

Introduction: Revised Version - October 2015

LEA: _____ Contact (Name, Title, Email, Phone Number): _____ LCAP Year: _____

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Starting in January, Montague staff has engaged in a comprehensive Process to provide information and to receive input on the development of the LCAP. We obtained input from the stakeholders during grade level and staff meetings, School Site Council Meetings, Parent Open Forum Meetings, and Collaborative Board Meetings.</p> <p>The following timeline was followed: January/March, 2015 Data Review/Informational Meeting/Input Gathering Session April, 2015 LCAP First Draft Development/ Input Gathering Sessions/ Public Comment Period May, 2014 LCAP Community Meet & Greet/ Draft Budget Review/ Final LCAP Plan and Budget Development</p>	<p>Input from the community and stakeholders yielded several themes that emerged resulting in the development of the identified needs which resulted in the goals in this Local Control Accountability Plan.</p> <p>1) Have high expectations for every student by providing students with a rigorous education and social emotional support that prepares students for college and career.</p> <p>2) Provide continuous professional development for staff to ensure successful access and implementation of the Common Core State Standards and Next Generation</p>

<p>June, 2015 Final LCAP and Budget approval by the Governing Board</p>	<p>Science Standards.</p> <p>3) Provide an environment that supports parent involvement and student engagement.</p> <p>4) Create an enriched Arts and Sciences learning environment where students incorporate 21st century skills of critical thinking, communication, and collaboration. Students will also learn skills associated with information literacy, digital citizenship, and social responsibility.</p>
<p>Annual Update: During the above noted LCAP Community Engagement meetings, Community Meet and Greets, School Site Council Notices, the 2014/15 LCAP Annual Update drafts were included in the presentation, discussion and review.</p> <p>We completed both processes at the same meetings – the Annual Update on the 2014/15 LCAP and the development of the new 2015/16 –2017/18 LCAP document by incorporating the annual update of goals of the 2014/15 LCAP into the process of developing the new goals as follows:</p> <p>New Goal #1 – Instruction & Learning (Included Annual Update of 2014/15)</p> <p>New Goal #2 – Facilities, Materials, & Highly Qualified Teachers (Included Annual Update of 2014/15)</p> <p>New Goal #3 – Parent Empowerment (Included Annual Update of 2014/15)</p> <p>New Goal #4 – Student Engagement (Included Annual Update of 2014/15)</p>	<p>Annual Update: It is important to note that the stakeholder and staff review were reflected in the annual update and had direct impact on the development of the 2015/16 through 2017/18 LCAP.</p> <p>All participants gave input. Four specific goals were developed and include specific data points and measureable outcomes. Stakeholder and staff input is reflected throughout the Annual Update.</p> <p>Specific examples include:</p> <ul style="list-style-type: none"> • Youth Policy Institute (YPI) to develop and implement the Family Literacy Program for parent involvement. • Parent Information available on MCA website has been expanded. • We identified a need for greater emphasis on

	<p>translation efforts for parents and have Identified staff on site to facilitate this process.</p> <ul style="list-style-type: none"> • We are fully implementing Common Core State Standards for English Language Arts and Math. • A Common Core Math Program has been adopted. • Positive Behavioral Interventions & Supports (PBIS) has been expanded and will be enhanced with further social emotional and wellness supports.
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupil subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific 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?

GOAL: #1	<p style="color: red;">Ensure that all instruction and curriculum in TK-5 is aligned to the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) through full implementation allowing attainment of grade level expectations school wide.</p> <p style="color: red;">All students will take formative assessments in ELA, Math, and Science.</p> <p style="color: red;">Identified Metrics</p> <p style="color: red;">a) School Reclassification Criteria (English Learners)</p> <p style="color: red;">b) Performance on common formative assessments</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__</p> <p style="padding-left: 100px;">COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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- c) Performance on state assessments
- d) Annual audit of classroom instructional materials

Identified Need : Based on a review of data we found achievement/service gaps in underserved students in English Language Arts (ELA) and Math. Staff/family gave input regarding the challenge of implementing and understanding the CCSS and the need for increased rigor/relevance of curriculum and support/enrichment for all students.

Goal Applies to: Schools:
 Applicable Pupil Subgroups:

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- a. Students in grades TK-5 will meet grade level standards in ELA, Math, and Science.
- b. English Learner Students are reclassified as Re-designated English Proficient within 5 years of instruction at Montague.
- c. Decrease the percent of students in the “Not Met” category of the CAASP and increase the percent of students in the “Met” category of the CAASP for all subgroups.
2015 will be the baseline year used to measure progress for subsequent years.
- d. Create baseline of student proficiency (overall and by subgroup) on locally determined periodic common assessments in the areas of English/Language Arts, Math, and Science.
2014 will be the baseline year used to measure progress for subsequent years.
- e. Increase the number of students making progress toward English proficiency as measured by CELDT.
2012 will be the baseline year used to measure progress for subsequent years.
- f. Increase in the English Learner reclassification rate.
2012 will be the baseline year used to measure progress for subsequent years

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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1. Implement instruction of the Common Core State Standards (CCSS) for Literacy & Math, ELA/ELD Standards, and Next Generation Science Standards (NGSS) for each grade TK/5 through broad general course of study: (Local Educational Agency (LEA) Plan, Single Plan for Student Achievement (SPSA)

A. Continue program development and materials acquisition to implement CCSS in all classes.

2014 will be the baseline year for CCSS implementation used to measure progress for subsequent years.

2016 will be the baseline year for NGSS implementation used to measure progress for subsequent years.

Continue improvements in site library collections.

Continue the integration of the visual and performing arts.

B. Adopt/develop CCSS Math, Literacy, and NGSS aligned instructional materials.

2014 will be the baseline year for CCSS implementation used to measure progress for subsequent years.

2016 will be the baseline year for NGSS implementation used to measure progress for subsequent years.

 ALL

OR:

 Low Income pupils English Learners

 Foster Youth Redesignated fluent English proficient

 Other Subgroups:(Specify) _____

C. Continue to refine instructional schedules to support small group instruction.

D. Continue to use common Assessments to monitor student learning (RtI).
2014 will be the baseline year used to measure progress for subsequent years.

E. Increase access to Accelerated (GATE) instructional opportunities through increased outreach efforts and support, particularly for students of significant subgroups who are currently underrepresented in those classes.
2015 will be the baseline year used to measure progress for subsequent years.

F. Implement high-interest inquiry-based programs/clubs, Art Show Exhibits, Music Assemblies, Content Area Based Theatrical Performances, and STEAM programs.
2012 will be the baseline year used to measure progress for subsequent years.

2. Develop a systematic assessment program, including common universal screeners and interim assessments (Unit/ Semi-Annual, Reporting Periods), and diagnostic assessments,

A. Early Literacy Assessment.
2012 will be the baseline year used to measure

progress for subsequent years.

B. Interim formative assessments in ELA, Math, and Science.

2015 will be the baseline year used to measure progress for subsequent years.

C. Monitor student progress toward proficiency on all common formative assessments.

2015 will be the baseline year used to measure progress for subsequent years.

3. Provide Professional Development (PD) for certificated and classified staff and coaching for certificated staff to support student learning.

A. Professional development will feature best practices of instructional strategies to incorporate CCSS (e.g. use of a variety of instructional materials; research-based instructional practices);

B. PD will deepen understanding of the use of assessment data to drive instruction.

C. PD will feature the effective use of technology in the learning environment (e.g. students learn the grade level technology skills)

D. PD will feature the use of differentiated instruction to meet learner needs (e.g. peer to peer accountable talk, using cooperative groups for problem solving)

E. Maintain MCA's current support network to provide Literacy, Math, NGSS & Assessment PD and coaching (e.g. instructional coordinator, learning center instructor, administrators, national board certified teachers)

F. Utilize and evaluate MCA's positive behavior plan to make informed decisions for creating a positive climate for student success (e.g. school counselor, Student Success Team)

4, Provide targeted RtI Tier 1 – 3 programs aligned to CCSS and NGSS to support student learning.

A. Teachers use small group instruction during the school day incorporating research-based best practices and programs for academic student support

B. Implement PBIS (Positive Behavioral Interventions & Supports) program school wide to promote positive behaviors and social skills and to provide behavioral interventions.

C. Continue academic RtI programs beyond the school day/year through afterschool, off-track, and Saturday offerings.

D. Continue to implement a Student Success Team (SST) program and process to support student learning.

E. Develop and expand inclusion models of instruction

for students with disabilities.

F. Provide professional development for certificated and classified staff in student learning needs, differentiation of curriculum and instruction, and behavioral supports to address the needs of struggling students, students with special needs, and advanced learners.

G. Maintain a counselor position to support students and families in their efforts to increase student learning.

H. Continue to review data and realign RtI programs to improve services to students.

5,Develop and expand teacher and student use of technology.

A. Ensure availability of technology infrastructure to support student access during the school day.

B. Expand the availability of tablet devices for use by students in grades TK –5.
2014 will be the baseline year used to measure progress for subsequent years.

C. Expand library services and library technology/data bases to support student use of technology for academic literacy and research.
2014 will be the baseline year used to measure

LCAP Year 2: xxxx-xx

Expected Annual
Measurable
Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL -----	

OR:
 ___ Low Income pupils ___ English Learners
 ___ Foster Youth ___ Redesignated fluent English proficient
 ___ Other Subgroups: (Specify) _____

LCAP Year 3: xxxx-xx

Expected Annual
 Measurable
 Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		___ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	
		___ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	
		___ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	

GOAL: #2 Ensure a positive learning environment with properly certificated teachers, adequate materials and appropriate facilities to support high quality teaching and student learning.

Related State and/or Local Priorities:
 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__
 COE only: 9__ 10__

Local : Specify _____

Identified Need :

We reviewed our demographic projections and current enrollment, as well as, the current condition of our aging facilities (which is over capacity necessitating a year round schedule).

We reviewed 21st Century technology needs.

We reviewed the federal requirements regarding highly qualified teachers (HQT) documenting that 95% of our teachers meet HQT.

We will continue to review the quality of the CCSS and NGSS materials used at MCA.

Goal Applies to: Schools: _____
 Applicable Pupil Subgroups: _____

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

A. Annual Facilities inspections will meet all safety requirements

B Assess technology annually and update as needed according to MCA’s technology plan.

C. Ensure all students have standards aligned instructional materials for use at school and at home.

D. Ensure teachers meet HQT (highly qualified teacher) requirements

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.Address Facilities Needs:</p> <p>A. Review Facilities Audit Report and Facilities Master Plan annually and identify available resources to be used to address priorities;</p> <p>B. Annually survey classrooms and prioritize needed improvements to meet MCA’s technology plan.</p>		<p>__ALL</p> <hr/> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>	

Annually evaluate internet bandwidth needs upgrading as necessary.

C. Develop a financial plan to address priority needs.

2. Maintain a clean/safe school:

A. Inspect the school site annually and report identified needs according to the district/MCA's comprehensive needs assessment report;

B. Maintain appropriate staffing levels for maintenance, building and grounds, aligned to growth of facilities, enrollment, and usage;

C. Maintain site and classroom emergency supplies.

3. Ensure highly qualified teachers (HQT)

A. Ensure teachers and long-term substitute teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.

B. Actively recruit and support an intern program for hard-to-fill positions (e.g. Special Ed)

C. Recruit and retain highly qualified, excellent certificated and classified staff reflective of the student population that MCA serves.

4. Ensure adequate materials for students

A. Ensure every student has sufficient access to the

standards-aligned instructional materials at home and at school.

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LCAP Year 2: xxxx-xx

Expected Annual
Measurable
Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: xxxx-xx

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL: #3	Empower all parents (including those speaking a primary language other than English) to be actively engaged in their students' education and MCA's decision-making processes to promote a quality family/school relationship.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Increase parent engagement targeting underserved subgroups (e.g. attendance at ELAC and School Site Council input, report	

card conference attendance, Weekly Community Meet and Greet attendance).

Goal Applies to:

Schools:

Applicable Pupil Subgroups:

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

A. increase parental participation using 2014 as a baseline to measure progress for subsequent years.

B. Implement a family engagement/support/empowerment program within MCA. (2015: YPI – Family Literacy Program).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Parent Empowerment/Education:</p> <p>A. Use the Parent center to increase community outreach and provide opportunities for parents to learn how best to meet their students’ needs.</p> <p>B. Update the MCA Communication Plan annually.</p> <p>C. Form a parent and community support network. (e.g. Weekly Community Meet and Greet with Administrators)</p> <p>D. Implement a family engagement/support/empowerment program within MCA- (2015: YPI – Family Literacy Program).</p> <p>E. Maintain and expand School Parent Volunteer Program using 2014 as a baseline to measure progress for subsequent years.</p> <p>F. Offer parents Common Core State Standards and</p>		<p>__ALL</p> <hr/> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>	

SBAC workshops.

G. Have Professional Development Day speakers present in the evening to parents on relevant issues (reading, culturally responsive instruction, etc.)

H. Ensure family access to digital library collections and materials; expand library hours to include after-school access for all families including those without internet/computer access at home using 2014 as a baseline to measure progress for subsequent years.

2. LEA Communication to Families:

A. Update MCA website monthly to ensure information is current.

B. Develop an online archive of parent education topics in English and Spanish.

C. Ensure regular attendance reporting of absences to parents via PowerSchool phone dialer.

D. Monthly newsletter and calendar sent to all parents and posted on MCA's website.

E. Weekly Community Meet and Greet flyer sent home weekly.

F. Progress reports sent to parents every two months

and report cards are sent out three times a year (with follow up conferences).

G. MCA Board agendas and actions taken at a Board meeting are reported after each Board meeting and posted on MCA's website.

H. School Beautification Sunday activities are held monthly.

3. Providing access to school policies in parents' home language:

A. Provide translations in Spanish of essential school documents.

B. Recruit bilingual Employees.

C. Provide qualified translators (Spanish) at school events, board meetings, and parent / teacher meetings.

LCAP Year 2: xxxx-xx

Expected Annual
Measurable
Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: xxxx-xx

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

		__ Other Subgroups: (Specify) _____
		__ ALL
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____

GOAL: #4	Ensure that all students are actively engaged and supported through a safe, healthy, and rigorous learning environment.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Monitor the number of suspensions and disciplinary referrals and attendance/absence rates among subgroups compared to overall rates and then provide intervention as deemed necessary.	
Goal Applies to:	Schools: _____	Applicable Pupil Subgroups: _____
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<p>A. Maintain overall and subgroup school wide attendance rates of 96%</p> <p>B. Reduce MCA's suspension rate to less than 1%.</p> <p>C. Maintain MCA's educationally related counseling services.</p> <p>D. Monitor student participation in the Positive Behavior plan and analyze any inequities using 2014 as a baseline to measure</p>	

progress for subsequent years.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide Professional Development (PD) for certificated and classified staff in the area of student engagement.</p> <p>A. Professional development in Positive Behavior Interventions and Support (PBIS) program positive school attendance</p> <p>B. Professional development focusing on student engagement through directed teaching, peer to peer sharing, project-based learning, and incorporating the arts and sciences into daily classroom instruction.</p> <p>C. Professional development in the SST process and the SART process.</p> <p>D. Professional development in classroom management and behavior modification strategies.</p> <p>2. Address the social/emotional engagement needs of students.</p> <p>A. Continue club and student engagement programs to</p>		<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	

involve students based on interest (e.g., robotics, STEM), culture (e.g., dance, language), or service (e.g. volunteerism).

B. Continue classroom based mentoring programs with local college students who encourage college and career awareness among students.

C. Actively recruit and encourage students from significant subgroups to be involved in club and activity programs.

D. Continue providing opportunities for college students to do field practice at MCA (e.g. psych interns, pre-teaching interns)

E. The school counselor will continue family outreach workshops (e.g. college awareness, effective communication with children) to maintain healthy/social/ emotional development for students. The school counselor will continue to offer on-site individual and small-group counseling for students (e.g. social skills, social/emotional support). The school counselor will continue to act as a liaison for parents and community agencies.

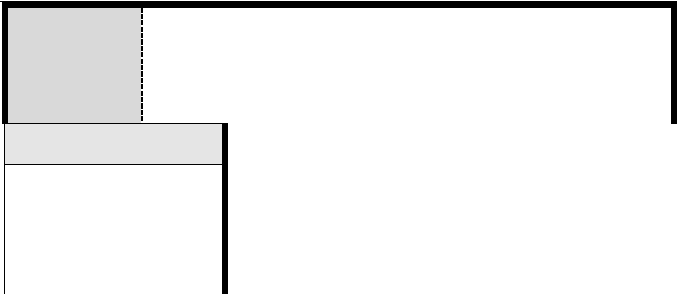
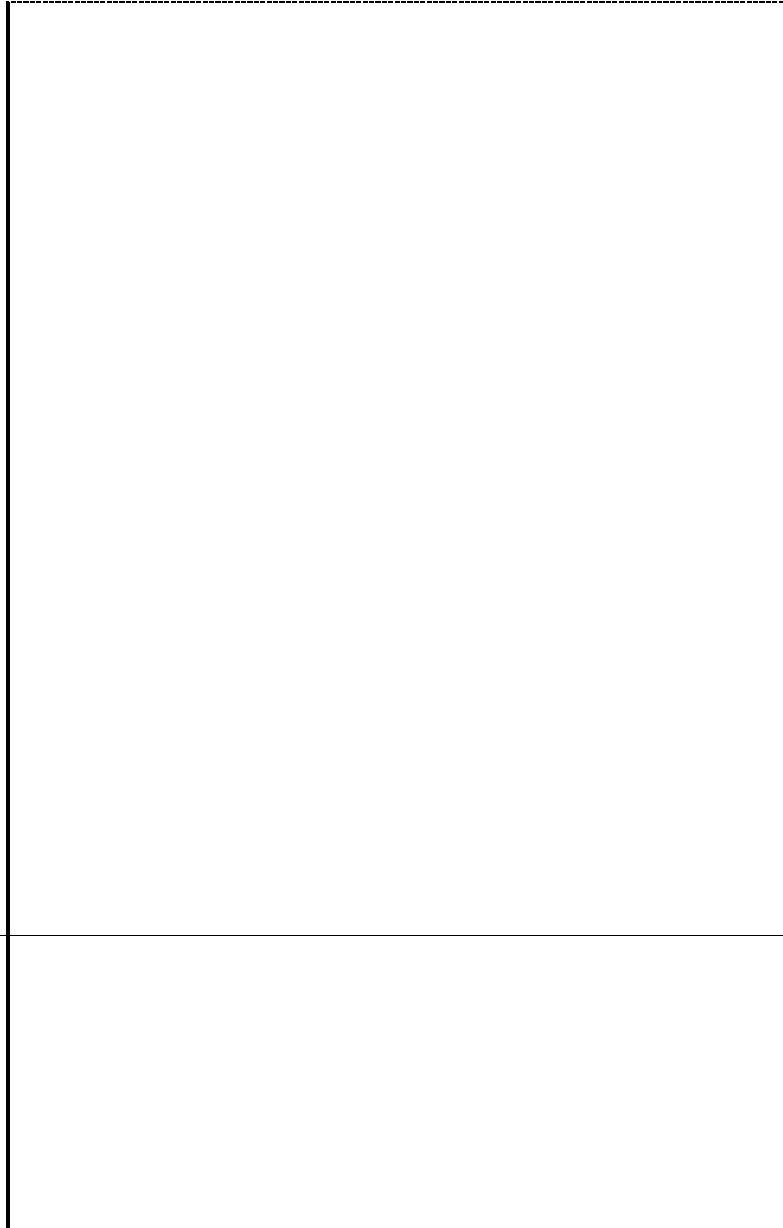
F. Discipline Committee Review Team meets monthly to review data and plan intervention strategies.

G. The Learning Center instructor will continue to

give consultative input to individual teachers
and parents and will continue to participate in the
RtI Team meetings.

3. Address the physical health needs of students.

A. Teachers will use team meetings to plan
activities that address required areas of
student wellness including physical, emotional,
and mental health; nutrition; physical fitness;
and the teaching of CA Health & PE Standards.



LCAP Year 2: xxxx-xx

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL	

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

LCAP Year 3: xxxx-xx

Expected Annual
 Measurable
 Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original	Ensure that MCA Hire/assign appropriate personnel to direct and coordinate Curriculum	Related State and/or Local Priorities:
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GOAL from prior year LCAP:

and Instruction programs. MCA will ensure that 100% of all the teachers are appropriately credentialed; Teachers credentialed and assigned appropriately. Teachers will have a continued education plan. MCA Instructional Leadership Team provide ongoing support to teachers in implementing the CCSS and NGSS- that includes developing of pacing plans, identification of instructional materials, development of lessons/units; development and implementation of common formative assessments; analysis of common formative assessment results, and integration of technology. SPED staff trained on how to write Individual Education Plan goals aligned to the CCSS and NGSS. Purchase Common Core and NGSS aligned instructional materials. Provide specific PD to support teacher training and continued learning.

1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__
COE only: 9__ 10__

Local : Specify _____

Goal Applies to:		Schools:	Applicable Pupil Subgroups:
Expected Annual Measurable Outcomes:	A. Instruction and Curriculum is aligned to the Common Core Standards and Next Generation Science Standards. Identified Metrics: a) Semi-Annual Audit of classroom instructional materials. b) Student Performance on Common Formative assessment at grade level in ELA, Math, and Science.	Actual Annual Measurable Outcomes:	A. In 2014-2015, all students in grades TK-5 used Common Core State Standards aligned materials in ELA and Math. All Students in TK-5 were assessed by Common Formative assessments in ELA and Math.
	B. Improve instructional practices through quality professional development Identified Metric: Classroom Observation Tool Professional Development Plan		<p>NGSS were demonstrated in the science lab for all grades and classroom teachers incorporated the science practices into instructional units.</p> <p>B. Staff attended professional development sessions (e.g. West Ed (CCSS language arts and math), CSUN (ELD standards and standards based portfolios), and unpacking the CCSS (understanding the CCSS incorporating vocabulary and big idea into instructional units).</p>

C. For all English Learner Students, the instructional day will include an ELD block of time and appropriate content supports across curricula. Identified Metrics:
a) CELDT results indicate at least one year growth for one year of school for every English Lerner Student
b) Student Performance on Common Core Formative Assessments

D. Instruction and Curriculum is aligned to the Common Core Standards and Next Generation Science Standards.

E. Improve instructional practices through professional development.

F. 100% of all the teachers are appropriately credentialed and assigned.

MCA will offer continuing education professional development.

C. Lessons plans reflect required minutes of ELD instruction using Common Core aligned standards.

D. Administrator's classroom observation checklists indicate that teachers delivered CCSS based instruction.

E. Skills observed in classrooms that were featured in PD included more accountable talk, peer-to-peer sharing, use of depth and complexity strategies, use of math manipulatives, and use of academic vocabulary.

F. 100% of teachers were appropriately credentialed and assigned. MCA offered continuing education professional development on a monthly basis as documented by sign-ins and agendas.

IMPLEMENTATION OF COMMON CORE AND EFFECTIVE INSTRUCTIONAL STRATEGIES, INCLUDING PROFESSIONAL DEVELOPMENT:

A. Identify the essential standards in each grade for CCSS literacy and mathematics.

B. Develop Units of Study lessons for Mathematics and English Language Arts, and create a resource bank of lessons.

C. Address academic language and ELD standards with the Units of Study lessons, differentiating to meet the needs of English Learners and Special Needs students.

A. We further investigated the common core grade level standards to identify what students needed to know, understand, and be able to do and incorporated this knowledge into instructional units

B. Pacing plans were developed for the Math and ELA CCSS. Math instructional units were revised to reflected grade level content and assessments were aligned to instruction. ELA instructional units focused on reading a variety of fiction and non-fiction to understand different genres and the use of higher level critical thinking skills. Writing units focused on the narrative, expository, and opinion formats.

C. ELD students received lessons incorporating SDAIE instructional strategies (visualization, sentence stems, structured vocabulary) to improve content understanding. ELD students received the mandated number of minutes of structured ELD

D. Develop an awareness of the CCSS literacy standards in History-Social Science and Science.

instruction. The SDC students were transitioned to full inclusion and received differentiated instruction based on the learning goals identified in their IEP. All Special Ed students received the additional supports identified in their IEP.

D.2014-2015 was a transition year for planning for NGSS. Teachers incorporated science practices into their instructional units and looked for alignment between the CST and NGSS.

LCAP Year: xxxx-xx

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p style="color: red;">2014-2015 was our first opportunity to implement an LCAP plan. Reflection shows that we need to be more specific in our goals and how we will measure achievement.</p> <p style="color: red;">For our 2015-16 and continuing LCAP we are reorganizing the document in order to make our work more clear and understandable. We are setting goals based on existing data, using detailed checklists, and incorporating specific analytical detail. We will set measureable outcomes with a goal of all students meeting standards. We will focus on finding, providing, and adapting appropriate materials for teachers and students to support Common Core and NGSS instruction. We will concentrate our time and resources on professional development, instruction, and student achievement. We will refine our ELD and Rtl programs to address our underserved subgroups and to raise their achievement levels through analysis of the alignment of support services and student achievement.</p> <p style="color: red;">To support this effort our assessment program will monitor student learning on an ongoing basis and address intervention and enrichment needs in a timely and targeted manner. Our Resource Specialist Program (part of the Rtl model at MCA) will investigate the efficiency of a pull/out and push/in hybrid as the most effective model for each student. We will prioritize actions, services, and expenditures to address a variety of program options for all of our students to better integrate the arts and sciences. We will use technology to support both instruction and student learning.</p>
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Original GOAL from prior year LCAP:		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	

Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
LCAP Year: xxxx-xx			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of service:		Scope of service:	
__ ALL		__ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
__ ALL		__ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a			

result of reviewing past progress and/or changes to goals?	
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Original GOAL from prior year LCAP:	MCA will ensure to maintain school facilities in good repair.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools:	Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	Prioritization of Facilities needs assessment and Facilities Master Plan needs; repairs to facilities; develop staffing levels for buildings, maintenance and grounds; develop classroom technology standards; plan for improvements HVAC Project	Actual Annual Measurable Outcomes:	Additional assessment of facilities needs was completed; maintenance and operations staffing levels were maintained; access to wifi in the classrooms was increased; timelines were monitored regarding the completion of the HVAC Project (Air Conditioning).
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LCAP Year: xxxx-xx

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Prioritized identified needs in the Facilities Audit Report and begin making repairs within identified and available resources.		1. After completing the Facility Needs Assessment, a cost assessment was completed.	
2. Prioritized needs in Facilities Master Plan and developed a financial plan to begin		2. After reviewing the Facilities Master Plan and setting priorities a financial plan was developed.	

<p>implementation.</p> <p>3. Monitored the standards set for a clean and safe school.</p> <p>4. Monitored HVAC Project with LAUSD Project Manager.</p> <p>5. Monitored the appropriate staffing levels for maintenance, building and grounds.</p>		<p>3.The plant manager completes a clean and safe school walkthrough daily. Facilities are maintained to the highest level of care according to LAUSD standards.</p> <p>4.Staff meets biweekly to review the progress of the HVAC project. The project manager develops monthly updates on the HVAC Project</p> <p>5. One additional custodian received increased work hours to maintain the school site as a safe and clean learning environment.</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are working towards the implementation of the Facilities Master Plan (LAUSD) with limited current funding. Additionally, we will monitor wifi access and continue a ticket system for repair/tech service. We will continue to utilize LCFF Base funding to address our facilities upgrades, repairs, safety, and cleanliness.
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Original GOAL from prior year LCAP:		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools:	Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
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LCAP Year: xxxx-xx			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR:		OR:	

___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Scope of service: ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			Scope of service: ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

Original GOAL from prior year LCAP:	MCA will ensure all students experience a rigorous and culturally responsive learning environment; provide opportunities for re-designation; further MCA will maintain high level of support for English Learner Students preparing for reclassification as to ensure Re-designated English Proficiency within 5 years of instruction at the School. Identified Metrics a) a) School Reclassification Criteria b) b) Performance on common formative assessments c) c) Performance on state assessments		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: _____	Applicable Pupil Subgroups: _____			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ■ Reduce the number of students in Tier II and III by 5% ■ Increase redesignation rate by 5% for EL students 		Actual Annual Measurable Outcomes:	Last year the tier 3 students were transitioned to a full inclusion model. Redesignation was increased by over 5%.	

	<ul style="list-style-type: none"> ■ Increase the number of students participating in GATE ■ EL and Special Education students will improve 3% on standardized assessments ■ Increase use of instructional technology by 10% 		<p>The number of students participating in accelerated classes increased.</p> <p>The SBAC was first implemented in the 2014-15 school year and will be used for future comparisons.</p> <p>The use of instructional technology increased by well over 10%,</p>
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LCAP Year: xxxx-xx

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>INSTRUCTIONAL STRATEGIES, INCLUDING PROFESSIONAL DEVELOPMENT</p> <p>The Curriculum Committee (representing all stakeholders) will review instructional outcomes and determine implications for CCSS curriculum alignment and professional development.</p> <p>Evaluate the current alignment of the core curriculum with the CCSS and identify the areas that need to be revised.</p> <p>Develop MCA assessment system (formative & summative) aligned with CCSS and essential standards in English Language Arts (ELA) and Mathematics with benchmark targets.</p>		<p>A. The Curriculum Committee and grade level teams met monthly and reviewed student assessment data to evaluate curriculum alignment and professional development.</p> <p>B. The math program was found to be mis-aligned to CCSS and student need and was replaced.</p> <p>C. Formative and summative assessments in language arts and math were developed and field tested.</p>	

<p>Analyze assessment data to align the curriculum to the CCSS and establish growth targets or benchmarks for 2016.</p> <p>Analyze SBAC results to align the curriculum to the CCSS and establish growth targets or benchmarks for 2016.</p> <p>Identify the technology skills and knowledge that a student needs to be successful in attaining mastery of CCSS and NGSS (including the skills needed for the SBAC).</p> <p>DEVELOP PROGRAMS TO MEET THE NEEDS OF UNDERSERVED STUDENTS.</p> <p>A. Identify and evaluate current intervention programs for all student subgroups; provide additional academic multi-tiered systems of support (MTSS) including a Response to Intervention (RtI) Tier II blended with special education.</p>		<p>D. Benchmark assessments were established.</p> <p>E. SBAC results will not be available until September. When received they will be evaluated and used to establish targets and benchmarks.</p> <p>F. Technology skills have been identified and compiled into grade level appropriate checklists.</p> <p>A. The Student Success Team (SST) processes and forms were revised. MCA has further refined its RtI programs. The Learning Center continues to serve the needs of struggling students. Student progress on common assessment data was collected and analyzed on a monthly basis. Professional development was provided on ELD strategies, differentiated instruction, and classroom management.</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Scope of service: <input type="checkbox"/> ALL			Scope of service: <input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Implementation of Common Core and Effective Instructional Strategies, Including Professional Development: We will be focusing on finding, providing, and adapting appropriate materials for teachers and students to support Common Core and NGSS instruction. In addition we plan to address how professional development, instruction, and student achievement are impacted by these instructional changes. We will continue our work on improving our school wide assessment system. We will analyze the assessment data. We will continue our programs and expand options for students by prioritizing actions, services, and expenditures to address a variety of program options for students. We will continue our extended programs (art, music, technology, science, and library) and expand our Accelerated class options. We will also be refining our RtI programs in order to further meet the needs of our students. We will be concentrating on the use of technology to support both instruction and student learning with additional professional development and expenditures in this area.

Develop Programs to Meet the Needs of Underserved Students: We will be concentrating on defining and expanding our ELD and RtI supports to address our underserved subgroups and to raise their achievement levels with specific actions, services, and expenditures. To support this effort, our school assessment program will be adjusted in order to monitor student learning on an ongoing basis and to address intervention and enrichment needs in a timely and targeted manner. Our Resource Specialist Program (RSP) will be fully integrated into the RtI process. We will continue to build common assessments to support student learning and monitor student achievement by subgroup. We will continue our efforts in the area of professional development to support implementation of engaging, research-based instructional practices to support implementation of

Common Core Literacy and Math standards and Next Generation Science Standards.

Original GOAL from prior year LCAP:	To empower parents to be actively engaged in their students' education and decision-making processes by providing timely information and encouraging parents to demonstrate their support for student learning	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____		
Expected Annual Measurable Outcomes:	Establish a committee to develop programs to engage parents; increase parent understanding of school ELD program; conduct annual survey	Actual Annual Measurable Outcomes: Parent participation was measured by sign-in sheets.	
LCAP Year: xxxx-xx			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. Parent Outreach/Communication Overall</p> <p>A. Establish a parent committee to develop programs for parent involvement, including research-based parent education.</p> <p>B. Develop school plans to increase parent understanding of MCA programs and requirements and increase parent engagement in the decision-making process.</p>		<p>1. Parent Outreach/Communication Overall</p> <p>A. Many parent outreach efforts occurred, including the YPI Family Literacy Group, LCAP Community Meetings, Meet & Greet with administration, and MCA's Parent Volunteers</p> <p>B. In addition to Parent Meet & Greet we had several math nights, and parent meetings to discuss preparation for middle school, and GATE identification. We sent out monthly newsletters</p>	

<p>C. Develop an online archive of parent education topics in multiple languages.</p> <p>■</p> <p>D. Develop roles and responsibilities for parents on site committees; annual training and evaluation form.</p>		<p>and calendars.</p> <p>C. We initiated online access for parents and staff to CC aligned math videos and instructional practices.</p> <p>D. The SSC and other parent-based groups provided site level roles for parents and opportunities for trainings.</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Overall: MCA made great progress on improving use and access to translation services.</p> <p>There was recognition that implementing more parent outreach, education, and empowerment programs is needed.</p> <p>We implemented the Family Literacy program to provide parental education and support. We will concentrate future goals regarding parent involvement on measurable outcomes.</p>		

We will continue to conduct an annual parent survey.

Parents have expressed a desire for more standardized communications from teachers to parents.

Parent Outreach/Communication – Underserved Families:

Specifically, in the area of outreach to our families whose home language is other than English we will be concentrating actions and services on increased translation.

Translation equipment needs to be more widely used.

We will also work to ensure more information is available to parents on our school website in English and Spanish.

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ _____

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

	%
<p>MCA is using the supplemental grant funds shown above to provide services primarily targeted at meeting our goals for subgroups. Funds are used to target unduplicated pupils whenever possible but are also used on a limited basis for school-wide efforts to provide research-based support for larger subgroups of students within whom there are high percentages of unduplicated pupils. MCA research-based support includes intervention, professional development and parent empowerment/outreach.</p> <p>RESPONSE TO INTERVENTION: When implementing academic (RtI) and behavioral (PBIS) intervention efforts for Tier 2 and Tier 3 students, unduplicated pupils (foster youth, youth in poverty, English Learners, special education) receive high benefit because they are representative of our student body. We have defined intervention to include academic, behavioral, and mental/social emotional health.</p>	

PROFESSIONAL DEVELOPMENT: When implementing targeted professional development to staff to address the needs of students whose achievement and behavior results are below that of the overall student body unduplicated pupils (foster youth, youth in poverty, and English Learners, special education) are specifically targeted.

PARENTAL EMPOWERMENT AND OUTREACH: When providing parent outreach and empowerment programs parents of our unduplicated pupils receive high benefit as we provide the programs and outreach in multiple languages (supporting English Learner pupils and their families) and we support our families in poverty which represent almost 98% of our student population.

MCA has documented the need for and the success of specific efforts to include the parents of underserved, unduplicated students.

The following describes more specifically how our school has budgeted to expend the supplemental funds in the LCAP year:

Response to Intervention (RTI)/Academic Intervention/Support:

Maintain a School Counselor. Develop/expand academic Rtl programs during the school day. Use research-based best practices and programs for academic and behavioral interventions and support.

Develop/expand academic Rtl programs beyond the school day/year through after-school programs and off track offerings.

Positive Behavioral Interventions & Supports Implement (PBIS)/Behavioral Support: We have created a PBIS program to teach/support positive behaviors and social skills and to provide behavioral interventions.

Summer School Intervention/Support:

We implement targeted summer school support for K/5 EL students.

Counselors/Social Workers – Mental Health/Emotional Intervention/Support:

Maintain the counselor position to provide for student social, emotional, and mental health needs in order to support students and families.

Professional Development (PD):

We have developed a comprehensive TK-5 program that addresses designated and integrated ELD. Provide professional development in ELD Standards, CC language arts, and the use of portfolio assessment.

Provide professional development for certificated and classified staff in student learning needs, differentiation of curriculum and instruction, and behavioral supports to address the needs of struggling students, students with special needs, and advanced learners.

Parent Empowerment/Involvement:

The Family literacy Program prioritizes outreach to high poverty families;

Implemented family/parent education classes to support student reading.

Assist parents in the use of positive and effective techniques to support student academic learning.

Provide family access to digital library collections and materials.

We expanded library hours to include after-school access for families without internet/computer access.

We plan to provide translations of online parent education

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

(2) The total number of cohort members.

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

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

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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