Local Control and Accountability Plan (LCAP)

GOAL AREAS:

1. Instruction & Learning
2. Williams Act (*Facilities, Instructional Materials, And Highly Qualified Teacher*)
3. Empowering Parents
4. Engaging Students

2015 ⟩⟩⟩⟩⟩⟩⟩ **2018**

MCA 2015/16 LCAP SYNOPSIS

Goal #1: Instruction & Learning
1. Implement CCSS Literacy/Math, NGSS
2. Develop and Implementation of Common Formative Assessment System
3. PD − CCSS, Assessment, Technology, Differentiation; Director, Coordinator support
4. RtI (Academic/Behavior) PBIS, ELD, SST, RtI Team, Discipline Committee, SART, /SARB
5. Technology

Goal #2: Williams Act
1. Facilities
2. Clean/Safe School
3. Highly Qualified Teachers
4. Materials

Goal #3: Empowering Parents
1. Parent Empowerment/Education Programs (Family Literacy Program-Youth Policy Institute (YPI) Grant Services)
2. Communication (Community Meetings with Administration, Websites, Updates/Training)
3. Translation/Interpretations

Goal #4: Engaging Students
1. Professional Development (PBIS, Second Step
2. Social/Emotional Health (Clubs, Mentoring, College Intern Support (PPS, Counseling, School Psychology-Majors), Intern-Social Workers, Full Time Counselor on Staff)
3. Physical Health (Community Partnerships, Health & PE Curriculum/Instruction)

"Transforming our community one student at a time!"

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: MONTAGUE CHARTER ACADEMY - (MCA)

Contact: MARIO O. MARTINEZ, EXECUTIVE DIRECTOR – m.martinez@montaguecharter.org (818) 899-0215 LCAP Year: 2015-16 – 2017-18

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
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.	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

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 June, 2015 Final LCAP and Budget approval by the Governing Board	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. 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.

Annual Update:
During the above noted LCAP Community Engagement meeetings , Community Meet and Greets, School Site Council Notices, the 2014/15 LCAP Annual Update drafts were included in the presentation, discussion and review. 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:
 	
   New Goal #1 − Instruction & Learning (Included
Annual Update of 2014/15)
 	
   New Goal #2 − Facilities, Materials, & Highly Qualified Teachers (Included Annual Update of 2014/15)
 	
   New Goal #3 − Parent Empowerment (Included
Annual Update of 2014/15)
 	
   New Goal #4 − Student Engagement (Included
Annual Update of 2014/15)
	Annual Update:
	Again, 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. All participants gave input. Four specific goals developed and to include specific data points and measureable outcomes.
	Stakeholder and staff input is reflected throughout the Annual Update. Specific examples include:
	• Youth Policy Institute (YPI) to develop and implement the Family Literacy Program for parent involvement established.
	• Parent Information available on MCA website expanded.
	• Greater emphasis on translation efforts for parents. Identifying staff on site to facilitate this process has been made.
	• Progress has been made on implementing Common Core State Standards for English Language Arts and Math, including NGSS
	• Progress toward School Wide Math Program adoption
	• PBIS has been expanded and will be enhanced with further Social Emotional and Wellness Support

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 schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsites 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 schoolsites 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 schoolsites 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 pupils 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 schoolsites 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 schoolsites?
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 schoolsites, 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?

Ensure that ALL instruction and curriculum in the 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. Science.

GOAL: #1 All students will take Formative assessments in ELA, Math, a

Identified Metrics
  a) School Reclassification Criteria (English Learners)
  b) Performance on common formative assessments
  c) Performance on state assessments
  d) Semi-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 of CCSS and the need for increased rigor/relevance of curriculum and support/enrichment for ALL students.

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

a. Students in grades TK-5 reach grade level in ELA, Math and Science within three years of starting school.
b. English Learner Students are reclassified as Re-designated English Proficient within 5 years of instruction in the School.
c. Increase of 3% on 2016 Smarter Balanced Assessment Consortium (SBAC) scores over 2015 SBAC scores for ALL students and increase of 5% for ALL subgroups (Socio-Economically Disadvantaged/SED; English Learners/EL; Reclassified Fluent English Proficient/RFEP; Students With Disabilities/SWD; Hispanic/Latino; African American) for English Language Arts/ELA and Mathematics (grades **3** − 5), indicating implementation of state board adopted academic content and performance standards for all students and enabling ELD students access to CCSS and ELD standards for purposes of gaining academic content knowledge and English proficiency.
d. Create baseline of student proficiency (overall and by subgroup) on locally agreed-upon periodic common assessments in the areas of English/Language Arts and Math (SBAC Interim; End of Unit; or End of Reporting Period,)
e. Increase of 3% in students making progress toward English proficiency over 2015 rates, as measured by CELDT.
f. Increase of 3% in English Learner reclassification rate over 2015 rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1. **Implement Essential 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 and materials development and to implement CCSS literacy standards in **all classes TK/5,** including applications in the area of Science and improvements in site library collections; Art and Performing Art resources B. Adopt /develop CCSS Math, Literacy, and NGSS aligned instructional materials; C. Consider revisiting class instructional scheduling to support small group instruction; D. Use common Assessments to monitor learning (Tier I); E. Develop and increase access to GATE/Accelerated/ programs at grades **4 –** 5 through increased outreach efforts and support, particularly for students of significant subgroups who are currently underrepresented in those classes; F. Implement high-interest inquiry-based programs/clubs, such as Robotics Cub, Science Fairs, Art Show Exhibits, Music Assemblies, Content Area Based Theatrical Performances, and STEM programs.	School-Wide	X ALL **OR:** **__Low Income pupils** __English Learners **_Foster Youth** **Redesignated** fluent English proficient **Other Subgroups:(Specify)**	**Instructional Leadership Team (Coordinator and Director) Lead Teachers NBC Teachers Common Formative Assessments Common Core Aligned Instructional Materials and Textbooks $760,000 Funding Sources: Common Core Implementation Grant LCFF Base** (**General Purpose Entitlement)** Title **I Special Ed** (**IDEA and AB 602)** **Paraprofessionals Intervention Support $487,000 Funding Sources:** LCFF (**General Purpose Entitlement) Title I Special Ed** (**IDEA and AB 602) Title III**
2. **Develop a systematic assessment program, including common universal screeners and interim assessments (Unit/ Semi-Annual, Reporting Periods), and diagnostic assessments,** A. Clarify and implement required assessments for TK		XALL **OR:** **__Low Income pupils __English Learners** **__Foster Youth __Redesignated** fluent English proficient **__Other Subgroups:(Specify)**	$127,000 Certificated

– Grade 2 (early literacy) through assessment expectations: running records, concepts of print, letter names/sounds, high frequency words, B. Clarify and implement required assessments for Grades 3 – 5 ELA & Math; C. Clarify and implement required assessments for ELA, Math, and Science D. Monitor student progress toward proficiency on all common assessments. E. Consider use of SBAC interim assessments(practice assessments)	School-Wide		Salaries and Benefits, $36,850 Services & Other Operating Expenses LCFF Base
3. **Provide Professional Development (PD) for administrative, certificated and classified staff and coaching for certificated staff to support student learning, coordinated through The Director of Curriculum and Instruction and the Instructional Coordinator(s)** A. Develop best practices PD re Strategies for CCSS implementation: use of a variety of instructional materials (including approved curriculum); research-based instructional practices; implementation/use of Unit Student Study Guides as resources if available; B. PD re use of Common Assessments and analysis of student work and data to inform academic achievement and instruction. C. PD re use of technology for learning D. PD on differentiated instruction to meet learner needs E. Maintain current Coordinator(s) position and Director of Curriculum and to provide Literacy, Math, NGSS & Assessment PD and coaching F. Utilize the Discipline Committee, SART, /SARB, To make informed decisions for creating a positive climate for student success.	School-Wide	XALL OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify)	Professional Development $70,000 Funding Sources: Title I Title II Special Ed (IDEA and AB 602)

4. **Implement/expand RtI Tier 2 – 3 programs**			

aligned to CCSS, NGSS, ELA and Math to support student learning, coordinated by Director of Curriculum and Instruction, Instructional Coordinator(s) — and RtI Team. (RtI — Response to Intervention —Academic & **Behavioral, School Counselor.** A. Maintain a Coordinator to develop/expand academic programs during the school day, using research-based best practices and programs for academic support. B. Implement PBIS (Positive Behavioral Interventions & Supports) program school wide to teach/support positive behaviors and social skills and to provide behavioral interventions. and behavioral interventions targeting unduplicated pupils for priority support. C. Define English Language Development (ELD) program at grades TK — 5, and develop a comprehensive TK-5 program that addresses Designated and integrated ELD. Provide PD in ELD Standards. Begin implementation and expand specific Academic Language Development (ALD) instruction and professional development in ELD/ALD. D. Develop/expand academic RtI programs beyond the school day/year through afterschool programs and Saturday offerings. E. Implement/expand a standardized Student Success Team (SST) program and process to support student learning. F. Develop/expand inclusion models of instruction for students with disabilities. G. 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. H. Maintain and expand elementary intern social worker, intern counselor and counselor position(s) to support students and families toward increased student learning.	School-WIDE	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	(Director, Coordinator, Counselor, Psychologist, Nurse) $350,000 **Funding Sources:** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602) Professional Development $70,000 **Funding Sources:** Title I Title II 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 $760,000 **Funding Sources:** Common Core Implementation Grant LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)

I. Continue to revisit, review data, realign RTI programs to grow/expand/improve services to students.			LCFF Base
5. **Develop and expand teacher and student daily use of technology.** A. Ensure availability of technology infrastructure to support student access during the school day. B. Expand tablet devices toward technology availability for students in grades **3** −5. C. Expand library services and library technology/data bases to support student use of technology for literacy and for research (CCSS). D. Maintain certificated teacher librarian Instructor E. Expand Professional Development offerings in Technology to teaching staff. F. Make technology and internet access available to students before and after School for students who may not have access at home	School-Wide	X_ALL **OR:** __**Low** Income pupils __English Learners __Foster Youth __**Redesignated** fluent English proficient __Other **Subgroups:(Specify)**	Computers/IPADs Software High Speed Internet Professional Development $150,000 **Funding Source:** LCFF (General Purpose Entitlement) Classified **Salaries and** Benefits Technology Staff **LCFF Supplemental**

Expected Annual Measurable Outcomes:	a. Students in grades TK-5 reach grade level in ELA, Math and Science within three years of starting school. b. English Learner Students are reclassified as Re-designated English Proficient within 5 years of instruction in the School. c. Increase of 3% on 2017 Smarter Balanced Assessment Consortium (SBAC) scores over 2016 SBAC scores for ALL students and increase of 5% for ALL subgroups (Socio-Economically Disadvantaged/SED; English Learners/EL; Reclassified Fluent English Proficient/RFEP; Students With Disabilities/SWD; Hispanic/Latino; African American) for English Language Arts/ELA and Mathematics (grades 3 – 5), indicating implementation of state board adopted academic content and performance standards for all students and enabling ELD students access to CCSS and ELD standards for purposes of gaining academic content knowledge and English proficiency. d. Create baseline of student proficiency (overall and by subgroup) on locally agreed-upon periodic common assessments in the areas of English/Language Arts and Math (SBAC Interim; End of Unit; or End of Reporting Period,) e. Increase of 3% in students making progress toward English proficiency over 2016 rates, as measured by CELDT. f. Increase of 3% in English Learner reclassification rate over 2016 rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **Implement Essential 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 and materials development and to implement CCSS literacy standards in all classes TK/5, including applications in the area of Science and improvements in site library collections; Art and Performing Art resources	School Wide	___X ALL OR: __Low Income pupils __English Learners _Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)	Instructional Leadership Team (Coordinator and Director) Lead Teachers NBC Teachers Common Formative Assessments Common Core Aligned Instructional Materials and Textbooks $760,000 Funding Sources:

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

C. Consider revisiting class instructional scheduling to support small group instruction;

D. Use common Assessments to monitor learning (Tier I);

E. Develop and increase access to GATE/Accelerated/ programs at grades 4 – 5 through increased outreach efforts and support, particularly for students of significant subgroups who are currently underrepresented in those classes;

F. Implement high-interest inquiry-based programs/clubs, such as Robotics Cub, Science Fairs, Art Show Exhibits, Music Assemblies, Content Area Based Theatrical Performances, and STEM programs.

Common Core Implementation Grant
LCFF Base
(General Purpose Entitlement)
Title I
Special Ed (IDEA and AB 602)

Paraprofessionals Intervention Support
$487,000
Funding Sources:
LCFF (*General Purpose Entitlement)*
Title I
Special Ed (**IDEA and AB 602)**
Title III

2. Develop a systematic assessment program, including common universal screeners and interim assessments (Unit/ Semi-Annual, Reporting Periods), and diagnostic assessments, A. Clarify and implement required assessments for TK – Grade 2 (early literacy) through assessment expectations: running records, concepts of print, letter names/sounds, high frequency words, B. Clarify and implement required assessments for Grades 3 – 5 ELA & Math; C. Clarify and implement required assessments for ELA, Math, and Science D. Monitor student progress toward proficiency on all common assessments. E. Consider use of SBAC interim assessments(practice assessments)	School Wide	<u>XALL</u> **OR:** __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$127,000 Certificated Salaries and Benefits, $36,850 Services & Other Operating Expenses LCFF Base
3. Provide Professional Development (PD) for	School	<u>X ALL</u>	Professional

administrative, certificated and classified staff and coaching for certificated staff to support student learning, coordinated through The Director of Curriculum and Instruction and the Instructional Coordinator(s) A. Develop best practices PD re Strategies for CCSS implementation: use of a variety of instructional materials (including approved curriculum); research-based instructional practices; implementation/use of Unit Student Study Guides as resources if available; B. PD re use of Common Assessments and analysis of student work and data to inform academic achievement and instruction. C. PD re use of technology for learning D. PD on differentiated instruction to meet learner needs E. Maintain current Coordinator(s) position and Director of Curriculum and to provide Literacy, Math, NGSS & Assessment PD and coaching F. Utilize the Discipline Committee, SART, /SARB, To make informed decisions for creating a positive climate for student success.	Wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Development $70,000 Funding Sources: Title I Title II Special Ed (IDEA and AB 602)
4. **Implement/expand RtI Tier 2 – 3 programs aligned to CCSS, NGSS, ELA and Math to support student learning, coordinated by Director of Curriculum and Instruction, Instructional Coordinator(s) – and RtI Team. (RtI – Response to Intervention –Academic & Behavioral, School Counselor.** A. Maintain a Coordinator to develop/expand academic programs during the school day, using research-based best practices and programs for academic support. B. Implement PBIS (Positive Behavioral Interventions & Supports) program school wide to	School Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(Director, Coordinator, Counselor, Psychologist, Nurse) $350,000 **Funding Sources:** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)

teach/support positive behaviors and social skills and to provide behavioral interventions. and behavioral interventions targeting unduplicated pupils for priority support. C. Define English Language Development (ELD) program at grades TK – 5, and develop a comprehensive TK-5 program that addresses Designated and integrated ELD. Provide PD in ELD Standards. Begin implementation and expand specific Academic Language Development (ALD) instruction and professional development in ELD/ALD. D. Develop/expand academic RtI programs beyond the school day/year through afterschool programs and Saturday offerings. E. Implement/expand a standardized Student Success Team (SST) program and process to support student learning. F. Develop/expand inclusion models of instruction for students with disabilities. G. 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. H. Maintain and expand elementary intern social worker, intern counselor and counselor position(s) to support students and families toward increased student learning. I. Continue to revisit, review data, realign RTI programs to grow/expand/improve services to students.			**Professional Development $70,000 Funding Sources: Title I Title II 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 $760,000 Funding Sources: Common Core Implementation Grant** LCFF **(General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)** LCFF Base
5. Develop and expand teacher and student daily use of technology. A. Ensure availability of technology infrastructure to support student access during the school day.			Computers/IPADs Software

B. Expand tablet devices toward technology availability for students in grades 3 –5. C. Expand library services and library technology/data bases to support student use of technology for literacy and for research (CCSS). D. Maintain certificated teacher librarian Instructor E. Expand Professional Development offerings in Technology to teaching staff. F. Make technology and internet access available to students before and after School for students who may not have access at home.	School Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __**Redesignated** fluent English proficient __Other **Subgroups:(Specify)** _____	High Speed Internet Professional Development $150,000 **Funding Source:** LCFF (General Purpose Entitlement Classified Salaries and Benefits Technology Staff LCFF **Supplemental**

LCAP Year 3 2017-18

Expected Annual Measurable Outcomes:	a. Students in grades TK-5 reach grade level in ELA, Math and Science within three years of starting school. b. English Learner Students are reclassified as Re-designated English Proficient within 5 years of instruction in the School. c. Increase of 3% on 2018 Smarter Balanced Assessment Consortium (SBAC) scores over 2017 SBAC scores for ALL students and increase of 5% for ALL subgroups (Socio-Economically Disadvantaged/SED; English Learners/EL; Reclassified Fluent English Proficient/RFEP; Students With Disabilities/SWD; Hispanic/Latino; African American) for English Language Arts/ELA and Mathematics (grades 3 – 5), indicating implementation of state board adopted academic content and performance standards for all students and enabling ELD students access to CCSS and ELD standards for purposes of gaining academic content knowledge and English proficiency. d. Create baseline of student proficiency (overall and by subgroup) on locally agreed-upon periodic common assessments in the areas of English/Language Arts and Math (SBAC Interim; End of Unit; or End of Reporting Period,) e. Increase of 3% in students making progress toward English proficiency over 2017 rates, as measured by CELDT. f. Increase of 3% in English Learner reclassification rate over 2017 rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1. Implement Essential 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 and materials development and to implement CCSS literacy standards in all classes TK/5, including applications in the area of Science and improvements in site library collections; Art and Performing Art resources B. Adopt /develop CCSS Math, Literacy, and NGSS aligned instructional materials; C. Consider revisiting class instructional scheduling to support small group instruction; D. Use common Assessments to monitor learning (Tier I); E. Develop and increase access to GATE/Accelerated/ programs at grades 4 – 5 through increased outreach efforts and support, particularly for students of significant subgroups who are currently underrepresented in those classes; F. Implement high-interest inquiry-based programs/clubs, such as Robotics Cub, Science Fairs, Art Show Exhibits, Music Assemblies, Content Area Based Theatrical Performances, and STEM programs.	Schoo l Wide	ALL L e a d e r s h i p T e a m X (C o o r d i n a t o r a n d OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Director) Lead Teachers NBC Teachers Common Formative Assessments Common Core Aligned Instructional Materials and Textbooks $760,000 Funding Sources: Common Core Implementation Grant LCFF Base (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602) Paraprofessionals Intervention Support $487,000 **Funding Sources**: LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602) Title III
2. Develop a systematic assessment program, including common universal screeners and interim assessments (Unit/ Semi-Annual, Reporting Periods), and diagnostic assessments, A. Clarify and implement required assessments for TK	Schoo l Wide	XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	$127,000 Certificated

– Grade 2 (early literacy) through assessment expectations: running records, concepts of print, letter names/sounds, high frequency words, B. Clarify and implement required assessments for Grades 3 – 5 ELA & Math; C. Clarify and implement required assessments for ELA, Math, and Science D. Monitor student progress toward proficiency on all common assessments. E. Consider use of SBAC interim assessments(practice assessments)			Salaries and Benefits, $36,850 Services & Other Operating Expenses LCFF Base
3. **Provide Professional Development (PD) for administrative, certificated and classified staff and coaching for certificated staff to support student learning, coordinated through The Director of Curriculum and Instruction and the Instructional Coordinator(s)** A. Develop best practices PD re Strategies for CCSS implementation: use of a variety of instructional materials (including approved curriculum); research-based instructional practices; implementation/use of Unit Student Study Guides as resources if available; B. PD re use of Common Assessments and analysis of student work and data to inform academic achievement and instruction. C. PD re use of technology for learning D. PD on differentiated instruction to meet learner needs E. Maintain current Coordinator(s) position and Director of Curriculum and to provide Literacy, Math, NGSS & Assessment PD and coaching F. Utilize the Discipline Committee, SART, /SARB, To make informed decisions for creating a positive climate for student success.	School Wide	XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Professional Development $70,000 Funding Sources: Title I Title II Special Ed (IDEA and AB 602)

4. **Implement/expand RtI Tier 2 – 3 programs aligned to CCSS, NGSS, ELA and Math to support student learning, coordinated by Director of Curriculum and Instruction, Instructional Coordinator(s) – and RtI**		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other	

	School Wide	Subgroups: (Specify)	
Team. (RtI – Response to Intervention –Academic & **Behavioral, School Counselor.** A. Maintain a Coordinator to develop/expand academic programs during the school day, using research-based best practices and programs for academic support. B. Maintain a School Counselor to Implement PBIS (Positive Behavioral Interventions & Supports) program school wide to teach/support positive behaviors and social skills and to provide behavioral interventions. and behavioral interventions targeting unduplicated pupils for priority support. C. Define English Language Development (ELD) program at grades TK – 5, and develop a comprehensive TK-5 program that addresses Designated and integrated ELD. Provide PD in ELD Standards. Begin implementation and expand specific Academic Language Development (ALD) instruction and professional development in ELD/ALD. D. Develop/expand academic RtI programs beyond the school day/year through afterschool programs and Saturday offerings. E. Implement/expand a standardized Student Success Team (SST) program and process to support student learning. F. Develop/expand inclusion models of instruction for students with disabilities. G. 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. H. Maintain and expand elementary intern social worker, intern counselor and counselor position(s) to support students and families toward increased student learning. I. Continue to revisit, review data, realign RTI			(Director, Coordinator, Counselor, Psychologist, Nurse) $350,000 **Funding Sources:** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602) Professional Development $70,000 **Funding Sources:** Title I Title II 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 $760,000 **Funding Sources:** Common Core Implementation Grant LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)

programs to grow/expand/improve services to students.				LCFF Base
5. **Develop and expand teacher and student daily use of technology.** A. Ensure availability of technology infrastructure to support student access during the school day. B. Expand tablet devices toward technology availability for students in grades 3 –5. C. Expand library services and library technology/data bases to support student use of technology for literacy and for research (CCSS). D. Maintain certificated teacher librarian Instructor E. Expand Professional Development offerings in Technology to teaching staff. F. Make technology and internet access available to students before and after School for students who may not have access at home	School Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __**Redesignated** fluent English proficient __Other **Subgroups:** (Specify)		Computers/IPADs Software High Speed Internet Professional Development $150,000 **Funding Source:** LCFF (General Purpose Entitlement) Classified Salaries and Technology Staff **LCFF Supplemental**

		Related State and/or Local Priorities:
GOAL: #2	Ensure a positive learning environment with properly certificated teachers, adequate Materials and appropriate facilities to support high quality teaching and student learning.	__ __1 X 2 3 4 5 6 7 8 __ __ COE only: 9__10__ Local : Specify__Technology Plan , Facilities Plan, Human Resource __
Identified Need :	We reviewed our demographer projections and current enrollments, as well as the current condition of our aging facilities (which near capacity) through a renovation scheduling process, procedures and protocols we are equipped to making annual recommendations for repair and maintenance. We reviewed 21st Century technology needs and State/Federal Requirements re highly qualified teachers (HQT) and materials, documenting that 95% of our teachers meet HQT	

requirements (less than 100% due to occasions of long-term substitutes or temporarily hard-to-fill special education positions) and 100% of our students have appropriate materials.

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Improve results of Facilities through an annual report by 10% over 2014/15 report. B. Increase number of classrooms meeting District technology standards by 10% over 2014/15 rates. C. Ensure 100% of students have adequate instructional materials to use at school and take home. D. Ensure 95%+ teachers meet HQT (highly qualified teacher) requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **Address Facilities Needs:** A. Prioritize needs in the Facilities Audit Report and Facilities Master Plan and identify available resources (progress report) to begin addressing priorities; B. Annually inspect classrooms and prioritize/address those for improvements to meet District technology standards. C. Annually evaluate internet bandwidth needs, upgrading as necessary. E. Develop a financing plan to address priority needs. 2. **Maintain clean/safe schools:** A. Inspect school sites annually using district comprehensive needs assessment report.; B. Maintain appropriate staffing levels for maintenance, building and grounds, aligned to growth of facilities, enrollment and usage; C. Restore staffing levels to align with growth of facilities. D. Maintain site emergency supplies.	School Wide	XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Computers/IPADs Software High Speed Internet Professional Development $150,000 **Funding Source:** LCFF (General Purpose Entitlement) Custodial Supplies Maintenance Fee (LAUSD) Facilities Manager Custodial staff $460,000

3. **Ensure highly qualified teachers (HQT)**
 A. Ensure teachers and long-term substitute teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
 B. Advertise for hard-to-fill positions (Special Ed, Math, Science) early
C. Recruit and retain highly qualified, excellent
	School Wide	XALL
		
		OR:
		   Low Income pupils _English Learners
		   Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)
			$4,629, 735
			Funding Sources
			LCFF (General Purpose Entitlement)
			Title I
			Special Ed (IDEA and AB 602)

administrative, certificated and classified staff representative 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.+		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	**Funding Sources** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)

LCAP Year 2: 2016-17

Improve results of Facilities through an annual report by 10% over 2015/16 report.

Expected Annual Measurable Outcomes:
B. Increase number of classrooms meeting District technology standards by 10% over 2015/65 rates.
C. Ensure 100% of students have adequate instructional materials to use at school and take home.
D. Ensure 95%+ teachers meet HQT (highly qualified teacher) requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **Address Facilities Needs:** A. Prioritize needs in the Facilities Audit Report and Facilities Master Plan and identify available resources (progress report) to begin addressing priorities; B. Annually inspect classrooms and prioritize/address those for improvements to meet District technology standards. C. Annually evaluate internet bandwidth needs, upgrading as necessary. E. Develop a financing plan to address priority needs.	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)	Computers/IPADs Software High Speed Internet Professional Development $150,000 Funding **Source:** LCFF (General Purpose Entitlement)
2. **Maintain clean/safe schools:** A. Inspect school sites annually using district comprehensive needs assessment report.; B. Maintain appropriate staffing levels for maintenance, building and grounds, aligned to growth of facilities, enrollment and usage; C. Restore staffing levels to align with growth of facilities. D. Maintain site emergency supplies.	School Wide		Custodial Supplies Maintenance Fee (LAUSD) Facilities Manager Custodial staff $460,000
3. **Ensure highly qualified teachers (HQT)**	School	XALL	$4,629, 735

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Funding Sources
A. Ensure teachers and long-term substitute teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. B. Advertise for hard-to-fill positions (Special Ed, Math, Science) early C. Recruit and retain highly qualified, excellent administrative, certificated and classified staff representative of the student population that MCA serves	Wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	**Funding Sources** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)
4. **Ensure adequate materials for students** A. Ensure every student has sufficient access to the standards-aligned instructional materials at home and at school.+	School Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)	**Funding Sources** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Improve results of Facilities through an annual report by 10% over 2016/17 report. B. Increase number of classrooms meeting District technology standards by 10% over 2016/17 rates. C. Ensure 100% of students have adequate instructional materials to use at school and take home. D. Ensure 95%+ teachers meet HQT (highly qualified teacher) requirements.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **Address Facilities Needs:** A. Prioritize needs in the Facilities Audit Report and Facilities Master Plan and identify available resources (progress report) to begin addressing priorities; B. Annually inspect classrooms and prioritize/address those for improvements to meet District technology standards. C. Annually evaluate internet bandwidth needs, upgrading as necessary. E. Develop a financing plan to address priority needs.	School Wide	X ALL OR: Low Income pupils _English Learners Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)	Custodial Supplies Maintenance Fee (LAUSD) Facilities Manager Custodial staff $460,000
2. **Maintain clean/safe schools:** A. Inspect school sites annually using district comprehensive needs assessment report.; B. Maintain appropriate staffing levels for maintenance, building and grounds, aligned to growth of facilities, enrollment and usage; C. Restore staffing levels to align with growth of facilities. D. Maintain site emergency supplies.	School Wide		See Above.

		X ALL	
3. Ensure highly qualified teachers (HQT) A. Ensure teachers and long-term substitute teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. B. Advertise for hard-to-fill positions (Special Ed, Math, Science) early C. Recruit and retain highly qualified, excellent administrative, certificated and classified staff representative of the student population that MCA serves	School Wide	OR: __Low Income pupils __English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)	$4,629, 735 **Funding Sources** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)
4. **Ensure adequate materials for students** A. Ensure every student has sufficient access to the standards-aligned instructional materials at home and at school.+	School Wide	X ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)	LCFF BASE

GOAL: #3	Empower ALL parents (including those speaking a primary language other than English) to be actively engaged in their students' education and decision-making processes by providing timely information and encouraging parents to demonstrate initiating a student family their support for student learning and for the importance of Local : Specify academic relationship.		Related State and/or Lc Priorities: 1__ 2__ 3 X 4__ 5_ 6_ 7_ 8_ COE only: 9__ 10__ LEA Plan, TitleIII
Identified Need :	More parent engagement needed, particularly in underserved subgroups, based on LCAP input meetings, ELAC and School Site Council input, parental survey & feedback, and research-based information on student achievement.		
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
	LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	A. 5% increase in parental satisfaction over 2014/15 levels, based on annual parent survey – overall and by Sub-group, including parents of students with special needs. B. Implement at least one family engagement/support/empowerment program within the MCA- (YPI) / MCA driven; Maintain the Family Literacy Program through Youth Policy Institute(YPI). C. Increase attendance at Parent Center – Family Literacy Program by 3% from 2014 base of 200 parents (targeted by YPI norms; increase by 10% parents attending from Title I (high poverty) schools; increase by 10% parents attending with children with exceptional needs.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **Parent Empowerment/Education:**	School	XALL	Parent Education

A. Use Parent center to increase community outreach and provide opportunities for parents to learn how best to meet their students' needs. B. Update Parent Involvement Policy and Communication Plan. C. Form parent and community support network. (Weekly Community Meet and Greet with Administration) D. Form Parent Leadership Group (Booster Club) E. Implement at least one family engagement/ support/empowerment program such as PIQE (Parent Institute for Quality Education) or Family Literacy Program through the YPI Five Year Grant. F. Implement at least one family/parent education Program to support student /family literacy through nutrition, personal growth needs, and development classes (e.g., NVHC- North East Valley Health Corporation Resources and Education Classes) G. Maintain and expand School Parent Volunteer Program. H. Offer Second Step Parent Project program and/or Love and Logic (i.e., Nurtured Heart Approach) to assist parents in the use of positive and effective parenting techniques in support of our school PBIS. I.Offer TIPS Series(Web based) – Topics of Interest to Parents and Students – stand-alone workshops that do not require continued commitment for attendance – Technology Resources, Common Core State Standards, Cyber Safety, for example. J. Consider having Professional Development Day speakers present in the evening to parents on relevant issues (reading, culturally responsive instruction, etc.) K. Develop and support site-based parent support groups representing underserved student populations; L. Implement at least one family/parent education class to support student reading, targeting underrepresented students, acknowledging Title I (high poverty) sub-group status. M. Ensure family access to digital library collections	Wide	**OR:** **Low Income pupils _English** Learners **Foster Youth _Redesignated** fluent **English proficient** **_Other Subgroups:(Specify)**	**Classes $50,000 Funding Sources: LCFF** (**General Purpose Entitlement) Title I** **YPI** Five Year Grant

and materials; consider expanded library hours to include after-school access for families without internet/computer access. N. Engage in outreach to families, prioritizing families of English Learners and students from high-poverty Title I schools to ensure their understanding of CCSS and SBAC (Interim)accountability.			
2. **LEA Communication to Families:** A. Update MCA website to ensure current information on at minimum a monthly basis, including overall, and sections relating to Parents, Educational Services, ELAC/SSC, etc. 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 and reporting.	Schoo l wide	X ALL OR: 　　Low Income pupils _English Learners 　Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)	Parent Education Classes **$50,000 Funding Sources:** LCFF (General Purpose Entitlement) Title I Powerschool Student Information System Attendance Officers **$180,000 Funding Source:** LCFF (General Purpose Entitlement
3.**Translations/Interpretations:** A. Provide translations of online parent education topics in Spanish; B. Recruit and provide training for bilingual Employees that interact with the public; C. Promote/Encourage the use of family members as volunteers including an increase of volunteers from underrepresented groups including after school events or help from home; D. Provide qualified interpreters (Spanish) at school events, board meetings, and parent / teacher meetings. E. Provide guidelines to Site Councils at beginning of the year re interpretation/	School wide	XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Parent Education Classes **$50,000 Funding Sources:** LCFF (General Purpose Entitlement) Title I

translation and post on website.

Expected Annual Measurable Outcomes:	A. 5% increase in parental satisfaction over 2015/16 levels, based on annual parent survey – overall and by Sub-group, including parents of students with special needs. B. Implement at least one family engagement/support/empowerment program within the MCA- (YPI) / MCA driven; Maintain the Family Literacy Program through Youth Policy Institute(YPI). C. Increase attendance at Parent Center – Family Literacy Program by 3% from 2015 base of 200 parents (targeted by YPI norms; increase by 10% parents attending from Title I (high poverty) schools; increase by 10% parents attending with children with exceptional needs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **Parent Empowerment/Education:** A. Use Parent center to increase community outreach and provide opportunities for parents to learn how best to meet their students' needs. B. Update Parent Involvement Policy and Communication Plan. C. Form parent and community support network. (Weekly Community Meet and Greet with Administration) D. Form Parent Leadership Group (Booster Club) E. Implement at least one family engagement/ support/empowerment program such as PIQE (Parent Institute for Quality Education) or Family Literacy Program through the YPI Five Year Grant. F. Implement at least one family/parent education Program to support student /family literacy through nutrition, personal growth needs, and development classes (e.g., NVHC- North East Valley Health Corporation Resources and Education Classes) G. Maintain and expand School Parent Volunteer Program. H. Offer Second Step Parent Project program and/or Love and Logic (i.e., Nurtured Heart Approach) to assist parents in the use of positive and effective parenting techniques in support of our school PBIS. I.Offer TIPS Series(Web based) – Topics of Interest to Parents and Students – stand-alone workshops	School Wide	XALL **OR:** Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	**Parent Education Classes $50,000 Funding Sources: LCFF** (**General Purpose Entitlement) Title I** **YPI** Five Year Grant

that do not require continued commitment for attendance – Technology Resources, Common Core State Standards, Cyber Safety, for example. J. Consider having Professional Development Day speakers present in the evening to parents on relevant issues (reading, culturally responsive instruction, etc.) K. Develop and support site-based parent support groups representing underserved student populations; L. Implement at least one family/parent education class to support student reading, targeting underrepresented students, acknowledging Title I (high poverty) sub-group status. M. Ensure family access to digital library collections and materials; consider expanded library hours to include after-school access for families without internet/computer access. N. Engage in outreach to families, prioritizing families of English Learners and students from high-poverty Title I schools to ensure their understanding of CCSS and SBAC (Interim)accountability.			
2. LEA Communication to Families: A. Update MCA website to ensure current information on at minimum a monthly basis, including overall, and sections relating to Parents, Educational Services, ELAC/SSC, etc. 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 and reporting.	School Wide	X A L L OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	Parent Education Classes $50,000 **Funding Sources:** LCFF (General Purpose Entitlement) Title I Powerschool Student Information System Attendance Officers $180,000 **Funding Source:** LCFF (General Purpose Entitlement

3.Translations/Interpretations:	School Wide	X ALL	Parent Education Classes
A. Provide translations of online parent education topics in Spanish; B. Recruit and provide training for bilingual Employees that interact with the public; C. Promote/Encourage the use of family members as volunteers including an increase of volunteers from underrepresented groups including after school events or help from home; D. Provide qualified interpreters (Spanish) at school events, board meetings, and parent / teacher meetings. E. Provide guidelines to Site Councils at beginning of the year re interpretation/ translation and post on website.		OR: __Low Income pupils __English Learners Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)	$50,000 Funding Sources: LCFF (General Purpose Entitlement) Title I

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	A. 5% increase in parental satisfaction over 2016/17 levels, based on annual parent survey – overall and by Sub-group, including parents of students with special needs. B. Implement at least one family engagement/support/empowerment program within the MCA- (YPI) / MCA driven; Maintain the Family Literacy Program through Youth Policy Institute(YPI). C. Increase attendance at Parent Center – Family Literacy Program by 3% from 2016 base of 200 parents (targeted by YPI norms; increase by 10% parents attending from Title I (high poverty) schools; increase by 10% parents attending with children with exceptional needs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. **Parent Empowerment/Education:** A. Use Parent center to increase community outreach and provide opportunities for parents to learn how best to meet their students' needs. B. Update Parent Involvement Policy and Communication Plan. C. Form parent and community support network. (Weekly Community Meet and Greet with Administration) D. Form Parent Leadership Group (Booster Club) E. Implement at least one family engagement/ support/empowerment program such as PIQE (Parent Institute for Quality Education) or Family Literacy Program through the YPI Five Year Grant.	School Wide	XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Parent Education Classes $50,000 Funding Sources: LCFF (General Purpose Entitlement) Title I YPI Five Year Grant

F. Implement at least one family/parent education Program to support student /family literacy through nutrition, personal growth needs, and development classes (e.g., NVHC- North East Valley Health Corporation Resources and Education Classes)

G. Maintain and expand School Parent Volunteer Program.

H. Offer Second Step Parent Project program and/or Love and Logic (i.e., Nurtured Heart Approach) to assist parents in the use of positive and effective parenting techniques in support of our school PBIS.

I. Offer TIPS Series(Web based) – Topics of Interest to Parents and Students – stand-alone workshops that do not require continued commitment for attendance – Technology Resources, Common Core State Standards, Cyber Safety, for example.

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

K. Develop and support site-based parent support groups representing underserved student populations;

L. Implement at least one family/parent education class to support student reading, targeting underrepresented students, acknowledging Title I (high poverty) sub-group status.

M. Ensure family access to digital library collections and materials; consider expanded library hours to include after-school access for families without internet/computer access.

N. Engage in outreach to families, prioritizing families of English Learners and students from high-poverty Title I schools to ensure their understanding of CCSS and SBAC (Interim)accountability.

2. LEA Communication to Families:
 	
A. Update MCA website to ensure current information on at minimum a monthly basis, including overall, and sections relating to Parents, Educational Services, ELAC/SSC,
	School Wide	X_ALL
		OR:
		  Low Income pupils _English Learners
		  Foster Youth _Redesignated fluent English proficient _Other
		Subgroups: (Specify) _____
			Parent Education Classes $50,000
			Funding Sources: LCFF (General Purpose

etc. **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 and** reporting.			Entitlement) Title I Powerschool Student Information System Attendance Officers $180,000 **Funding Source:** LCFF (General Purpose Entitlement
3.Translations/Interpretations: **A. Provide** translations **of online parent education topics in Spanish;** **B. Recruit and provide training** for **bilingual Employees that** interact **with the public;** **C.** Promote/Encourage **the use of family members as volunteers including an increase of volunteers from** underrepresented **groups including** after **school events** or **help from home;** **D. Provide qualified** interpreters **(Spanish)** at **school events, board meetings, and parent / teacher meetings.** **E. Provide guidelines** to **Site Councils** at **beginning of the year** re interpretation/ translation **and post on website.**	**School Wide**	X ALL _ OR: Income pupils __Low __English Learners __Youth __Foster __Redesignated fluent English proficient __Other Subgroups: (Specify)	Parent Education Classes $50,000 **Funding Sources:** LCFF (General Purpose Entitlement) Title I

G O A L: # 4	**Ensure that ALL students are actively engaged and supported through a safe, healthy, culturally responsive, and rigorous learning environment.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 X 6 X 7__ 8_ COE only: 9_ 10 Local : Specify _____ LEA Plan, Attendance

Identified Need :	Disproportional number of suspensions and disciplinary referrals, reviewed by Referral and Suspension data report, attendance/absence rates, among subgroups compared to overall; data results indicating subgroup non-engagement.
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL

<table>
<tr><td colspan="4" align="center">LCAP Year 1: 2015-16</td></tr>
<tr><td>Expected Annual

Measurable
Outcomes:</td><td colspan="3">A. Maintain overall and subgroup school wide attendance rates of 97%+; increase subgroups with under 96% attendance rates by .05% each; reduce chronic absenteeism (a student with 10% or more absences) by 0.5% overall and by 1%;
     B. Reduce district suspension rate from 2014/15 rates by 0.5% overall and in subgroups; reduce suspension rate by
     1% in subgroups with rates over 3.5% in subgroups with rates over 5.5%.
     C. Increase MCA educationally related mental health services/counseling services in greatest related area by 10%</td></tr>
<tr><td align="center">Actions/Services</td><td align="center">Scope of Service</td><td align="center">Pupils to be served within identified scope of service</td><td align="center">Budgeted Expenditures</td></tr>
<tr>
<td>1. Provide Professional Development (PD) and coaching for administrative, certificated and classified staff in the area of student engagement.
A.   Positive Behavior Interventions and Support (PBIS) program and PD school wide
B.   Second Step program materials (character education) and PD school-wide.
D.   Monitor attendance issues for all students and for significant subgroups at least monthly, engaging in efforts such as attendance incentives and use of site School Attendance Review Teams (SART'S) and the district School Attendance Review Board (SARB) to reduce over-representation of subgroups as needed.
E.   Implement School Attendance Review Team to support positive school attendance.
F.   Monitor behavior incidents for all students and for significant subgroups at least monthly, engaging in training/professional development and programmatic efforts to reduce overrepresentation of subgroups as needed.</td>
<td>School Wide</td>
<td>X ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)</td>
<td>Powerschool Student Information System Attendance Officers $180,000 Funding Source: LCFF (General Purpose Entitlement

Support Services Team (Director, Coordinator, Counselor, Psychologist, Nurse) $350,000 Funding Sources: LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and</td>
</tr>
</table>

2. Address the social/emotional engagement needs of students. A. Develop additional club and student engagement programs to involve students based on interest (e.g., robotics, STEM), culture (e.g., dance, language), or service (e.g., volunteerism). B. Develop mentoring programs such as college based internships as mentors and supports to provide positive student connections. C. Actively recruit and encourage students from significant subgroups to be involved in club and activity programs. D. Continue implementation of Restorative Justice and Restorative Justice practices; train staff in RJ practices. E. Hire/increase and maintain intern-social workers/ A school counselor for increased family outreach and to maintain healthy/social/ emotional development for students. F. Evaluate the need for a credentialed/licensed Child Welfare Worker or Social Worker on site part-time to full time dependent on the needs assessment. G. Evaluate the need for expanding school psychologists service through educationally related mental health funding, and expanding their roles to offer on-site individual and small-group counseling, RtI Team participation to evaluate student learning frustration patterns during CCSS and NGSS acclimation, Discipline Committee Review Team Participation, and Learning Center consultative input through the RtI Team meetings. I. Research "Trauma Informed Schools" and "Care for the Caretakers" to support adults dealing with traumatized students. Due to recent events that challenged MCA families dealing with grieving emotions.	School Wide	X ALL OR: _ Low Income pupils _English Learners _ Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)	Support Services Team(Curriculum and Instruction Director, Coordinator, Counselor, Psychologist, Nurse) $350,000 Funding Sources: LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)
3. Address the physical health needs of	School	XALL	Support Services Team

students.
A. Convene Wellness Committee to address

Wide

OR:
___Low Income pupils ___English Learners

(Counselor,
Psychologist, Nurse)
$350,000

required areas of student wellness including physical, emotional, and mental health; nutrition; physical fitness; and the teaching of CA Health & PE Standards.

B. Evaluate the need for partnerships for community health organizations for Health Center at NVHC (North East Valley Health Corporation); develop partnerships as Determined by evaluation.

C. Expand the breakfast program within funding and legal constraints if and when applicable.

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	A. Maintain overall and subgroup school wide attendance rates of 97%+; increase subgroups with under 96% attendance rates by .05% each; reduce chronic absenteeism (a student with 10% or more absences) by 0.5% overall and by 1%; B. Reduce district suspension rate from 2014/15 rates by 0.5% overall and in subgroups; reduce suspension rate by 1% in subgroups with rates over 3.5% in subgroups with rates over 5.5%. C. Increase MCA educationally related mental health services/counseling services in greatest related area by 10% D. Increase student perception of school safety and connectedness by 1% in Grades 3- 5.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide Professional Development (PD) and coaching for administrative, certificated and classified staff in the area of student engagement. A. Positive Behavior Interventions and Support (PBIS) program and PD school wide B. Second Step program materials (character education) and PD school-wide. D. Monitor attendance issues for all students and for significant subgroups at least monthly, engaging in efforts such as attendance incentives and use of site School Attendance Review Teams (SART'S) and the district School Attendance Review Board (SARB) to reduce over-representation of subgroups as needed. E. Implement School Attendance Review Team to support positive school attendance. F. Monitor behavior incidents for all students and for significant subgroups at least monthly, engaging in training/professional development	School Wide	XALL OR: Low Income pupils _English Learners Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify) _____	**Powerschool Student Information System Attendance Officers $180,000 Funding Source:** LCFF (General Purpose Entitlement Support Services Team (Director, Coordinator, Counselor, Psychologist, Nurse)

and programmatic efforts to reduce overrepresentation of subgroups as needed.			$350,000 **Funding Sources:** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)
2. **Address the social/emotional engagement needs of students.** A. Develop additional club and student engagement programs to involve students based on interest (e.g., robotics, STEM), culture (e.g., dance, language), or service (e.g., volunteerism). B. Develop mentoring programs such as college based internships as mentors and supports to provide positive student connections. C. Actively recruit and encourage students from significant subgroups to be involved in club and activity programs. D. Continue implementation of Restorative Justice and Restorative Justice practices; train staff in RJ practices. E. Hire/increase and maintain intern-social workers/ A school counselor for increased family outreach and to maintain healthy/social/ emotional development for students. F. Evaluate the need for a credentialed/licensed Child Welfare Worker or Social Worker on site part-time to full time dependent on the needs assessment. G.Evaluate the need for expanding school psychologists service through educationally related mental health funding, and expanding their roles to offer on-site individual and small-group counseling, RtI Team participation to evaluate student learning frustration patterns during CCSS and NGSS acclimation, Discipline Committee Review Team Participation, and Learning Center consultative input through the RtI Team meetings. I. Research "Trauma Informed Schools" and "Care for the Caretakers" to support adults dealing with traumatized students. Due to recent events that challenged MCA families dealing with grieving	School Wide	X ALL <hr> OR: Low Income pupils _English Learners Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)	Support Services Team (Curriculum and Instruction Director, Coordinator, Counselor, Psychologist, $350,000 **Funding Sources:** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)

emotions.			

3. Address the physical health needs of students.
A. Convene Wellness Committee to address required areas of student wellness including physical, emotional, and mental health; nutrition; physical fitness; and the teaching of CA Health & PE Standards.
B. Evaluate the need for partnerships for community health organizations for Health Center at NVHC (North East Valley Health Corporation); develop partnerships as Determined by evaluation.
C. Expand the breakfast program within funding and legal constraints if and when applicable.
	School Wide	X ALL
		
		OR:
		   Low Income pupils _English Learners
		   Foster Youth _Redesignated fluent English proficient _Other
		Subgroups:(Specify)
			Support Services Team (Counselor, Psychologist, Nurse) $350,000 Funding Sources: LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	A. Maintain overall and subgroup school wide attendance rates of 97%+; increase subgroups with under 96% attendance rates by .05% each; reduce chronic absenteeism (a student with 10% or more absences) by 0.5% overall and by 1%; B. Reduce district suspension rate from 2014/15 rates by 0.5% overall and in subgroups; reduce suspension rate by 1% in subgroups with rates over 3.5% in subgroups with rates over 5.5%. C. Increase MCA educationally related mental health services/counseling services in greatest related area by 10% D. Increase student perception of school safety and connectedness by 1% in Grades 3- 5.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1. **Provide Professional Development (PD) and coaching for administrative, certificated and classified staff in the area of student engagement.**
A. Positive Behavior Interventions and Support (PBIS) program and PD school wide
B. Second Step program materials (character education) and PD school-wide.
D. Monitor attendance issues for all students and for significant subgroups at least monthly, engaging in efforts such as attendance incentives and use of site School Attendance Review Teams (SART'S) and the district School Attendance Review Board (SARB) to reduce over-representation of subgroups as
	School Wide	X ALL
		
		OR:
		   Low Income pupils _English Learners
		   Foster Youth _Redesignated fluent English proficient _Other
		Subgroups: (Specify)
			Powerschool Student Information System Attendance Officers $180,000 **Funding Source:** LCFF (General Purpose Entitlement

needed. E. Implement School Attendance Review Team to support positive school attendance. F. Monitor behavior incidents for all students and for significant subgroups at least monthly, engaging in training/professional development and programmatic efforts to reduce overrepresentation of subgroups as needed.			Support Services Team (Director, Coordinator, Counselor, Psychologist, Nurse) $350,000 Funding Sources: LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)
2. **Address the social/emotional engagement needs of students.** A. Develop additional club and student engagement programs to involve students based on interest (e.g., robotics, STEM), culture (e.g., dance, language), or service (e.g., volunteerism). B. Develop mentoring programs such as college based internships as mentors and supports to provide positive student connections. C. Actively recruit and encourage students from significant subgroups to be involved in club and activity programs. D. Continue implementation of Restorative Justice and Restorative Justice practices; train staff in RJ practices. E. Hire/increase and maintain intern-social workers/ A school counselor for increased family outreach and to maintain healthy/social/ emotional development for students. F. Evaluate the need for a credentialed/licensed Child Welfare Worker or Social Worker on site part-time to full time dependent on the needs assessment. G. Evaluate the need for expanding school psychologists service through educationally related mental health funding, and expanding their roles to offer on-site individual and small-group counseling, RtI Team participation to evaluate student learning frustration patterns during CCSS and NGSS acclimation, Discipline Committee Review Team Participation, and Learning Center consultative input	School Wide	X ALL OR: Low Income pupils _English Learners Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)	Support Services Team (Curriculum and Instruction Director, Coordinator, Counselor, Psychologist, $350,000 Funding Sources: LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)

through the RtI Team meetings. I. Research "Trauma Informed Schools" and "Care for the Caretakers" to support adults dealing with traumatized students. Due to recent events that challenged MCA families dealing with grieving emotions.			
3. **Address the physical health needs of students.** A. Convene Wellness Committee to address required areas of student wellness including physical, emotional, and mental health; nutrition; physical fitness; and the teaching of CA Health & PE Standards. B. Evaluate the need for partnerships for community health organizations for Health Center at NVHC (North East Valley Health Corporation); develop partnerships as Determined by evaluation. C. Expand the breakfast program within funding and legal constraints if and when applicable.	School Wide	X ALL OR: Low Income pupils _English Learners Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)	Support Services Team (Counselor, Psychologist, Nurse) $350,000 Funding Sources: LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)

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 schoolsites 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 GOAL from prior year LCAP:	Ensure that MCA Hire/assign appropriate personnel to and Instruction programs. MCA Instructional Leadership to teachers in implementing the CCSS and NGSS- that includes plans, identification of instructional materials, development of lessons/units; development and implementation of common formative assessments; analysis of common formative assessment results, and integration trained on how to write Individual Education Plan goals Purchase Common Core and NGSS aligned instructional materials. Provide specific PD to support teacher training and continued learning. direct and coordinate Curriculum Team provide ongoing support developing of pacing of technology. SPED staff aligned to the CCSS and NGSS.	**Related State and/or Local** Priorities: 1 2 X 3 4 5 6 7 8 **COE only: 9__ 10__** **Local** : **Specify LEA Plan**
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	
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. B. Improve instructional practices through quality professional development Indentified Metric:Classroom Observation Tool Professional Development Plan C. For all English Learner Students, the instructional day will include an ELD block of time and appropriate content supports across	Actual Annual Measurable Outcomes: 2014-2015, all students in grades TK-1 received Common Core State Standards aligned materials in ELA and Math. All Students in TK-5 were exposed to Common Formative assessments in ELA and Math. EL students demonstrated growth in English Language Development Acquisition for One year of School Staff attended professional development sessions and Integrate instructional practices in the Classroom **Hire/assigned appropriate personnel to direct**

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.	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 and NGSS aligned instructional materials Implementation of the Professional Development Plan for Instructional Leadership Team, Teachers and Paraprofessionals that includes the following topics: -Common Core Standards and Next 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

LCAP Year: 2014-15	
Planned Actions/Services	Actual Actions/Services
Budgeted	Estimated

	Expenditures		Actual Annual Expenditures
1. 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. ■ D. Develop an awareness of the CCSS literacy standards in History-Social Science and Science. B. Study Guides are still being written; some■	Professional Development $70,000 **Funding Sources:** Title I Title II 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 $760,000 **Funding Sources:** Common Core Implementation Grant LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)	**1. IMPLEMENTATION OF COMMON CORE AND EFFECTIVE INSTRUCTIONAL STRATEGIES, INCLUDING PROFESSIONAL DEVELOPMENT:** A. Completed essential standards documents for CCSS literacy and mathematics. ■ completion of lessons; partial implementation of lessons, and curriculum. ■ C. ELD comprehensive PD offered during the school year; academic language is being addressed ■ D. Comprehensive PD on CCSS Literacy and Mathematics, CCSS literacy standards and Science on four PD Days; PD on Next Generation Science Standards (NGSS) was provided on PD days as well. ■	Professional Development $70,000 **Funding Sources:** T i t l e I T i t l e II 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 $760,000 **Funding Sources:** Common Core Implementation Grant LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602)
Scope of service: School Wide ___XALL___ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) ___		**Scope of service:** School Wide ___XALL___ OR: __Low Income pupils __Foster Youth __English Learners __Redesignated fluent English proficient __Other Subgroups:(Specify)	
Scope of service: ALL X ALL		**Scope of service:** X ALL	

OR: fluent English proficient		OR: fluent English proficient _Other	
_Low Income pupils _Foster Youth Re _Other Subgroups:(Specify)		Low Income pupils FosterYouth_Redesignated Subgroups:(Specify) __	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Working with the MCA's first LCAP this year, it was clear that the organization of the original document was fragmented, leaving the impression of a "shotgun" approach to our actions and services, when in reality there was great thought and organizational intention to what we were doing. Our measureable outcomes were not as measureable as we would have liked and some of our actions and services were not attainable.
	
	For our 2015/16 and continuing LCAP, we are reorganizing the document in order to make our work clear and understandable. We are exploring fewer goals with more concentration toward expanded efforts. Specifically we are changing the new goals as follows:
	
	    2015/16 New Goal #1 – Instruction & Learning
	
	    2015/16 New Goal #2 – Facilities, Materials, & Highly Qualified Teachers
	
	    2015/16 New Goal #3 – Parent Empowerment
	
	    2015/16 New Goal #4 – Student Engagement
	
	We will ensure that our measureable outcomes are indeed measureable, with an emphasis on serving our underserved students as well as increasing services to and achievement by all students overall. We will be focusing on finding, providing, and adapting appropriate materials to teachers and students to support Common Core and NGSS instruction.
	
	This will allow us to concentrate our time and resources on professional development, instruction, and student achievement. We will be concentrating on defining and expanding our ELD and RtI programs, to address our underserved subgroups and to raise their achievement levels, with specific actions, services and expenditures to address those identified needs. To support this effort, our assessment program will be more fully implemented, in order to monitor student learning on an ongoing basis, and to address intervention and enrichment needs in a timely and targeted manner. We will be additionally concentrating on expanding program outreach to underserved students to ensure continued student achievement.
	
	. Our RSP (special education) inclusion program and its interaction with our RtI program will be more fully defined. In the area of program development, we will be prioritizing actions, services and expenditures to address a variety of program options for students: expanding our virtual/learning program; expanding GATE/Honors/Accelerated class options.
	
	Finally, 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 In all action and service areas, professional development is paramount. We will also 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:	MCA will ensure that 100% of all the teachers are appropriately credentialed; credentialed and assigned appropriately. Teachers will have a continued MCA will further ensure to Maintain School Facilities and in good repair.	Teachers education plan.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 ___ 5 6 7 8 COE only: 10 9 __ Local : Specify

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

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; classroom technology was increased; conversations were held regarding a the completion of the HVAC Project (Air Conditioning).

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Prioritize identified needs in the Facilities Audit Report and begin making repairs within identified and available resources. 2. Prioritize needs in Facilities Master Plan and develop a financing plan to begin implementation. ■ 3. Establish standards for a clean and safe school. 4. Monitor HVAC Project with LAUSD Project Manager. 5. 100% of all the teachers are appropriately credentialed 6. 99% Good or exemplary repair 7. Develop appropriate staffing levels for maintenance, building and grounds. $4,629, 735■	LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602) Custodial Supplies Maintenance Fee (LAUSD) Facilities Manager Custodial staff	1. After completing the Facility Needs Assessment, an additional assessment was completed to determine the cost of site construction. ■ 2. Staff continues to engage in conversations regarding the HVAC project and classroom moving to suit construction timelines. ■ 3. Staff was provided professional development on school safety, and emergency preparedness. Additionally, school utilized annually analysis report as part of the School Accountability Report Card (SARC) process. 4.Project manager develops monthly updates on HVAC Project 5. MCA made progress toward 100% of all teachers being appropriately credentialed. 6. Facilities are maintained to the highest level of care according to LAUSD standards. 7. One additional custodians received increased working hours (1x) to ensure school site has a safe and clean learning environment. $460,000$460,000	$4,629, 735 **Funding Sources** LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602) Custodial Supplies Maintenance Fee (Facilities^LAUSD Manager Custodial staff

Scope of service:	School Wide		Scope of service:	School Wide	

X
 	
ALL
OR:
_Low Income pupils   English Learners
_Foster Youth   Redesignated fluent English proficient
			__X ALL__
			OR:
			        Low Income pupils _English Learners
			        Foster Youth _Redesignated fluent English proficient _Other
			Subgroups:(Specify)		

Scope of service:	School Wide		Scope of service:	School Wide	

__XALL__
OR:
_Low Income pupils   English Learners
__Foster Youth __Redesignated fluent English proficient
        Other   Subgroups:(Specify)
			__XALL__
			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?	A Facilities Bond is expected to be on the June 2016 ballot and election planning will begin soon. We will continue working toward implementing Facilities Master Plan (LAUSD)with limited current funding. Additionally, we will monitor percentage of staff utilizing technology website and ticket system for repair /tech service. We will continue to utilize LCFF Base funding to address our facilities upgrades, repairs, safety and cleanliness, our needs for Highly Qualified Teachers and staff, and our student access to standards-based materials.

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 _x 3 x_ 4 _x_ 5 x_ 6 _x_ 7 x_ 8 _x_ COE___ only: 9 10_ __ __ Local : Specify _____LEA PLAN__
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups: ALL	
Expected	■Reduce the number of students in Tier II and III by 5%	Actual Annual	■Reduction of the number of students in Tier II and III was not able

Annual Measurable Outcomes:	■ Increase redesignation rate by 5% for EL students ■ 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%	Measurable Outcomes:	to be determined until late in the school year. ■ Redesignation rate was increased by 5%, from 17% to 22%. ■ Increase in the number of students participating in GATE to be determined once GATE identification process is completed at the end of the school year. ■ Improvement of EL and Special Education students on standardized assessments was not able to be determined as assessments changed ■ Increased use of instructional technology by well over 10%,

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
INSTRUCTIONAL STRATEGIES, INCLUDING PROFESSIONAL DEVELOPMENT A. The Curriculum Committee will review outcomes that represent all stakeholders to address and prioritize the following: - determine implications for CCSS curriculum alignment, professional development. B. Evaluate the current alignment of the core curriculum with the CCSS and identify the curriculum that needs to be revised. C. Develop district assessment system (formative & summative) aligned with CCSS and essential standards in English Language Arts (ELA) and Mathematics with benchmark targets. D. Analyze assessment data to align the curriculum to the CCSS and establish growth targets or benchmarks for 2016. E. Analyze assessment data to align the curriculum to the CCSS and establish growth targets or benchmarks for 2016. F. Analyze SBAC results to align the curriculum to the CCSS and establish growth targets or benchmarks for 2016. NOTE: Some student or school scores may not be provided for 2015 for Year 1. G. Identify the technology skills and knowledge that a student needs to be successful attaining Mastery of CCSS, NGSS and incorporate the skills on the SBAC. **DEVELOP PROGRAMS TO MEET THE NEEDS OF UNDERSERVED STUDENTS.** 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 III blended with special education.	**Funding Sources:** Common Core Implementation Grant LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602) Computers/IPADs Software High Speed Internet Professional Development $150,000 **Funding Source:** LCFF (General Purpose Entitlement Professional Development $70,000 **Funding Sources:** Title I Title II Special Ed (IDEA and AB 602)	**1. IMPLEMENTATION OF COMMON CORE AND EFFECTIVE INSTRUCTIONAL STRATEGIES, INCLUDING PROFESSIONAL DEVELOPMENT** A. Curriculum Committee established: - Ongoing discussions re CCSS curriculum, staffing, technology and facilities needs & improvements; PD included emphasis on learning products and applications. B. Conversations continue to be initiated with further in depth suggestions for the Library collections to be expanded to include culturally relevant materials. TK/5 completed meetings regarding the CCSS Mathematics Materials adoption. C. Progress was made on the MCA assessment system. In K/5, common Assessments were established for English Language Arts and Mathematics SBAC results are not yet available. **UNDERSERVED STUDENTS.** A. The Student Success Team (SST) process and forms for special education staff input were revised, including standardization of and staff training on Tier II and Tier III definitions; MCA is working at further developing their RtI programs. Learning Center Program continues ; Data was shared on a bimonthly basis with administrative team re student progress on common assessments; RtI program is in place for academic support. Professional development in ELD strategies,	Computers/IPADs Software High Speed Internet Professional Development $150,000 **Funding Source:** LCFF (General Purpose Entitlement) Professional Development $70,000 **Funding Sources:** Title I Title II Special Ed (IDEA and AB 602)

		Academic Language Development, ELD/ELA standards was provided to staff; integrated ELD is in place school wide; designated time for ELD is being defined school wide.	
Scope of service: School Wide		Scope of service: School Wide	
XALL		XALL	
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: School Wide		Scope of service: School Wide	
X ALL		X ALL	
OR: __Low Income pupils __English Learners _Foster Youth Redesignated fluent English proficient Subgroups:(Specify) _Other		OR: __Low Income pupils __English Learners Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)	

	We are reorganizing the document in order to make our work clear and understandable. We are combining goals to address instructional, professional development, and student learning needs all within one goal. We will ensure that our measureable outcomes are indeed measureable, with an emphasis on serving our underserved students as well as increasing services to and achievement by all students overall.
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	**Reflections on Specific Planned Actions/Services:** **1. Implementation of Common Core and Effective Instructional Strategies, Including Professional Development:** We will be focusing on finding, providing, and adapting appropriate materials to teachers and students to support Common Core and NGSS instruction that are found appropriate for adoption over the long run, which has proven to be a formidable task. This will allow us to concentrate our time and resources on professional development, instruction, and student achievement rather than on materials development. We will continue our work on a school wide assessment system aligned to CCSS in ELA and Mathematics, analyzing the assessment data and on a regular basis, and including in the analysis SBAC data. We will continue to develop our programs and expand options for students by prioritizing actions, services and expenditures to address a variety of program options for students: expanding our enrichment programs; offering programs including partnerships and/or mentorships; expanding GATE/Honors/Accelerated class options; expanding ROP offerings; expanding AP access. We will also be prioritizing RtI programs, in order to further meet the needs of our students at critical junctures in their education. Finally, 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. **2. Develop Programs to Meet the Needs of Underserved Students:** We will be concentrating on defining and expanding our ELD and RtI programs, to address our underserved subgroups and to raise their achievement

levels, with specific actions, services and expenditures to address those identified needs. To support this effort, our district assessment program will be more fully implemented, in order to monitor student learning on an ongoing basis, and to address intervention and enrichment needs in a timely and targeted manner.

Our RSP (special education) inclusion program and its interaction with our RtI program will be more fully defined. We will continue to build a collaborative model of common assessments to support student learning; ;monitoring student achievement by subgroup; continue to build RtI support systems and explore interaction with special education.

Of note: In all action and service areas, professional development is paramount. We will continue to offer and require professional development in all areas. We will also 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 X 4 X 5 X 6 X 7 X 8 X__ COE only: 9__ 10__
	Local : Specify	LEA PLAN

Goal Applies to:	Schools: ALL 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	Refer to 2015/16 measurement

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Parent Outreach/Communication Overall A. Establish a parent committee to develop programs for parent involvement, including research-based parent education. B. Develop school plans to increase parent understanding of MCA programs and	Intervention Programs for English Learner Students. $550,000 Funding	1. Parent Outreach/Communication Overall A. While a specific committee for this purpose was not established, many parent outreach efforts occurred, including the YPI Family Literacy Group as possible parent involvement programs with existing parent groups and at LCAP Community Meetings (Meet & Greet) with administration.	Intervention Programs for English Learner Students. $550,000 Funding

requirements and increase parent engagement in the decision-making process. C. Develop an online archive of parent education topics in multiple languages. ■ D. Develop roles and responsibilities for parents on site committees; annual training and evaluation form.	Sources: LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602) Title III Professional Development $70,000 **Funding Sources:** Title I Title II Special Ed (IDEA and AB 602)	B. See above comments. Additionally, Parent Meet & Greet offered in April focused on Common Core State Standards with the highest attendance to date – over 30 parents attended. C. PowerPoints re Common Core State Standards, Transitional Kindergarten, LCAP, and other topics are now archived at the school site. D. SSC,and other parent-based groups provide site level roles for parents and opportunities for trainings. SSC and ELAC begin with parent trainings annually. Use of evaluations forms will be established they are in development.	Sources: LCFF (General Purpose Entitlement) Title I Special Ed (IDEA and AB 602) Title III Professional Development $70,000 **Funding Sources:** Title I Title II Special Ed (IDEA and AB 602)
Scope of service: SCHOOL WIDE		Scope of service: SCHOOL WIDE	
X ALL		X 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:	SCHOOL WIDE		Scope of service:	SCHOOL WIDE	
X_ALL			X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Sub groups:(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?	Reflections on Specific Planned Actions/Services: Parent Outreach/Communication Overall: MCA made great progress on improving use and access to translation and interpretation services. We will continue to prioritize Translation / interpretation services. There was recognition that implementing formal parent outreach, education and empowerment programs is needed – we will be implementing the Family Literacy program to provide parental education and empowerment in the educational process in 2015/16. We will concentrate future goals regarding parent involvement on measurable outcomes. We will continue to conduct an annual parent survey. We recognize that we need to more fully develop mentoring programs and use more specific metrics at the site level to measure family involvement. Parents have expressed a school 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 and interpretation. Translation equipment needs to be more widely used. Providing professional development and information on interpretation services is recognized as an additional need. We will also work to ensure more information available to parents on our school website in English and Spanish and we will ensure cultural relevance of any adopted curricular materials.

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: $ _____ 946,274.00

MCA is using the supplemental grant funds shown above to provide services primarily targeted at meeting the
 district's goals for unduplicated pupils. Funds are used to target unduplicated pupils whenever possible but are also used on a limited basis
for school-wide or district-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. Consider the following research which supports MCA efforts in these areas :

 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, and English Learners) receive proportionally high benefit because they are over-
represented in the students needing such RtI and PBIS Tier 2 and Tier 3 support. We have defined intervention to include academic, behavioral,
and mental/social emotional health.

 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) receive proportionally high benefit because they are over-represented in these groups.
 PARENTAL EMPOWERMENT AND OUTREACH: When providing parent outreach and empowerment programs available to all
 parents, parents of our unduplicated pupils receive proportionally high benefit, as we provide the programs and outreach in multiple
 languages (supporting English Learner pupils and their families); and as we target our families in poverty through intensive efforts. MCA has
 documented the need for and the success of specific efforts to include the parents of underserved, unduplicated students. MCA's efforts to
 increase family outreach and to add parent empowerment and education programs for all families will result in proportionally high benefit to
 our unduplicated students as we focus on such programs as Family Literacy (YPI).
 The following describes more specifically how the district has budgeted to expend the supplemental funds in the LCAP year:
 Response to Intervention (RTI)/Academic Intervention/Support:
 Maintain 1.0 School Counselor
 Develop/expand academic RtI programs during the school day , using research-based best practices and programs for
 academic and behavioral interventions and support.
 Develop/expand academic RtI programs beyond the school day/year through after-school programs and off track offerings.

 Positive Behavioral Interventions & Supports Implement (PBIS)/Behavioral Support:

PBIS program to teach/support positive behaviors and social skills and to provide behavioral interventions.

Summer School Intervention/Support:

Implement and/or expand targeted summer support for K/5 EL students.

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

Maintain and expand elementary social worker and counselor positions to provide for student social, emotional and mental health needs in order to support students and families toward increased student learning.

Professional Development (PD):

Define English Language Development (ELD) program at grades TK – 5, and develop a comprehensive TK-5 program that addresses designated and integrated ELD. Provide PD in ELD Standards. Begin implementation and expand specific Academic Language

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.

Provide training at school site Development Days – workshops on ELD, ALD, Behavior Plans, PBIS.

Parent Empowerment/Involvement:

Add elementary intern-Social Workers/Counselor, prioritizing high poverty elementary levels for

increased family outreach; Implement at least one family/parent education class to support student reading, targeting underrepresented students, at a Title I (high poverty) site.

Establish highly functioning ELAC's.

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

Ensure family access to digital library collections and materials; consider expanded library hours to include after-school access for families without internet/computer access.

Engage in outreach to families, prioritizing families of English Learners and students from high-poverty Title I.

Provide translations of online parent education topics in Spanish.

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.

12.95　　%

This percentage increase will be partially attained through increased services to our low income pupils, our foster youth and our English Learners, and partially through improved services to these unduplicated students. All of the research-based strategies listed above will be

continued and expanded:

Intervention Services – We will continue and expand our Response to Intervention (RtI) services for academic and behavioral/mental/emotional health for our students, including coordination of services; providing targeted academic intervention; providing targeted behavioral/mental/emotional health intervention; expanded use of Student Success Teams (SST); tracking of individual student and student subgroup progress; and parental communication.

Professional Development – Continuing to provide targeted research-based professional development to certificated and classified staff in areas of specific benefit to our unduplicated student subgroups

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).

01-13-15 [California Department of Education]