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

Introduction:

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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.

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

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

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

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
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. The following timeline was followed: January/March, 2014 Data Review/Informational Meeting/Input Gathering Session April, 20 14 LCAP First Draft Development/ Input Gathering Sessions/ Public Comment Period May, 2014 LCAP Public Hearing/ Draft Budget Review/ Final LCAP	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. 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. 2) Provide continuous professional development for staff to ensure successful access and implementation of the Common Core State Standards and Next Generation Science Standards. 3) Provide environment that increases parent involvement and student engagement.
Plan and Budget Development June, 2014 Final LCAP and Budget approval by the Governing Board	4) Create technology learning environment where students learn the 21st century skills of creativity, critical thinking, communication, and collaboration. Students will also learn skills associated with information literacy, digital citizenship, and social responsibility.

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-2016	Year 3: 2016-2017	
Teaches credentialed and assigned appropriately. **Identified Metrics:** Annual Review of Credentials by HR Manager.	100% of all the teachers are appropriately credentialed	ALL	ALL	June	100% of all the teachers are appropriately credentialed	100% of all the teachers are appropriately credentialed	100% of all the teachers are appropriately credentialed	Priority 1: Basic
Maintain School Facilities and good repair. **Indentified Metric:** SARC Report	Maintain School Facilities and good repair.	All	All	Annual	99% Good or exemplary repair	99% Good or exemplary repair	99% Good or exemplary repair	Priority 1: Basic Services

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.	All instruction and curriculum in the TK-5, is aligned to the CCSS and NGSS. All students will take Common Core Formative assessments in ELA, Math, and Science.	ALL	ALL	Semi-annually	By the end of 2014-2015, all students in grades TK-1 will have Common Core State Standards aligned materials in ELA and Math. All Students in TK-5 will take Common Formative assessments in ELA and Math.	By the end of 2015-20106, all students in grades 2-5 will have Common Core State Standards aligned materials in ELA and Math. All Students in TK-5 will take common formative assessments in ELA and Math.	By the end of 2016-2017, all students in grades TK-5 will have Common Core Standards Aligned materials in ELA And Math. All students Will have access to the Materials aligned to the Next Generation Science Standards. All students in Tk-5 will take common formative assessments in ELA, Math, and Science	Priority 2: Implementation Of State Standards
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 Engilish Lerner Student b) Student Performance on Common Core Formative Assessments.	All English Learner Students receive instruction and curriculum that includes explicit and integrated English Language Development and Science.	EL	ALL	CELDT and Common Formative Assessment Results.	100% of EL students will grow at least one year in English Language Development Acquisition for One year of School.	100% of EL students will grow at least one year in English Language Development Acquisition for One year of School.	100% of EL students will grow at least one year in English Language Development Acquisition for One year of School.	Priority 2; Implementation Of State Standards.
Improve instructional practices through quality professional development **Indentified Metric:** Classroom Observation Tool Professional Development Plan	Improve instructional practices through quality Professional Development	All	All	Annual	100% of staff will attend professional development sessions and Integrate instructional practices in the classroom	100% of staff will attend professional development session and Integrate instructional practices in the classroom	100% of staff will attend professional development session and Integrate instructional practices in the classroom	Priority 2: State Standards Implementation Priority 4: Student Achievement

Increase parent involvement **Identified Metric** Parent members in Parent organizations Collaborative Board, School Site Council, ELAC, MCA Parent Leadership Group, Committees, parent attendance at parent meetings and workshop.	Increase Parent Involvement	All	All	Semi-Annual Audit	Increase parent Participation by 25%	Increase parent Participation by 25%	Increase parent Participation by 25%	Priority 3: Parent Involvement.
Students in grades TK-5 are at grade level in ELA and Math within three years of starting school. **Identified Metrics** a) Smarter Balanced Assessment b) Common Formative Assessments	All students Are at grade Level in ELA and Math	ALL	ALL	Smarter Balanced Assessment and Common Formative Assessment results.	10% increase in all students at grade level.	An additional 10% increase in all students at grade level.	An additional 10% increase in all students at grade level.	Priority 4: Student Achievement
English Learner Students are reclassified as Redesignated English Proficient within 5 years of instruction in the School. **Identified Metrics** a) School Reclassification Criteria b) Performance on common formative assessments c) Performance on state assessments	All English Learner Students are Reclassified as Redesignated English Proficient within 5 years of instruction at the school.	EL	ALL	CELDT, Common Formative Assessments And Smarter Balanced Assessments	School will Establish Updated Reclassification Criteria 10% increase in reclassification of EL students.	An additional 10% increase in reclassification of EL students.	An additional 10% increase in reclassification of EL students.	Priority 4: Student Achievement
Integrate technology in the classroom to improve student learning **Indentified Metric:** Rubrics Checklists Performance on formative and summative assessments Implementation of Technology Plan	Increase Technology Integration in the classroom.	All	All	Semi-annual Technology Plan Implementation Audit	80% of the students will use age-appropriate technology to create projects that use text and various forms of graphics, audio and/ or video to communicate ideas.	90% of the students will use age-appropriate technology to create projects that use text and various forms of graphics, audio and/or video to communicate ideas.	100% students will use age-appropriate technology to create projects that use text and various forms of graphics, audio and/or video to communicate ideas.	Priority 4: Student Achievement

School Attendance Rates **Identified Metric** a) Monthly Attendance Reports b) Annual Attendance Report	Increase Attendance Rates	All	All	Monthly	An additional 1% increase in school attendance rate	An additional 0.5% increase in school attendance rate	An additional 0.5% increase in school attendance rate	Priority 5: Pupil Engagement
To reduce the number of suspensions and disciplinary referrals **Indentified Metric:** Referral and suspension data report	To reduce the number of suspensions and disciplinary referrals	All	All	Annual	Reduce by 10%	Reduce by 10%	Reduce by 10%	Priority 6: School Climate

Section 1: Stakeholder Engagement

Section 2: Goals and Progress Indicators

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

A. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Teaches credentialed and assigned appropriately. Teachers will have continued education plan.	Basic Services	Human Resources Review of all teacher assignments and credentials.	School-wide	Annual	$4,629, 735 **Funding Sources** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)	$4,699, 181 **Funding Sources** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)	$4,769, 669 **Funding Sources** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)
Maintain School Facilities in good repair.	Basic Services	Create maintenance, repair, and renovation scheduling process, procedures and protocols. Conduct frequent audits	School-wide	Annual	Custodial Supplies Maintenance Fee (LAUSD) Facilities Manager Custodial staff $460,000	Custodial Supplies Maintenance Fee (LAUSD) Facilities Manager Custodial staff $475,000	Custodial Supplies Maintenance Fee (LAUSD) Facilities Manager Custodial staff $500,000

		of facilities (in collaboration with LAUSD) Fund facilities manager			**Funding Source:** LCFF (GP Entitlement)	**Funding Source**: LCFF (GP Entitlement)	**Funding Source:** LCFF (GP Entitlement)
Instruction and Curriculum is aligned to the Common Core Standards and Next Generation Science Standards.	Implementation of State Standards	Hire/assign appropriate personnel to direct and coordinate Curriculum and Instruction programs. 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 aligned instructional materials.	School-wide	Annual	Instructional Leadership Team (Coordinators and Directors) Lead Teachers NBC Teachers Common Formative Assessments Common Core Aligned Instructional Materials and Textbooks $760,000 **Funding Sources:** Common Core Implementation Grant LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)	Instructional Leadership Team (Coordinators and Directors) Lead Teachers NBC Teachers Common Formative Assessments Common Core Aligned Instructional Materials and Textbooks $ 790,000 **Funding Sources** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)	Instructional Leadership Team (Coordinators and Directors) Lead Teachers NBC Teachers Common Formative Assessments Common Core Aligned Instructional Materials and Textbooks $826,000 **Funding Sources** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)
English Learner Students are reclassified as Re designated English Proficient within 5 years of instruction in the School.	Student Achievement	Implementation of the Elementary English Learner Master Plan (For all English Learner Students, the instructional day will include an ELD block of time and appropriate content supports across curricula)	School-wide	Annual	Intervention Programs for English Learner Students. $550,000 **Funding Sources:** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602) Title III	Intervention Programs for English Learner Students. $570,000 **Funding Sources:** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602) Title III	Certificated Staff Instructional Assistants Instructional Materials ELD Formative Assessments $600,000 Funding Sources: LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602) Title III
Improve instructional practices through professional development.	State Standards Implementation Student Achievement	Implementation of the Professional Development Plan for Instructional Leadership Team, Teachers and Paraprofessionals that includes the following topics: -Common Core Standards and Next	School-wide	Annual	Professional Development $70,000 **Funding Sources:** Title I Title II Special Ed (IDEA and AB 602)	Professional Development $70,000 **Funding Sources**: Title I Title II Special Ed (IDEA and AB 602) Special Ed)	Professional Development $70,000 **Funding Sources:** Title I Title II Special Ed (IDEA and AB 602)

		Generation Science Standards Implementation -Differentiated Instruction -ELD -RTI -Integration of Arts -Effective use of Technology -Professional Learning Communities (PLCs) -Positive Behavior Support System -Strategies for students with disabilities in General Education settings. -Assessment of Student Progress					
Increase parent participation	Parent Involvement	Fund Parent Center Director Use Parent center to increase community outreach and provide opportunities for parents to learn how best to meet their students' needs. Update Parent Involvement Policy and Communication Plan. Form parent and community support network. Form Parent Leadership Group.	School-Wide	Annual	Parent Center Director Parent Education Classes $50,000 **Funding Sources:** LCFF (General Purpose Entitlement) Title I	Parent Center Director Parent Education Classes $50,000 **Funding Sources:** LCFF (General Purpose Entitlement) Title I	Parent Center Director Parent Education Classes $50,000 **Funding Sources:** LCFF (General Purpose Entitlement) Title I
Students in grades TK-5 are at grade level in ELA and Math within three years of starting school.	Student Achievement	Instructional Leadership Team will ensure that all TK-5 teachers deliver CCSS-aligned instruction in ELA and Math. Instructional Leadership Team and Teachers will monitor the academic progress of all students and provide support to insure grade-level mastery in ELA and Math using the PLC process. Targeted intervention services will be provided to students that are not demonstrating grade level proficiency.	School-Wide	Semi-Annual	Paraprofessionals Intervention Support $550,000 **Funding Sources**: LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602) Title III	Paraprofessionals Intervention Support $570,000 **Funding Sources:** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602) Title III	Paraprofessionals Intervention Support $600,000 **Funding Sources:** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602) Title III

Integrate technology in the classroom to improve student learning.	Student Achievement	Provide professional development on effective use of technology in instruction to teachers, instructional aides and school administration. Purchase additional computers and IPADs for the classrooms. Purchase additional educational Improve internet connection on the school site.	School-Wide	Annual	Computers/IPADs Software High Speed Internet Professional Development $150,000 **Funding Source:** LCFF (General Purpose Entitlement)	Computers/IPADs Software High Speed Internet Professional Development $150,000 **Funding Source:** LCFF (General Purpose Entitlement)	Computers/IPADs Software High Speed Internet Professional Development $150,000 **Funding Source**: LCFF (General Purpose Entitlement)
Increase School Attendance Rates	Pupil Engagement	Leadership team will update attendance policy/ plan and communicate importance of attendance to the stakeholders. School Attendance Review Team will monitor monthly attendance and conduct meetings with parents to develop a plan to improve attendance.	School-Wide	Monthly	Powerschool Student Information System Attendance Officers $180,000 **Funding Source**: LCFF (General Purpose Entitlement	Powerschool Student Information System Attendance Officers $180,000 **Funding Source:** LCFF (General Purpose Entitlement	Powerschool Student Information System Attendance Officers $180,000 **Funding Source:** LCFF (General Purpose Entitlement
To reduce number of suspensions and disciplinary referrals.	School Climate	Positive Behavior Support System will be developed by the Student Support Services team to address socio-emotional needs for students. Full time counselor will be hired to assist with implementation of the Positive Behavior Support System.	School-Wide	Annual	Student Support Services Team (Director, Coordinator, Counselor, Psychologist, Nurse) $350,000 **Funding Sources:** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)	Student Support Services Team (Director, Coordinator, Counselor, Psychologist, Nurse) $350,000 **Funding Sources:** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)	Student Support Services Team (Director, Coordinator, Counselor, Psychologist, Nurse) $350,000 **Funding Sources**: LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)

A. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district wide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Montague Charter Academy will receive $650,000 in Supplemental and Concentration Local Control Funding Formula (LCFF) funds beginning in FY 2014-2015. The annual amount of Supplemental and Concentration LCFF funds will increase to approximately $804,000 in FY 2015-2016. In the FY 2016-2017, MCA will receive approximately $525,000 in Supplemental and Concentration Local Control Funding Formula (LCFF) funds. Supplemental and Concentration LCFF Funding is calculated based on the number of unduplicated English Learners (ELs), socioeconomically disadvantaged students, and foster students.

Montague Charter Academy will utilize Supplemental and Concentration funds to increase student achievement for unduplicated EL, socioeconomically disadvantaged, and foster students in the following supports: Professional Development for Teachers and Paraprofessionals, socio-emotional support for students through increased counseling services, CCSS-aligned instructional materials, improved technology, upgrades to the facilities, and academic intervention programs.

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

Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant				
	2013-14	2014-15	2015-16	2016-17
Estimated Total LCFF Funding	$ 7,701,964	$ 8,423,108	$ 9,125,307	$ 9,473,663

Estimated Base Grant	N/A	$ 7,772,389	$ 8,320,989	$ 8,948,454
Estimated Total of Supplemental and Concentration Grants	N/A	$ 650,719	$ 804,318	$ 525,209
Proportional Increase or Improvement in Services	N/A	8.37%	9.67%	5.87%