

Introduction:

LEA: Manysville Joint Unified School District

Contact (Name, Title, Email, Phone Number): Jim Malone, Principal, tamalone@mjUSD.com, 530-749-6156 **LCAP Year:** 2015

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, 47605.5, 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
#1. COMMUNITY LEVEL INPUT: MCAA gained stakeholder input for the LCAP in the following ways: * Parent Meeting held 2/26/14 * Site Council Meeting held 5/8/14 * School Student Leadership meeting 5/14/14 * Parent Surveys sent home 5/12/14 * Staff Surveys sent out 5/12/14	• Each of the input meetings was well attended by parents, staff, and students. • A carousel activity had participants moving to three different charts (Engagement, Conditions of Learning, and Learning Outcomes) where they posted Commendations and Areas for Growth • At all other meetings, stakeholders were asked to list their top 5 Areas for Growth (biggest needs). They then used the SBE Eight priorities sheet and listed these 5 suggestions (areas for growth) on this sheet in the proper

#2. COMMUNICATION REGARDING LCAP PROCESS: SchoolMessenger sent on 2/21/14 asking parents to attend an input meeting. • Flier for LCAP Meeting sent home with students on 2/20/14. • 2/26/2014 Parent Input Meeting • On-line Parent/Staff/Community survey window open from January-April 2014 in English, Hmong, and Spanish for input on LCAP * A Fact Sheet with specific programs and/or initiatives regarding the SBE eight priorities were used at the Parent Input Meeting, #3. SURVEY DATA: * A Survey was sent home to parents and available at the office. * A Survey was given to staff and students.	priority priority area, circling their top 3 suggestions. * The above meetings along with the survey data was used to determine the top three areas for growth. #2. Communication Impact Regarding LCAP: * Parents, school site staff, and students had multiple opportunities to submit their recommendations through various meetings and surveys. * The SchoolMessenger calls and the fliers regarding the parent input meeting were done in English, Hmong, and Spanish). #3 IMPACT OF SURVEY DATA: • Parents, school site staff, and students all had opportunities to complete surveys. As such, all survey data has been tabulated and written suggestions have been included in the LCAP planning process. • The SchoolMessenger calls, fliers regarding the parent input session, and the surveys were done in one of our three primary languages spoken in the district. (English, Hmong, and Spanish) * The school newsletter provided an additional way to inform parents and the community about their ability to participate in the development of the LCAP.
Annual Update: A meeting was held on 5/14/15 with site council parents, teachers, and students in order to review and discuss any changes needed to the LCAP. At this meeting, all stakeholders completed an LCAP survey. A meeting was also held on 2/12/15 with the site council members in order to review our progress towards our LCAP goals. An online survey was put on the MCAA web site. This survey allowed all stakeholders to express their opinions on LCFF spending on priority areas for student success. A meeting was held with the school's leadership team on 5/29/15 in order to help determine LCFF spending priority areas.	Annual Update: The link to the LCAP survey was advertised through our school newsletter. We also utilized the school messenger system to notify parents of the LCAP survey. The survey asked our stakeholders to list their top 4 priority items. Both the newsletter itself and the LCAP survey were available in both English and Spanish. The meetings and survey data were used to modify the LCAP according to our stakeholders' top priorities.

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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for 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).

Action/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?

GOAL 1:	Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted population.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 X 6 _ 7 X 8 COE only: 9 _ 10 _ Local : Specify
Identified Need :	Need: Strive to ensure that all teachers are fully credentialed and HQ, while working within charter schools regulations and flexibilities to provide the best possible programs for students, and meet their artistic ambitions. Need: With the implementation of the new California Common Core State Standards (CCCCSS), there is a need for aligned common core textbooks and professional development opportunities. Need: As indicated by our stakeholder meetings and survey results, there is an overwhelming desire to: * Expand sections and/or course offerings in the arts. * Provide more support to music classes. * Provide more tutoring and other support to struggling students. * Provide more opportunities for field trips to universities and arts schools. * Update and add technology to the classrooms. Metric Measurement: * CMIS Report/master schedule * Master Schedule * CCCCSS assessments * textbook inventories * Technology Survey Results * Professional development attendance records * Tutoring logs * Field trip records * Math proficiency rates are low * Maintain and/or increase Advanced Placement and Early Assessment Program passing rate.	
Goal Applies to:	Schools: _____ Applicable Pupil _____ All Groups Subgroups: _____	

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	* Continue to provide professional development opportunities for all teachers to maintain HQ status. Metric: CMIS Report/Master schedule		
	* Common Core and Next Generation Materials will be purchased. Metric: MCAA students will have a CCSS aligned textbook in math Metric: Students in all subgroups, who are not at the proficiency level, will show an increase of 3% in math (baseline set 2014/15).		
	* Multiple venues and opportunities for professional development CCSS and Next Generation Science will be instituted for our certificated staff throughout 2015-16 school year. Metric: Professional development records and workshop evaluations.		
	* Students will have access and enroll in a broad course of study (EC 51220). A-G requirement. Metric: Master schedule, maintain graduation rate of 97.8% or higher, maintain CAHSEE English proficiency rate of 87% or higher, maintain CAHSEE math proficiency rate at 81% or higher, and maintain student attendance at 98% or higher.		
	* Increase funding for arts classes. Metric: Maintain the addition of two sections of music classes to the master schedule along with the addition of a drumline class. Metric: Increase funding for uniforms and instruments, including repair and maintenance.		
	* Continue the increased level of tutoring for students struggling in math. * Increase after school tutoring in English, math, and science Metric: Students in all subgroups, who are not at the proficiency level, will show an increase of 3% in the math CCSS assessment. Metric: Increase after school tutoring to 9 hours per week after school.		
	* Continue to update and add technology for use in the classroom. Metric: Inventory lists, more creative projects, increased standardized test scores.		
	* Metric: Maintain AP exams passage rate of 50% or higher and Early Assessment Program college ready rate in ELA from 37% to 39% and math from 21% to 23%.		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service
Continue to support the implementation of Common Core instruction through materials and professional		schoolwide	☒ All ☐ OR: -----
			Funding Source: LCFF Set aside 50% of cost for ELA book adoption in 2016/17.

development opportunities.	e	☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent ☐ English proficient ☐ Other Subgroups: (Specify)	Continue to purchase new CCCSS math books. $\$40,000 + \$17,500 = \$67,500$.
Send teachers to professional development to deepen their knowledge of effective Common Core instruction and effective instructional strategies.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent ☐ English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Staff development days \$18,144.
Continue offering one of the two music classes added to the master schedule in 2014/15. The other one will become a third strings class.		☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent ☐ English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Cost of paying a teacher to instruct two additional music classes \$39,240.
Continue Drumline class. Increase funding in order to purchase instruments and purchase uniforms.	schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent ☐ English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Drumline instruments and uniforms. \$12,000.
Provide tutoring for students struggling in math. This is tutoring during the normal school day	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent ☐ English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Cost of employing a retired math teacher to tutor struggling students for 4hrs. per day, twice per week \$8,000.

		Redesignated fluent English proficient Other Subgroups: (Specify)	
Add two dance classes to the master schedule.	schoolwide	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Funding Source: LCFF Cost of paying a dance teacher to teach two classes every other day. \$7,500.00
Continue replacing outdated and damaged computers used in the Graphic Arts class with refurbished computers.	Schoolwide	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Funding Source: LCFF Purchase 10 more refurbished MAC computers for use in Graphic Arts classes \$6,000.
Purchase 60 more chromebooks and two mobile carts for students' use in the classroom.	schoolwide	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Funding Source: LCFF Purchase 60 more chromebooks and two mobile carts. Cost will be \$26,000.00
Pay for tutoring in math, English, and science after school.	Schoolwide	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Funding Source: LCFF Pay for after school tutoring 9 hours per week. Cost will be \$17,280.00

		(Specify)	
Piano tutoring twice per week.	schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent ☐ English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Cost of piano tutoring for 2 hours twice per week. \$4,000.00
Provide extra tutoring help for all struggling students in math, including foster youth, EL Learners, Redesignated Fully English Proficient, and low income students.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent ☐ English proficient ☐ Other Subgroups: (Specify)	No LCFF funds needed Our SWAT (Students Who Are There) students and our Student Leadership students will tutor these student
The counselor will monitor RFP students to ensure academic success in meeting grade level CCSS.		All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☒ Redesignated fluent ☐ English proficient ☐ Other Subgroups: (Specify)	No LCFF funds needed
Provide foster youth with a staff member who will mentor them throughout the year.		All OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent ☐ English proficient ☐ Other Subgroups: (Specify)	No LCFF funds needed.

Provide all EL, foster youth, RFEF students, and low income students who are struggling academically, with a Study Skills class in order to help them complete their homework and gain organization skills.		☒ All OR: ☒ Low Income pupils ☒ English Learners ☒ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	No LCFF funds needed
We will hire a full time teacher to replace a long term substitute so that we can maintain the number of Study Skills classes offered. This will also allow us to further increase the number of arts classes offered.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Cost of adding 1 FTE teacher minus loss of long term sub cost \$25,000.
Provide cameras, a desktop computer, and software for our Photography and Video Editing classes.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Purchase cameras, a desktop computer, and software. \$6,000.
Purchase 6 desktop computers and 6 printers for all English and history classes. This will provide one desktop computer for each of these classes so that students can printout their work.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Cost of purchasing 6 desktop computers and 6 printers. \$9,900.

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	* Continue to provide professional development opportunities for all teachers to maintain HQ status. Metric: CMIS Report/Master schedule * 7-12 English Language Arts textbooks will be purchased for each 7-12 student. Metric: 7-12 students will have a CCSS aligned textbook in English Language Arts. - Metric: State and district assessments in E/LA. - Metric: students in all subgroups, who are not at the proficiency level, will show an increase of 3% in math. * Multiple venues and opportunities for professional development in CCSS and Next Generation Science will be instituted for our certificated staff throughout the 2016-17 school year. Metric: Professional development records and workshop evaluations. * Students will have access and enroll in a broad course of study (EC 51220). A-G requirements. Metric: Master schedule, maintain or increase graduation rate of 97.8% or higher, maintain CAHSEE math proficiency rate of 81% or higher, maintain CAHSEE English proficiency rate of 87% or higher, and maintain student attendance rate of 98%. * Maintain funding for arts classes. Metric: Master schedule. * Continue increased level of tutoring for students struggling in math. Metric: Students in all subgroups, who are not at the proficiency level, will show an increase of 3% in the math CCSS assessment. * Continue 9 hours of after school tutoring. Metric: Percent of D's and F's each semester should decline by at least 3% from present level. * Continue to update and add technology for use in the classroom. Metric: Inventory lists, more creative projects, higher standardized test scores. * Metric: Maintain AP exams passage rate of 50% or higher and Early Assessment Program passage rates in ELA from 39% to 41% and math from 23% to 25%.		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service
Continue to support the implementation of Common Core instruction through materials and professional development opportunities.		Schoolwide	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent
			Funding Source: LCFF Instructional materials Set aside 50% of cost of ELA book adoption in 2016/17. Also, cost of continued CCCSS math book purchases. \$40,000 + \$17,500 = \$67,500

		English proficient Other Subgroups: (Specify)	
Provide staff development for teachers in order to deepen educator knowledge of effective instructional strategies and Common Core instruction.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient Other Subgroups: (Specify)	Funding Source: LCFF Staff Development Days \$19,280.
Continue offering one of the two music classes added to the master schedule in 2014/15. The other one will become a third strings class.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient Other Subgroups: (Specify)	Funding Source: LCFF Cost of paying a teacher to instruct two additional music classes. \$40,000.
Continue Drumline class. Maintain funding in order to maintain, purchase instruments and uniforms.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient Other Subgroups: (Specify)	Funding Source: LCFF Drumline instruments \$5,000.00
Provide tutoring for students struggling in math. This is tutoring during the normal school day.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient Other Subgroups: (Specify)	Funding Source: LCFF Employ a retired math teacher to tutor struggling math students for 4hrs. per day, twice per week. \$8,000..

		(Specify)	
Maintain the addition of two additional dance classes to the master schedule.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Cost of paying a dance teacher to teach two classes every other day. \$7,500.00
Continue replacing outdated and damaged computers used in Graphic Arts classes with refurbished computers.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Purchase 10 refurbished MAC computers for Graphic Arts classes \$6,500.
Purchase 60 more chromebooks and two mobile carts for students' use in the classroom.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Purchase 60 chromebooks and two mobile carts \$26,000.00.
Provide tutoring for students after school in English, math, and science.	schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Pay for after school tutoring 9 hours per week. Cost will be \$17,280.00

Provide piano tutoring twice per week.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Cost of piano tutoring for 2 hours twice per week. \$4,000.00
Provide extra tutoring help for all struggling students in math, including foster youth, EL Learners, Redesignated English Proficient, and low income students	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	No LCFF funds needed. Our SWAT (Students Who Are There) and Student Leadership students will tutor these students.
The counselor will monitor RFEP students to help ensure academic success in meeting grade level CCSS.		☐ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	No LCFF funds needed
Provide foster youth with a staff member who will mentor them throughout the year.		☐ All OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	No LCFF funds needed.
Provide all EL, foster youth, RFEP students, and low income students who are struggling academically with a Study Skills class in order to help them complete their		☐ All OR: ☒ Low Income pupils	No LCFF funds needed

homework and gain organizational skills.		☒ English Learners ☒ Foster Youth ☒ Redesignated fluent English proficient Other Subgroups: (Specify)	
Maintain the full time teacher hired to replace a long term substitute teacher so that we can maintain the number of Study Skills classes offered. This will also allow us to further increase the number of arts classes offered.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient Other Subgroups: (Specify)	Funding Source: LCFF Cost of 1 FTE teacher \$55,000.
Provide 4 desktop computers and more software for the Videpo Editing class.		☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient Other Subgroups: (Specify)	Source: LCFF Purchase 4 desktop computers and software \$9,000.
Purchase 6 desktop computers and 6 printers for our math and science classes	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient Other Subgroups: (Specify)	Funding Source: LCFF Cost of purchasing 6 desktop computers and 6 printers, \$9,900.

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	* Continue to provide professional development opportunities for all teachers to maintain HQ status. Metric: CMIS Report/Master schedule * Continue to purchase CCCSS math books Metric: students in all subgroups, who are not at the proficiency level will show an increase of 2% in math. * Metric: state and district assessments in math * Metric: All 7-12 students in Math 7, 8 and Integrated Math 1 - 4 will have a CCCSS aligned math book. * Multiple venues and opportunities for professional development in CCCSS and Next Generation Science will be instituted for our certificated staff throughout the 2017/18 school year. Metric: Professional development records and workshop evaluations. * Students will have access and enroll in a broad course of study (EC 51220). A- G requirements Metric: Master schedule, maintain or increase graduation rate of 97.8% or higher, maintain CAHSEE math proficiency rate of 81% or higher, maintain CAHSEE English proficiency rate of 87%, and maintain student attendance rate of 98%. * Maintain funding for arts classes. Metric: master schedule * Continue increased level of tutoring for students struggling in math. Metric: Students in all subgroups, who are not at the proficiency level, will show an increase of 2% in the CCCSS assessment. * Continue 9 hours of after school tutoring. Metric: Maintain or lower last year's percent of D's and F's each semester. * Save for future purchases of technology in the classroom. Metric: Savings seen in budget. * Continue to support the arts. Metric: Fully outfitted drumline with instruments in good repair, piano tutor funded, dance teacher funded.		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Continue to support the implementation of Common Core instruction through materials and professional development opportunities.	Schoolwide		X All OR: - Low Income pupils - English Learners - Foster Youth - Redesignated fluent English proficient
			Funding Source: LCFF Cost of continued Common Core math book purchase. \$17,000.

		Other Subgroups: (Specify)	
Provide teachers with professional development in order to deepen educator knowledge of effective instructional strategies and Common Core instruction.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Staff development days \$19,280
Continue the addition of two music classes to the master schedule.		☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Cost of paying a teacher to instruct two additional music classes. Teacher is 60% FTE and includes benefits. \$40,000.
Continue Drumline class. Continue funding in order to purchase and maintain instruments and purchase uniforms.	schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Drumline and band instruments and uniforms. \$6,000.00
Continue to provide tutoring for students struggling in math. This is tutoring during the normal school day.		☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Cost of employing a retired math teacher to tutor struggling students for 4 hours per day, twice per week. \$8,000.

Maintain two dance classes added to the master schedule.		<u>X All</u> _____ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Funding Source: LCFF Cost of paying a dance teacher to teach two classes every other day. \$7,500.00
Begin saving in order to replace outdated computers in a few years.		<u>X All</u> _____ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Funding Source: LCFF Cost of saving for 10 refurbished MAC computers (future purchase). \$7,000.00
Begin saving in order to replace outdated or damaged chromebooks and mobile carts in a few years(2019/2020).		<u>X All</u> _____ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Funding Source: LCFF Save for future purchase of chromebooks and mobile carts. \$30,000.00
Provide tutoring in English, math, and science after school.		<u>X All</u> _____ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Funding Source: LCFF Pay for after school tutoring 9 hours per week. \$17,280.00
Provide a teacher assistant in piano twice per week.		<u>X All</u> _____ OR: Low Income pupils	Funding Source: LCFF Cost of piano assistant in classroom for 2 hours twice per

		☐ English Learners ☐ Foster Youth ☐ Redesignated fluent ☐ English proficient ☐ Other Subgroups: (Specify)	week. \$4,000.00	
Provide extra tutoring help for all students struggling in math, including foster youth, EL Learners, Redesignated Fully English Proficient, and low income students.		☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent ☐ English proficient ☐ Other Subgroups: (Specify)	No LCFF funds needed. Our SWAT (Students Who Are There) and Student Leadership students will tutor these students.	
The counselor will monitor RFP students to help ensure academic success in meeting grade level CCSS.		☐ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☒ Redesignated fluent ☐ English proficient ☐ Other Subgroups: (Specify)	No LCFF funds needed.	
Provide foster youth with a staff member who will mentor them throughout the year.		☐ All OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent ☐ English proficient ☐ Other Subgroups: (Specify)	No LCFF funds needed	
We will hire a full time teacher to replace a long term substitute teacher so that we can maintain the number of Study Skills classes offered. This will allow us to further increase the number of arts classes offered.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent	Funding Source: LCFF Cost of one additional full time teacher. \$55,000.	

		English proficient _ Other Subgroups: (Specify)	
Save for replacement purchase (future) of video editing and photography equipment		☒ All _____ OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Save for replacement of Video class and Photography class equipment. \$ 6,000.
Save for replacement of desktop computers and printers.		☐ All _____ OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Save for desktop computers and printers \$4,000.

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

GOAL 2:	Goal 2: Enhance the current learning environment to ensure that our school provides a physically and emotionally safe environment that is culturally responsive to all students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 <u>X</u> 7 <u>X</u> 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	As indicated by our stakeholder input meetings and survey results, there is an overwhelming desire to: * Add additional rooms to the campus. * Maintain the campus in good repair. * Add tile floors to an existing science room. * Maintain or reduce bullying incidents. * More funding to support extra curricular activities.	
Goal Applies to:	Schools: Applicable Pupil Subgroups:	All Groups including pupils with disabilities, low income pupils, English learners, and foster youth.

LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	* Save for three modular classrooms Metric: seen on school budget records and eventually on the school site map and master schedule.			
	* Maintain the campus in good repair Metric: Campus in good repair as seen on facilities maintenance records.			
	* Add tile floors to an existing science room Metric: Tile floors in all three science classrooms as seen visually.			
	* Reduce bullying Metric: As seen on discipline records, a reduction in the incidence of bullying and a maintained or reduced number of suspensions and expulsions.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Save funds to purchase three portable classrooms, one to be used as an intervention room. This room will provide a location for our EL, foster youth, RFEP, and low-income students to receive extra help.		Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Saving for additional classrooms \$211,000 (governor's one-time money)
Add tile floors to two existing science rooms			☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Cost of adding tile floors to one existing science rooms. \$5,000.
Provide more funding to support extracurricular activities		Schoolwide	☒ All	Funding Source: LCFF

such as lunchtime sporting tournaments, drama productions, art shows, etc.	e	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: _ (Specify)	Purchase sporting equipment for lunchtime activities and special events. The school will help with the cost of drama production budgets and the cost associated with art shows, etc. \$5,000.
Continue to provide bullying seminars led by our leadership students for all middle school students. They will also visit classrooms in order to discuss the topic.	Schoolwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: _ (Specify)	No funds needed.
		All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: _ (Specify)	

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes: * Continue to save funds for three modular classrooms. Metric: Eventual addition of three rooms to the school site map and master schedule. * Maintain the campus in good repair. Metric: Campus in good repair as seen on facilities maintenance records. Fume hood added to one science room. * Reduce bullying Metric: As seen on discipline records, a reduction in the incidence of bullying and a maintained or reduced number of suspensions and expulsions.				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Continue to save funds to purchase three modular classrooms. One of these to be used as an intervention room. This room will provide a location for foster youth, RFP students, EL students, and low-income students to get extra help.	Schoolwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF Save for additional classrooms \$65,000.
	Add a fume hood to one science room.	Schoolwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF Add a fume hood to one science room. \$6,000.
Continue to provide bullying seminars led by our leadership students for all middle school students. They will also visit classrooms in order to discuss the topic.		Schoolwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	No LCFF funds needed

		Other Subgroups: (Specify)	
Provide more funding to provide extracurricular activities such as lunchtime sporting tournaments, drama productions, art shows, etc.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Purchase sporting equipment for lunchtime activities and special events. The school will help with the cost of drama production budgets and the cost associated with art shows, etc. \$5,000.
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes: * Save for three modular classrooms Metric: seen on school budget records and eventually on the school site map and master schedule * Maintain the campus in good repair. Metric: Campus in good repair as seen on facilities maintenance records. New curtains purchased to replace the current worn out curtains in the theater. * Add a fume hood to a second science classroom. Metric: Fume hood in all three science classrooms * Maintain low incidence of bullying. Metric: As seen on discipline records, a reduction in the incidence of bullying and a maintained or reduced number of suspensions and expulsions.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Add a fume hood to another science class.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Cost of fume hood added to a science classroom. \$6,000.
Purchase new curtains for the theater.		☒ All	Funding Source: LCFF

	Schoolwide	OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Replace old worn out curtains in the theater. \$15,000.
Add a fume hood to another science classroom.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Add a fume hood to a science room. \$6,000.
Continue to provide bullying seminars led by our leadership students for our middle school students. They will also visit classrooms in order to discuss the topic.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	No funds needed.
Provide more funding to support extracurricular activities such as lunchtime sporting events, drama productions, and art shows, etc.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Purchase sporting equipment and help with the cost of drama productions, art shows, etc. \$5,000.

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

GOAL 3:	Goal 3: Increase parent, family, and community involvement in the education of all students.		Related State and/or Local Priorities: 1 _ 2 _ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 _ 8 ☒
COE only: 9 _ 10 _ Local : Specify			
Identified Need :	As indicated by our stakeholder meetings and survey results, there is a desire to increase parent participation for unduplicated students and individuals with exceptional needs (foster youth, students with disabilities, English learners, and low performing students). Metric Measurement: Stakeholder surveys, site council and PTSA sign-in logs, and translated documents.		
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____	All Groups including pupils with disabilities, low income pupils, English learners, and foster youth.	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	MCAA will continue to promote via newsletters and the school messenger calling system parent participation in school activities. Metric: Increased parent participation at all school functions by 5%. * MCAA will continue working with the PTSA, in order to save for a digital sign we can use to communicate with parents. Metric: Increased parent participation at all school events by 5%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Communicate important meetings and events with all parents through the newsletter and the school messenger calling system. Translate the newsletter into Spanish for EL parents with this language as their first language.	Schoolwide	☒ All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: _____ (Specify)	Funding Source: LCFF Renew school messenger system. \$2,500.
MCAA, working with the PTSA, will save for a digital sign we can use to communicate with parents.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners	Funding Source: LCFF Continue saving for digital sign. \$3,000.

			Foster Youth ☐ Redesignated fluent ☐ English proficient ☐ Other Subgroups: (Specify)	
Increase the number of EL, low income, RFEP, and foster parents in the PTSA and/or site council.	Schoolwide		☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent ☐ English proficient ☐ Other Subgroups: (Specify)	No LCFF funds needed.
			All OR: ☒ Low Income pupils ☒ English Learners ☒ Foster Youth ☒ Redesignated fluent ☐ English proficient ☐ Other Subgroups: (Specify)	
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes: * Continue to promote via newsletters and the school messenger calling system parent participation in school activities. Metric: Maintain the high level of parent participation at all school activities. * MCAA will continue to work with the school's PTSA in order to save for a digital sign we will use to communicate with parents. Metric: Maintain the high level of parent participation at all school activities.				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Communicate important meetings and events to all parents using the school messenger calling system and the school newsletter. The school newsletter will continue to be translated into Spanish for our Spanish speaking parents.	Schoolwide	☒ All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent	Funding Source: LCFF Renew School Messenger system \$2,500.	

		English proficient Other Subgroups: (Specify)	
MCAA, working with the PTSA, will save for a digital sign we can use to communicate with parents.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Save for a DSA approved digital sign. \$3,000.
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes: MCAA will continue to promote via newsletters and the school messenger calling system parent participation in school activities. Metric: Increased parent participation at all school functions by 5%. MCAA will continue to work with the PTSA in order to save and eventually purchase a digital that will be used to communicate with parents. Metric: Increased parent participation at all school functions by 5%.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Communicate important meetings and events with all parents using the school messenger calling system and the school newsletter. The school newsletter will continue to be translated into Spanish for Spanish speaking parents.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Cost of school messenger system. \$2,500.
MCAA, working with the PTSA, will save for a digital sign in order to improve communication with parents.	Schoolwide	☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF funds Continue saving funds \$3,000.

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

GOAL 4:	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _		
	COE only: 9 _ 10 _ Local : Specify		
Identified Need :			
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures

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

GOAL 5:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Identified Need :			
Goal Applies to:		Schools: _____ Applicable Pupil Subgroups: _____	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures

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

GOAL 6:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:	Applicable Pupil Subgroups:		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

GOAL 7:	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify			
Identified Need :				
Goal Applies to:	Schools:	Applicable Pupil Subgroups:		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

GOAL 8:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _
Identified Need :				COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

GOAL 9:	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _			
	COE only: 9 _ 10 _			
	Local : Specify			
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

GOAL 10:	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify			
Identified Need :				
Goal Applies to:	Schools:	Applicable Pupil Subgroups:		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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 schools/sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original Goal 1 from prior year LCAP:	Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted population.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 X 6 _ 7 X 8 COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Schoolwide Applicable Pupil Subgroups: All Groups	
Expected Annual Measurable Outcomes:	1.1 Continue to provide professional development opportunities for all teachers to maintain HQ status. Metric: VPSS data/Master schedule 1.2 Common Core and Next Generation Instructional materials and related software will be purchased. Metric: MCAA students will have a CCSS aligned textbook in math. Metric: Baseline data will be established via State and district assessments in Math. 1.3 Multiple venues and opportunities for professional development in CCSS and Next Generation Science will be instituted for our certificated staff throughout the 2014-15 school year. Metric: professional development records and workshop evaluations. 1.4 Students will have access and enroll in a broad course of study (EC 51220). A-G requirement Metric: Master schedule, maintain graduation rate of 97.8% or higher, maintain CAHSEE English proficiency rate 87% or higher, increase CAHSEE math proficiency rate from 78% to 81%, maintain student attendance rate at 98% or higher. 1.5 Increased funding for arts classes. Metric: Add two sections of music classes to the master schedule and replace one class with a drumline class.	Actual Annual Measurable Outcomes: 1.1 92% of our classes are taught by HQ teachers as shown by the master schedule. Next year 100% will be HQ by the end of the year. 1.2 CCSS Math books purchased for 8th grade math and Integrated Math 1 classes. 1.2 Baseline of student achievement through the Smarter Balanced Assessment results available in June 2015 for students in all subgroups. 1.3 Professional development and workshop records show that MCAA teachers have attended many CCSS and Next Generation Science trainings. 1.4 Master schedule shows maintenance of course of study (EC51220). A-G requirement. Maintain graduation rate of Pending Maintain CAHSEE English proficiency rate of 87% Pending Increase CAHSEE math proficiency rate of 78% Pending Maintain student attendance rate at 98% Pending 1.5 As seen on the master schedule, added two sections of music classes and replaced one with a drumline class. 1.6 Number of students receiving tutoring from a retired math teacher increased this year due to doubling his hours over last

1.6 Increased tutoring for students struggling in math. Metric: CCSS math assessment baseline set, CAHSEE math proficiency rate increase from 78% to 81%, tutoring sign-in sheet of students receiving math say student achievement data). 1.7 Updated and increased technology in the classroom will allow students to do research on-line, write and edit papers, have more capabilities when using graphic arts software, and help more students using math intervention software. We would also update our photography and video editing classes. (electric sign to communicate with parents) 1.8 Academic software will be purchased to improve math skills. Metric: Student achievement data. Metric: Establish baseline for 7-12 students in math at or above proficient via CCSS assessments and district benchmarks. Metric: Maintain AP exam passage rate of 50% or higher and increase the EAP English exam college ready rate from 35% to 37% and math from 19% to 21%.	year. A student sign-in sheet shows how many students are receiving tutoring form him. CCSS math assessment baseline set- Pending CAHSEE math proficiency rate -Pending 1.7 Purchased 60 new chromebooks and 2 mobile carts. Purchased 10 refurbished MAC computers. Purchased 10 new cameras and Photoshop and Art Studio software. 1.8 Online web site, part of the new purchased CCSS math curriculum, is being used rather than purchasing software. CCSS student math achievement data baseline- Pending AP exam passage rate of 50% - Pending EAP English exam college ready rate from 35% to 37% - Pending EAP math passage rate from 19% to 21% - Pending
LCAP Year: 2014 -2015	
Planned Actions/Services	Actual Actions/Services
Budgeted Expenditures	Estimated Actual Annual Expenditures
Action: Support the implementation of Common Core instruction through materials and professional development opportunities. Scope of Service: Schoolwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Action: Support the implementation of Common Core instruction through materials and professional development. Scope of Service: Schoolwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) Funding Source: LCFF & Common Core funds Funding for instructional materials for English and math \$34,000.00

Action: Send teachers to professional development to deepen their knowledge of effective Common Core instruction, including assessment.	Funding Source: LCFF & Common Core funds Staff Development Days \$17,280.	Send teachers to professional development to deepen their knowledge of effective Common Core instruction, including assessment.	Funding Source: LCFF & Common Core funds. Staff Development Days \$17,280.00								
<table><tr><td>Scope of Service</td><td>Schoolwide</td></tr><tr><td colspan="2"> X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) </td></tr></table>	Scope of Service	Schoolwide	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)			<table><tr><td>Scope of Service</td><td>Schoolwide</td></tr><tr><td colspan="2"> X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) </td></tr></table>	Scope of Service	Schoolwide	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		
Scope of Service	Schoolwide										
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Scope of Service	Schoolwide										
X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)											
Action: Add two music classes to the master schedule.	Funding Source: LCFF Increased cost of paying a teacher to instruct two additional music classes \$36,500.	Add two music classes to the master schedule	Funding Source: LCFF Increased cost of paying a teacher to teach two additional music classes. \$37,960.00								
<table><tr><td>Scope of Service</td><td>Schoolwide</td></tr><tr><td colspan="2"> X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) </td></tr></table>	Scope of Service	Schoolwide	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)			<table><tr><td>Scope of Service</td><td>Schoolwide</td></tr><tr><td colspan="2"> X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify) </td></tr></table>	Scope of Service	Schoolwide	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		
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Scope of Service	Schoolwide										
X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)											
Action: Add a Drumline class to the master schedule and purchase instruments.	Funding Source: LCFF Cost of drumline instruments \$5,000.	Action: Add a drumline class to the master schedule and purchase instruments.	Funding Source: LCFF Cost of drumline instruments. \$10,876.								

Scope of Service Schoolwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)			Scope of Service Schoolwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Scope of Service Schoolwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Action: Provide tutoring for students struggling in math	Funding Source: LCFF Cost of employing a retired math teacher to tutor struggling students for 4 hrs. per day, twice per week. \$8,000.	Action: Provide tutoring for students struggling in math.	Funding Source: LCFF Cost of employing a retired math teacher to tutor struggling students for 4 hrs. per day, twice per week. \$8,000.
Scope of Service Schoolwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Action: Provide struggling math students with math intervention software.	Funding Source: LCFF Cost of purchasing the math intervention software \$2,000.	Rather than purchase a separate software program, we used the online services provided with the new math curriculum purchase.	N/A. Cost was included in the new math curriculum purchase.
Scope of Service Schoolwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)			Scope of Service Schoolwide ☒ All OR: ☐ Low Income pupils	

☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Action: Begin replacing outdated and damaged computers used in the Graphic Arts class with refurbished computers.	Funding Source: LCFF & Common Core funds Purchase 10 refurbished MAC computers for use in the Graphic classes. \$5,000.	Action: Begin replacing outdated and damaged computers used in Graphic Arts class with refurbished computers. Also purchased 10 cameras and software for photography and Video Editing classes.	Funding Source: LCFF Cost of 10 Refurbished MAC computers \$9,500.
Scope of Service Schoolwide X All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		Scope of Service schoolwide X All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Action: Purchase 10 chromebooks for students' use in the classroom.	Funding Source: LCFF & Common Core funds Purchase 10 chromebooks and a computer cart \$5,050.	Action: Purchased 60 chromebooks and two mobile carts.	Funding Source: LCFF Cost of 60 chromebooks and 2 mobile carts. \$24,300.
Scope of Service Schoolwide X All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		Scope of Service Schoolwide X All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)	Action: Provide extra tutoring help for all struggling students in math, including foster youth, EL learners, Redesignated Fully English Proficient, and low income students.	Funding Source: LCFF Extra tutoring help. \$8,000.	Action: Provide extra help for all struggling students in math, including foster youth, EL learners, Redesignated Fully English Proficient, and low income students.	Funding Source: LCFF Cost of extra tutoring help. \$8,000.
Scope of Service Schoolwide	Scope of Service Schoolwide		Scope of Service Schoolwide	
All OR: ☒ Low Income pupils ☒ English Learners ☒ Foster Youth ☒ Redesignated fluent English proficient Other Subgroups: (Specify)	All OR: ☒ Low Income pupils ☒ English Learners ☒ Foster Youth ☒ Redesignated fluent English proficient Other Subgroups: (Specify)		All OR: ☒ Low Income pupils ☒ English Learners ☒ Foster Youth ☒ Redesignated fluent English proficient Other Subgroups: (Specify)	No LCFF funds needed.
Action: The counselor will monitor RFEF students to ensure academic success in meeting grade level CCSS.	Action: The counselor will monitor RFEF students to ensure academic success in meeting grade level CCSS.	No LCFF funds needed.	Action: The counselor will monitor RFEF students to ensure academic success in meeting grade level CCSS.	No LCFF funds needed.
Scope of Service Schoolwide	Scope of Service Schoolwide		Scope of Service Schoolwide	
All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient Other Subgroups: (Specify)	All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient Other Subgroups: (Specify)		All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient Other Subgroups: (Specify)	No LCFF funds needed.
Action: Provide foster youth with a staff member who will mentor them throughout the year.	Action: Provide foster youth with a staff member who will mentor them throughout the year.	No LCFF funds needed.	Provide foster youth with a staff member who will mentor them throughout the year.	No LCFF funds needed.
Scope of Service Schoolwide	Scope of Service Schoolwide		Scope of Service Schoolwide	
All	All		All	

OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		OR: ☐ Low Income pupils ☐ English Learners ☒ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)					
Action: Provide all EL, foster youth, RFP students, and low-income students who are struggling with a Study Skills class in order to help them complete their homework and gain organizational skills.	No LCFF funds needed.	Provide all EL, foster youth, RFP students, and low income students who are struggling with a Study Skills class in order to help them complete their homework and gain organizational skills.	No LCFF funds needed.				
<table border="1"> <tr> <td>Scope of Service</td> <td>Schoolwide</td> </tr> </table>	Scope of Service	Schoolwide		<table border="1"> <tr> <td>Scope of Service</td> <td>Schoolwide</td> </tr> </table>	Scope of Service	Schoolwide	
Scope of Service	Schoolwide						
Scope of Service	Schoolwide						
All OR: ☒ Low Income pupils ☒ English Learners ☒ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		All OR: ☒ Low Income pupils ☒ English Learners ☒ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)					
Action: EL students struggling in English will be provided with tutoring in English after school.	Funding Source: LCFF Cost of a tutoring teacher. \$3600.	Action: EL students struggling in English will be provided with tutoring in English after school.	Funding Source: LCFF Cost of a tutoring teacher. \$3,600.				
<table border="1"> <tr> <td>Scope of Service</td> <td>Schoolwide</td> </tr> </table>	Scope of Service	Schoolwide		<table border="1"> <tr> <td>Scope of Service</td> <td>Schoolwide</td> </tr> </table>	Scope of Service	Schoolwide	
Scope of Service	Schoolwide						
Scope of Service	Schoolwide						
All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		All OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)					

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

After further examination of the state testing computer requirements and CCCSS instruction requiring more use of computers, it was decided to purchase 60 new chromebooks instead of only 10. We will purchase 60 more next year, along with two mobile carts.

It was determined by the math teachers, that the online web site provided by the new CCCSS math books was effective in providing scaffolding for our math students. Therefore, we did not purchase a separate intervention math software.

After the year began, we found that we had a shortage of usable cameras for the photography classes. We purchased 10 cameras. We also needed software and a MAC computer for our Video Editing class. We purchased both. We will continue to purchase cameras for photography classes and more software and at least one more desk top computer for the Video Editing class.

All teachers, with the exception of a long term half time sub in the 7th grade science classes, will be HQ teachers next year. The long term sub will be sharing a position with a teacher who is just coming off of maternity leave. The following year, the 7th grade science classes will be taught, once again, by the permanent district teacher.

MCAA will be adding 9 total hours of after school tutoring in math, science, and English to the budget for next year in an effort to further student achievement and success.

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.

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 2 from prior year LCAP:	Goal 2: Enhance the current learning environment to ensure that our school provides a physically and emotionally safe environment that is culturally responsive to all students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 X 7 X 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Schoolwide Applicable Pupil Subgroups: All Groups including pupils with disabilities, low income pupils, English learners, and foster youth.	
Expected Annual Measurable Outcomes:	* Save funds so that we can add two portables to the campus in order to provide a room for one of our music classes and to allow for an intervention room. Metric: Addition of two rooms as seen on school site map and master schedule. Improved standardized test scores. * Provide training for both staff and students concerning ways to reduce bullying. Implement the PBIS program. Metric: As seen on discipline records, a reduction in the incidence of bullying, and a maintained or reduced number of suspensions and expulsions. * Improve the science teachers' ability to perform experiments by bringing running water, countertops, and sinks to two existing science rooms. Metric: Sinks in all science rooms. Maintain or increase standardized test scores in science.	Actual Annual Measurable Outcomes: Saved funds for portables and gained board approval for three new portables to be added to the MCAA campus. The PBIS program was not adopted but a staff and student anti-bullying program was implemented. According to discipline records, there has been a reduction in suspensions and expulsions. All science rooms now have running water, countertops, and sinks. We now have sinks in all science rooms. Science standardized test scores - Pending
LCAP Year: 2014 -2015		
Planned Actions/Services		Actual Actions/Services
Budgeted Expenditures		Estimated Actual Annual Expenditures
Action: Add a music room and an intervention room to our campus.	Funding Source: LCFF Startup fund for additional classrooms \$45,000.	Action: Add a music room and a workshop to our campus. Funding Source: LCFF Startup fund for additional classrooms. \$45,000

Scope of Service Schoolwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		Scope of Service Schoolwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Scope of Service Schoolwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source: LCFF Cost of adding running water, countertops, and sinks to two existing classrooms \$6,000.	Action: Add running water, countertops, and sinks to two science classrooms.	Funding Source: LCFF Cost of adding running water, countertops, and sinks to two existing classrooms. \$6,500.
Scope of Service Schoolwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		Scope of Service Schoolwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Scope of Service Schoolwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	Funding Source LCFF Cost of purchasing the PBIS program \$3,000.	Action: We did not purchase and implement the PBIS program as originally planned. After further exploration of the program, stakeholders felt the program was not needed at MCAA.	No LCFF funds used.
Scope of Service Schoolwide ☒ All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		Scope of Service Schoolwide ☒ All OR: ☐ Low Income pupils	

English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
Action: Save funds to purchase two portable classrooms, one to be used as an intervention room. This room will provide a location for our EL, foster youth, RFEP, and low-income students to receive extra help.	Funding Source: LCFF Start-up fund for portables \$45,000.	Action: Save funds to purchase two portable classrooms, one to be used as an intervention room. This room will provide a location for our EL, foster youth, RFEP, and low-income students to receive extra help.	Funding Source: LCFF Start-up fund for portables. \$100,000?????
Scope of Service Schoolwide		Scope of Service Schoolwide	
X All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		X All OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to the fact that MCAA was able to gain board approval for the purchase of 3 new modular classrooms, we began saving for three in 2014/15 and will continue to do so in 2015/16. We will increase the amount saved towards this goal, including much of the governor's one time school funding. We did not purchase and implement the PBIS program as originally planned. After further exploration of the program, stakeholders felt the program was not needed at MCAA. We address bullying through our leadership students and meetings with middle school students.		

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.

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 3 from prior year LCAP:	Goal 3: Increase parent, family, and community involvement in the education of all students.		Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 X 5 X 6 X 7 _ 8 X	
			COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Schoolwide Applicable Pupil Subgroups:	All Groups including pupils with disabilities, low income pupils, English learners, and foster youth.		
Expected Annual Measurable Outcomes:	* MCAA will continue to promote via newsletters and the school messenger calling system parent participation in school activities. Metric: Increased parent participation at all school functions by 5%. * MCAA working with the PTSA, will save for a digital sign we can use to communicate with parents. Metric: Increased parent participation at all school events by 5%.		Actual Annual Measurable Outcomes:	Maintained high parent participation at all school functions. Saved for a digital sign that will be purchased in the future. Maintained high parent participation at all school functions.
LCAP Year: 2014 -2015				
Planned Actions/Services		Actual Actions/Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures		
Action: Promote parent participation in school activities by continuing to purchase the School Messenger System	Funding Source: LCFF Purchase School Messenger System \$2,000.	Action: Promote parent participation in school activities by continuing to purchase the school messenger system.		Funding Source: LCFF Cost of school messenger system. \$2,000.
Scope of Service	Schoolwide	Scope of Service	Schoolwide	
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)		

_ Other Subgroups: (Specify)	Action: Increase parent communication by purchasing a digital sign.	Funding Source: Startup fund for a DSA approved digital sign \$3,000.	Action: Increase parent participation by purchasing a digital sign.	Funding source: LCFF Startup fund DSA approved digital sign. \$3,000.
Scope of Service Schoolwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service Schoolwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF Cost of School Messenger system \$2,000.	Action: Continue to communicate important meetings and events with all parents through the school newsletter and the school messenger calling system. Translate the newsletter into Spanish or Hmong for EL parents with these languages as their first language.	Funding Source: LCFF Cost of the school messenger system. \$2,000.
Scope of Service Schoolwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service Schoolwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Action: Increase the number of EL, low-income, RFEP, and foster parents in the PTSA and/or site council.	Action: Increase the number of EL, low income, RFEP, and foster parents in the PTSA and/or site council.	No LCFF funds needed.

Scope of Service	Schoolwide		Scope of Service
☐ All OR: ☒ Low Income pupils ☒ English Learners ☒ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)	☐ All OR: ☒ Low Income pupils ☒ English Learners ☒ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)		☐ All OR: ☒ Low Income pupils ☒ English Learners ☒ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups: (Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		No changes planned.	

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.

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 4 from prior year LCAP:	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____	
Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:	
LCAP Year: 2014 -2015		
Planned Actions/Services		Actual Actions/Services
Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		

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.

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 5 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
LCAP Year: 2014 -2015			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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.

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 6 from prior year LCAP:	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:
LCAP Year: 2014 -2015		
Planned Actions/Services		Actual Actions/Services
Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		

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.

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 7 from prior year LCAP:	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:
LCAP Year: 2014 -2015		
Planned Actions/Services:		Actual Actions/Services
Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		

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.

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 8 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
LCAP Year: 2014 -2015			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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.

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 9 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
LCAP Year: 2014 -2015			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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.

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 10 from prior year LCAP:	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____	
Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:	
LCAP Year: 2014 -2015		
Planned Actions/Services		Actual Actions/Services
Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		

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: \$211,253.00

MCAA has a student population consisting of 48% socio-economically disadvantaged and 2% English Learners. We are making much more of an attempt to reach the parents of these students through our newsletter, school messenger calling system, through orientation, and through the eventual purchase of a digital sign, which will communicate important events and meetings.

We are also targeting these students for additional academic help, when needed, by giving them a study skills class so they learn organizational skills and have extra time to get help and get their work done. We are also offering after school tutoring in math, English, and science. We are utilizing the online web support provided by the new math curriculum being purchased and continuing to pay for a retired math teacher to tutor targeted students in order to help them achieve proficiency in math.

All of the above will be paid with LCFF funds.

- 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.

7.18 %

Marysville Charter Academy for the Arts (MCAA) will engage in several actions designed to provide learning opportunities that result in increased academic achievement and ensure quality instruction for all students, including support systems, which meet the needs of targeted populations. The LCFF funds will help us accomplish this.

MCAA will support the implementation of Common Core instruction by providing teacher training, maintaining increased collaboration time, and materials adoption. English and math teachers will observe each other, while making note of effective and engaging teaching practices, and team teach at least once during the school year. EL and other

at-risk students will be discussed at these collaborative meetings in order to find ways to engage them, relate lessons to them, and provide them with needed scaffolding, including help from both student and adult tutors. We will also increase after school tutoring for all students.

MCAA will maintain the addition of two music classes by continuing to pay a teacher to instruct these two additional music classes. One of these additional classes will now be a third strings class. We will also continue to build up our drumline class by purchasing uniforms and instruments. We, at MCAA, believe this will help keep even more of our students engaged in academics because they will be able to gain more pleasure and gain self-esteem from taking the classes they love, building more of a connection to school. This is developing the "whole person."

Math is the one area that many of our students have difficulty. In order to help students struggling in math, we will continue to hire a retired math teacher to work with many of these students. He will come twice per week for four hours per day. The math teachers will identify struggling students and use the Common Core math books' online intervention site in order to help these students become proficient.

Again, because we believe the arts engages our students in what they love, and because it is time to replace our MAC computers used in Graphic Arts classes, we will purchase 10 more refurbished MAC computers this year and next. We will also purchase 60 more chromebooks so that students can research topics, create presentations, write and edit their work and utilize the common core math books online math program. We will boost our Photography and Video Editing classes by replacing old or broken cameras and computers in these classes. In addition to this, software for our Video Editing class will need to be purchased.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources						

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types						

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources						

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).