist for at risk students, including, in some subjects, English Learners, SED, African-American, and Hispanic subgroups.

Expected Annual Measureable 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 middle schools | See 2017-18 | NA | NA | \geq VCUSD |
| CAASPP math scores: results will be \geq similar scores for Vallejo City USD middle schools | | Met 31%/20% | Met 25%/18% | \geq VCUSD |
| CAASPP ELA scores: results will be \geq similar scores for Vallejo City USD middle schools | | Met 41%/28% | Met 41%/27% | \geq VCUSD |
| CDE Dashboard scores for sub-group achievement will show no more than 2 sub-group gaps in ELA and in math. | | Met | Met | \leq 2 groups |
| 2.2. College/career readiness will be demonstrated by | | | | |
| Completion of one or more industry-recognized credentials: \geq 10% of promoting 8 th graders | | Met 11% | Met 68% | \geq 10% |
| 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 | \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 | \geq VCUSD Or \geq 10% |

Planned Actions / Services

Action 2.1 Improve academic achievement in ELA, particularly for unduplicated students (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, and/or Low Income

Scope of Services:

LEA-wide

Location(s):

All Schools

| | | |
|------------------------------------|------------------------------------|-----------------------------------|
| 2017-18 Actions/Services—unchanged | 2018-19 Actions/Services—unchanged | 2019-20 Actions/Services—modified |
|------------------------------------|------------------------------------|-----------------------------------|

| | | |
|--|---|--|
| <p>2.1 Actions will include</p> <ul style="list-style-type: none"> • rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1); • a comprehensive intervention program (tier 2 and 3); • rigorous implementation of additional elective courses; • an extensive tutoring program; • comprehensive implementation of CCSS, NGSS, and ELD standards; • summer and after-school support for EL students; • summer and after-school support for EL and under-achieving students; • extensive and intensive monitoring of EL student progress; • breakfast, lunch, and dinner programs; • psychologist and SpEd services | <p>2.1 Actions will include</p> <ul style="list-style-type: none"> • rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1); • a comprehensive intervention program (tier 2 and 3); • rigorous implementation of additional elective courses; • an extensive tutoring program; • comprehensive implementation of CCSS, NGSS, and ELD standards; • summer and after-school support for EL students; • summer and after-school support for EL and under-achieving students; • extensive and intensive monitoring of EL student progress; • breakfast, lunch, and dinner programs; • psychologist and SpEd services • professional development for staff. | <ul style="list-style-type: none"> • Provide an intensive ELA class using Exact Path for all students scoring below the 40th percentile on the spring NWEA-MAP ELA assessment during summer school (19 days, 4 hours/day) beginning in 7/19. • Provide an after-school class using NWEA-MAP correlated, individualized Rtl study plans for Exact Path for all students not in Workshop and not scoring above the 40th percentile on NWEA-MAP ELA assessment at the end of summer school. • Provide an ESL college class for Level 1 & 2 and Level 3 & 4 ELs during summer school (19 days, 4 hours/day). • Provide an instructional coach in mathematics at least during first semester. • Institute intensive progress monitoring for ELs. • Provide conversation software for students in ELPAC Level 1, as needed. • Provide professional development for ELAH teachers in using Amplify, including the use of EL strategies in Amplify. • Hire an additional .5 FTE Dean to free up Director time for intensive instructional coaching for ELAH teachers using a research-based instructional coaching approach that includes the use of video to improve classroom efficacy. • Restructure professional development plans to prioritize training in instructional effectiveness for unduplicated students above all other areas. |
|--|---|--|

| Year | 2017-18 | 2018-19 | 2019-20 |
|-------------------------|--|--|--|
| Amount | Included in funding from above 1.1, 1.2, 1.3 | Included in funding from above 1.1, 1.2, 1.3 | Included in funding from above 1.1, 1.2, 1.3 |
| Source | See 1.1, 1.2, and 1.3 above | See 1.1, 1.2, and 1.3 above | See 1.1, 1.2, and 1.3 above |
| Budget Reference | See 1.1, 1.2, and 1.3 above | See 1.1, 1.2, and 1.3 above | See 1.1, 1.2, and 1.3 above |

Action 2.2 Improve academic achievement in mathematics, particularly for unduplicated students (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:

English Learners, Foster Youth, and/or Low Income

Scope of Services:

LEA-wide

Location(s):

All Schools

2017-18 Actions/Services—unchanged

2.2 Actions will include

- all the above-mentioned actions/services in relation to college readiness;
- provision of 2 full years of technology instruction as introductory to high school pathways in relation to career readiness;
- provision of a 1:1 student to computer ratio provision of preparatory instruction for industry-recognized certifications & encouragement/ support to complete ≥ 1 in relation to career readiness

2018-19 Actions/Services—unchanged

2.2 Actions will include

- all the above-mentioned actions/services in relation to college readiness;
- provision of 2 full years of technology instruction as introductory to high school pathways in relation to career readiness;
- provision of a 1:1 student to computer ratio
- provision of preparatory instruction for industry-recognized certifications & encouragement/ support to complete ≥ 1 in relation to career readiness

2019-20 Actions/Services—modified

- Provide an intensive math class using Exact Path for all students scoring below the 40th percentile on the spring NWEA-MAP math assessment during summer school (19 days, 4 hours/day).
- Provide Math Workshop classes using NWEA-MAP correlated, individualized RtI study plans for Exact Path for all students not scoring above the 40th percentile on NWEA-MAP math assessment at the end of summer school.
- Provide professional development for math teachers in using College Preparatory Mathematics, including the use of EL strategies in CPM.
- Provide an instructional coach in mathematics at least in the first semester.
- Hire an additional .5 FTE Dean to free up Director time for intensive instructional coaching for math teachers using a research-based instructional coaching program that includes the use of video to improve classroom efficacy.
- Restructure professional development plans to prioritize training in instructional effectiveness for unduplicated students above all other areas.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|--|--|--|
| Amount | Included in funding from above 1.1, 1.2, 1.3 | Included in funding from above 1.1, 1.2, 1.3 | Included in funding from above 1.1, 1.2, 1.3 |
| Source | See 1.1, 1.2, and 1.3 above | See 1.1, 1.2, and 1.3 above | See 1.1, 1.2, and 1.3 above |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------------------------|-----------------------------|-----------------------------|
| Budget Reference | See 1.1, 1.2, and 1.3 above | See 1.1, 1.2, and 1.3 above | See 1.1, 1.2, and 1.3 above |

Action 2.3 Reduce chronic absenteeism to improve achievement, particularly for unduplicated pupils (AMO 2.3; Greatest Needs #3)

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

Students to be Served:

English Learners, Foster Youth, and/or Low Income

Scope of Services:

LEA-wide

Location(s):

All Schools

2017-18 Actions/Services—unchanged

2.3 Actions will include

- Establish an ELD program appropriate to the number of students enrolled.

Monitor EL student progress and augment instruction and support, as required

2018-19 Actions/Services—unchanged

2.3 Actions will include

- Establish an ELD program appropriate to the number of students enrolled.
- Monitor EL student progress and augment instruction and support, as required

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, notify parents at 8 days absence and in 2 day increments after 8 days, provide recognition for good attendance at Honor Roll assemblies, work with parents/students to reduce suspensions and increase attendance, and hold pre-SARB and SARB meetings.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | Included in funding from above 1.1, 1.2, 1.3 | Included in funding from above 1.1, 1.2, 1.3 | Included in funding from above 1.1, 1.2, 1.3 |
| Source | See 1.1, 1.2, and 1.3 above | See 1.1, 1.2, and 1.3 above | See 1.1, 1.2, and 1.3 above |
| Budget Reference | See 1.1, 1.2, and 1.3 above | See 1.1, 1.2, and 1.3 above | See 1.1, 1.2, and 1.3 above |

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-MS.

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: | See 2017-18 | | | |
| • Parent input: Parent input will be formally sought at least 3 times annually: Strategic Planning, LCAP comment period/public hearing, and parent survey. | | Met: Input sought 3x | Met: Input sought 3x | Input sought $\geq 3x$ |
| • 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: 91% | Met 90% | $\geq 90\%$ |
| • 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: 64% | NA | $\geq 80\%$ |
| 3.2 Pupil engagement will be demonstrated by the following indicators: | | | | |
| • Attendance will maintain at $\geq 95\%$ of currently enrolled students. | | Met: 97% | Met: 97% | $\geq 95\%$ |
| • Chronic absenteeism will decrease annually or maintain at \leq VCUSD middle school average. | | Met: 5.3% v. 30.3% | NA | \leq VCUSD |
| • Suspension rates will decrease annually or maintain at \leq VCUSD middle school average. | | Met: 8.1% v. 12.4% | NA | \leq VCUSD |
| • Expulsion rates will decrease annually or maintain at \leq VCUSD middle school average. | | Met: 0% v. .17% | NA | \leq VCUSD |
| • Middle school drop-out rates will decrease annually or maintain at \leq VCUSD high school average | | NA | NA | \leq VCUSD |
| • The percentage of students on Honor Roll first semester will increase or maintain at $\geq 50\%$ | | Not met: 49% | Met 52% | $\geq 50\%$ |
| • The percentage of students with ≥ 1 "F" grade will decrease or maintain at $\leq 40\%$ | | Met: 39% | Met: 23% | $\leq 40\%$ |

Planned Actions / Services

Action 3.1: Enhance parent understanding and engagement to improve academic performance and reduce chronic absenteeism of unduplicated pupils (AMO 3.1)

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

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

- Regular communications via newsletter, one-call, website, mail, email, and phone about school matters, including volunteer opportunities & hours status, using Parent Square
- Parent-Teacher Network
- Governing Board membership
- African-American Parents' Association
- English Learners Advisory Council
- Strategic Planning
- Community Technology Day
- MIT parent workshops
- Parent events e.g., Ice Cream Social, Back-to-School, etc.
- See Goal 2, Action 3

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|---|
| Amount | Included in funding from above 1.1, 1.2, 1.3 | Included in funding from above 1.1, 1.2, 1.3 | See Goal 2, Actions 1-3 |
| Source | See 1.1, 1.2, and 1.3 above | See 1.1, 1.2, and 1.3 above | See Goal 2, Actions 1-3 |
| Budget Reference | See 1.1, 1.2, and 1.3 above | See 1.1, 1.2, and 1.3 above | Reference: See Goal 2, Actions 1-3 |

Action 2: Enhance student engagement to improve academic performance and reduce chronic absenteeism of unduplicated students (AMO 3.2)

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

Address attendance/chronic absenteeism through

2018-19 Actions/Services—unchanged

Address attendance/chronic absenteeism through

2019-20 Actions/Services—modified

See Goal 2, Action 3

2017-18 Actions/Services—unchanged

- 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

Address drop-outs through

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

Address positive school climate to increase achievement through:

- 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

- 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

Address drop-outs through

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

Address positive school climate to increase achievement through:

- 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

Address attendance/chronic absenteeism through

- Recognition for students with good attendance records
- Monitoring of students with poor attendance records
- Conduct of pre-SARB and SARB meetings, as needed
- Establishing early warning systems for chronic absenteeism

See Goal 2, Action 3

Address drop-outs through

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

See Goal 2, Actions 1-3

Address positive school climate to increase achievement through:

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

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|--|--|-------------------------|
| Amount | Included in funding from above 1.1, 1.2, 1.3 | Included in funding from above 1.1, 1.2, 1.3 | See Goal 2, Actions 1-3 |
| Source | See 1.1, 1.2, and 1.3 above | See 1.1, 1.2, and 1.3 above | See Goal 2, Actions 1-3 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------------------------|-----------------------------|--|
| Budget Reference | See 1.1, 1.2, and 1.3 above | See 1.1, 1.2, and 1.3 above | Reference: See Goal 2, Actions 1-3 |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$ 471,573

Percentage to Increase or Improve Services

11.9%

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 2.1 Improve academic achievement in ELA, particularly for unduplicated students. Included in this action are six increased or improved services:

- Provide an intensive ELA class using Exact Path for all students scoring below the 40th percentile on the spring NWEA-MAP ELA assessment during summer school (19 days, 4 hours/day), beginning 7/19; conduct outreach with parents about the importance of their child's participation.
- Provide an after-school class using NWEA-MAP correlated, individualized RtI study plans for Exact Path for all students not scoring above the 40th percentile on NWEA-MAP ELA assessment at the end of summer school or referred but not attending summer school; conduct outreach with parents about the importance of their child's participation.
- Provide an intensive college ESL class for Level 1 & 2 and Level 3 & 4 ELs during summer school, with support; conduct outreach with parents about the importance of their child's participation.
- Institute intensive progress monitoring for ELs.
- Provide conversation software for students in ELPAC Level 1, as needed.
- Provide professional development for ELA teachers in using Amplify, including the use of EL strategies in Amplify.
- Hire an additional .5 FTE Dean to free up Director time for intensive instructional coaching for ELA teachers using a research-based instructional coaching approach that includes the use of video to improve classroom efficacy. Expect the 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.
- Restructure professional development plans to prioritize training in instructional effectiveness for unduplicated students above all other areas.

Action 2.2 Improve academic achievement in mathematics, particularly for unduplicated students. Included in this action are the following:

- Provide an intensive math class using Exact Path for all students scoring below the 40th percentile on the spring NWEA-MAP math assessment during summer school (19 days, 4 hours/day) beginning in 7/19; conduct outreach with parents about the importance of their child's participation.
- Provide Math Workshop classes using NWEA-MAP correlated, individualized RtI/Workshop study plans for Exact Path for all students not scoring above the 40th percentile on NWEA-MAP math assessment at the end of summer school.
- Provide professional development for math teachers in using College Preparatory Mathematics, including the use of EL strategies in CPM.
- Provide an instructional coach in mathematics at least during the first semester.
- Hire an additional .5 FTE Dean to free up Director time for intensive instructional coaching for math teachers using a research-based instructional coaching program that includes the use of video to improve classroom efficacy. Expect the 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.
- Restructure professional development plans to prioritize training in instructional effectiveness for unduplicated students above all other areas

Action 2.3 Reduce chronic absenteeism to improve achievement, particularly for unduplicated pupils

- Hire an additional .5 FTE Dean who will
 - focus on discipline issues,
 - track student attendance in relation to chronic absenteeism,
 - notify parents at 8 days absence and in 2 day increments after 8 days
 - provide recognition for good attendance at Honor Roll assemblies
 - work with parents/students to reduce suspensions and increase attendance, and
 - hold pre-SARB and SARB meetings.
- Increase student engagement and meet social-emotional needs by enhancing counseling services and expanding social-emotional curriculum by adding 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.

Included in these actions are the specific increased or improved actions/services, some directly targeted and others principally directed to unduplicated pupils; the latter have extended explanations. All strategies are research-based and/or proven as effective at MIT-MS in the past.

Action 2.1 Improve academic achievement in ELA, particularly for unduplicated students.

- Provide an intensive ELA class using Exact Path for all students scoring below the 40th percentile on the spring NWEA-MAP ELA assessment during summer school (19 days, 4 hours/day), beginning 7/19; conduct outreach with parents about the importance of their child's participation. As noted in the "Greatest Needs" section, we analyzed the sub-groups of students scoring under 40% on the fall NWEA-MAP assessment. The results of that analysis indicated that a very high percentage (87% English, 84% math) are unduplicated students.
- Provide an after-school class using NWEA-MAP correlated, individualized RtI study plans for Exact Path for all students not scoring above the 40th percentile on NWEA-MAP ELA assessment at the end of summer school or referred but not attending summer school; conduct outreach with parents about the importance of their child's participation. See above
- Provide an intensive college ESL class for Level 1 & 2 and Level 3 & 4 ELs during summer school, with support; conduct outreach with parents about the importance of their child's participation. Targeted to unduplicated.
- Institute intensive progress monitoring for ELs. Targeted to unduplicated.
- Provide conversation software for students in ELPAC Level 1, as needed. Targeted to unduplicated.
- Provide professional development for ELA teachers in using Amplify with under-achieving students, including the use of EL strategies provided in Amplify. Targeted to unduplicated (ELs) and primarily directed to unduplicated by virtue of their being 87% of underachieving students in ELA.
- Hire an additional .5 FTE Dean to free up Director time for intensive instructional coaching for ELA teachers using a research-based instructional coaching approach that includes the use of video to improve classroom efficacy. Expect the 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. While this will affect all students, research shows that those who are most negatively affected by less-than-excellent classroom instruction are unduplicated students.
- Restructure professional development plans to prioritize training in instructional effectiveness for unduplicated students above all other areas. See above.

Action 2.2 Improve academic achievement in mathematics, particularly for unduplicated students. Included in this action are the following:

- Provide an intensive math class using Exact Path for all students scoring below the 40th percentile on the spring NWEA-MAP math assessment during summer school (19 days, 4 hours/day); conduct outreach with parents about the importance of their

child's participation. As noted in the "Greatest Needs" section, we analyzed the sub-groups of students scoring under 40% on the fall NWEA-MAP assessment. The results of that analysis indicated that a very high percentage (87% English, 84% math) are unduplicated students.

- Provide Math Workshop classes using NWEA-MAP correlated, individualized RtI study plans for Exact Path for all students not scoring above the 40th percentile on NWEA-MAP math assessment at the end of summer school. See above
- Provide professional development for math teachers in using College Preparatory Mathematics with under-achieving students, including the use of EL strategies in CPM. Targeted to unduplicated (ELs) and primarily directed to unduplicated by virtue of their being 84% of underachieving students in math.
- Provide an instructional coach in mathematics at least during the fall semester. See above.
- Hire an additional .5 FTE Dean to free up Director time for intensive instructional coaching for math teachers using a research-based instructional coaching approach that includes the use of video to improve classroom efficacy. Expect the 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. While this will affect all students, research shows that those who are most negatively affected by less-than-excellent classroom instruction are unduplicated students.
- Restructure professional development plans to prioritize training in instructional effectiveness for unduplicated students above all other areas. See above.

Action 2.3 Reduce chronic absenteeism to improve achievement, particularly for unduplicated pupils. An analysis of chronic absentees in 2018-19 showed that 94% were unduplicated students, thus making actions affecting all chronic absentees principally directed to unduplicated students.

- Hire an additional .5 FTE Dean who will
 - focus on discipline issues,
 - track student attendance in relation to chronic absenteeism,
 - notify parents at 8 days absence and in 2 day increments after 8 days,
 - provide recognition for good attendance at Honor Roll assemblies,
 - work with parents/students to reduce suspensions and increase attendance, and
 - hold pre-SARB and SARB meetings.
- Increase student engagement and meet social-emotional needs by enhancing counseling services and expanding social-emotional curriculum by adding 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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for

planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 Academic Performance Index;
- C. 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;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. 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. S 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

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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