

Introduction:

LEA: Marysville Joint Unified School District **Contact (Name, Title, Email, Phone Number):** Tim Malone, Principal, tamalone@mjuds.com, 530-749-6156 **LCAP Year:** 2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>#1. COMMUNITY LEVEL INPUT: MCAA gained stakeholder input for the LCAP in the following ways:</p> <ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> • Each of the input meetings was well attended by parents, staff, and students. • A carousal 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

<p>#2. COMMUNICATION REGARDING LCAP PROCESS: SchoolMessenger sent on 2/21/14 asking parents to attend an input meeting.</p> <ul style="list-style-type: none"> • 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 <p>* A Fact Sheet with specific programs and/or initiatives regarding the SBE eight priorities were used at the Parent Input Meeting,</p> <p>#3. SURVEY DATA: * A Survey was sent home to parents and available at the office. * A Survey was given to staff and students.</p>	<p>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.</p> <p>#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).</p> <p>#3 IMPACT OF SURVEY DATA: <ul style="list-style-type: none"> • 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) <p>* The school newsletter provided an additional way to inform parents and the community about their ability to participate in the development of the LCAP.</p> </p>
<p>Annual Update: A meeting was held on 5/5/16 with site council parents, teachers, and students in order to review and discuss any changes needed to the LCAP. Due to the budget being tight, we were not really able to add any new spending.</p> <p>A meeting was also held on 2/11/16 with the site council members in order to review our progress towards our LCAP goals.</p> <p>A meeting was held on 2/1/16 to determine if the digital sign mentioned in the LCAP should be dropped.</p>	<p>Annual Update: The LCAP was left in tact except that it was noted, after speaking to the science teachers, that a fume hood for another science classroom was not needed. This money, along with PG&E grant money will be used for the addition of a water fountain, possibly one that will have a dispenser used to fill water bottles.</p> <p>The site council and leadership team felt that our progress on the LCAP goals was good. Both bodies along with the PTSA did decide to drop the savings for the digital sign. A manual sign will be purchased instead.</p> <p>The meetings were used to modify the LCAP according to our stakeholders' priorities.</p>

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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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify				
Identified Need :	<p>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.</p> <p>Need: With the implementation of the new California Common Core State Standards (CCCSS), there is a need for aligned common core textbooks and professional development opportunities.</p> <p>Need: As indicated by our stakeholder meetings and survey results, there is an overwhelming desire to:</p> <ul style="list-style-type: none"> * 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. <p>Metric Measurement:</p> <ul style="list-style-type: none"> * CMIS Report/master schedule * Master Schedule * CCCSS assessments * textbook inventories * Technology Survey Results * Professional development attendance records * Tutoring logs * Field trip records <p>* Math proficiency rates are low</p> <p>* Maintain and/or increase Advanced Placement and Early Assessment Program passing rate.</p>					
Goal Applies to:	<table border="1"> <tr> <td data-bbox="321 1255 436 1287">Schools:</td> <td data-bbox="436 1255 2001 1287">MCAA</td> </tr> <tr> <td data-bbox="321 1287 636 1359">Applicable Pupil Subgroups:</td> <td data-bbox="636 1287 2001 1359">All Groups</td> </tr> </table>		Schools:	MCAA	Applicable Pupil Subgroups:	All Groups
Schools:	MCAA					
Applicable Pupil Subgroups:	All Groups					

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> * 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 after school tutoring (4 hours per week). 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%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to support the implementation of Common Core instruction through materials and professional development opportunities.	Schoolwide	<u>X</u> 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 CCSS math book purchases. Cost of Professional development \$40,000 + \$17,500 + \$5,000 = \$72,500

		English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies
Provide staff development for teachers in order to deepen educator knowledge of effective instructional strategies and Common Core instruction.	Schoolwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF Staff Development Days \$19,665. 1000-1999: Certificated Personnel Salaries
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	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF Cost of continuing to pay a teacher to instruct two additional music classes. \$36,512 with benefits 1000-1999: Certificated Personnel Salaries
Funding for musical instrument repair, maintenance, tuning, and purchase.	Schoolwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF Cost of repairing, maintenance, tuning, and purchase of musical instruments \$2,500.00 5000-5999: Services And Other Operating Expenditures
Provide tutoring for students struggling in math. This is tutoring during the normal school day.	Schoolwide	<input checked="" type="checkbox"/> 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, once per week. We will also provide student led tutoring at lunch once per week \$4,000. 1000-1999: Certificated Personnel Salaries

Maintain the addition of a part time dance instructor.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Cost of paying a part time dance teacher. \$7,500.00 5800: Professional/Consulting Services And Operating Expenditures
Replace outdated and damaged cameras used in Photography and Yearbook classes with new cameras.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Purchase 10 cameras for the photography classes and 2 cameras for the yearbook class. \$4,200. 4000-4999: Books And Supplies
Purchase 18 more chromebooks and three mobile carts for students' use in the classroom.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Purchase 18 chromebooks and three mobile carts \$,10,365.00. 4000-4999: Books And Supplies
Provide tutoring for students after school in English, math, and science.	schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Pay for after school tutoring 4 hours per week. Cost will be \$8,000.00 1000-1999: Certificated Personnel Salaries
Provide a teacher assistant in Piano classes twice per		<input checked="" type="checkbox"/> All -----	Funding Source: LCFF

week. .	Schoolwide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost of piano teacher assistant for 4 hours twice per week. \$8,000.00 5800: Professional/Consulting Services And Operating Expenditures
Provide extra tutoring help for all struggling students in math, including foster youth, EL Learners, Redesignated English Proficient, and low income students	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No LCFF funds needed
Provide foster youth with a staff member who will mentor them throughout the year.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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 homework and gain organizational skills.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	No LCFF funds needed

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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 has allowed us to further increase the number of arts classes offered.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Cost of 1 FTE teacher \$56,100. 1000-1999: Certificated Personnel Salaries
Provide 4 desktop computers and more software for the Videpo Editing class.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Source: LCFF Purchase 4 desktop computers and software \$9,000. 4000-4999: Books And Supplies
Purchase 4 desktop computers and 5 printers for our classrooms	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Cost of purchasing 4 desktop computers and 5 printers. \$6,925. 4000-4999: Books And Supplies

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> * Continue to provide professional development opportunities for all teachers to maintain HQ status. Metric: CMIS Report/Master schedule * Continue to purchase CCSS 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, Integrated Math 1, Integrated Math 2, and Integrated Math 3 will have a CCSS aligned math book. * Multiple venues and opportunities for professional development in CCSS 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, 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 CCSS assessment. * Continue 4 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: Music department with instruments in good repair, piano teacher assistant funded, dance teacher assistant funded. *Metric: Maintain AP exams passage rate of 50% or higher and Early Assessment Program passage rates in ELA of at least 41% and math at least 27%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to support the implementation of Common Core instruction through materials and professional development opportunities.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Funding Source: LCFF Cost of continued Common Core math book purchase and professional development. \$17,000 + \$5,000 = \$22,000 1000-1999: Certificated Personnel Salaries

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide teachers with professional development in order to deepen educator knowledge of effective instructional strategies and Common Core instruction.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Staff development days \$20,000. 1000-1999: Certificated Personnel Salaries
Continue the addition of two music classes to the master schedule.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Cost of continuing to pay a teacher to instruct two additional music classes. Teacher is 60% FTE and includes benefits. \$37,242 1000-1999: Certificated Personnel Salaries
Funding for musical instrument repair, maintenance, tuning, and purchase.	schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Cost of repairing, maintaining, tuning, and purchase of musical instruments. \$2,500.00 5000-5999: Services And Other Operating Expenditures
Continue to provide tutoring for students struggling in math. This is tutoring during the normal school day.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Funding Source: LCFF Cost of employing a retired math teacher to tutor struggling students for 4 hours per day, once per week. \$4,000. 5800: Professional/Consulting Services And Operating Expenditures

		_ Other Subgroups: (Specify)	
Maintain the addition of a part time dance assistant.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF Cost of paying a part time dance assistant. \$7,500.00 5800: Professional/Consulting Services And Operating Expenditures
Begin saving in order to replace outdated computers in Graphic Arts in a few years.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF Cost of saving for refurbished MAC computers (future purchase). \$2,000.00 4000-4999: Books And Supplies
Begin saving in order to replace outdated or damaged chromebooks and mobile carts in a few years(2019/2020).		X All 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. \$10,000.00 4000-4999: Books And Supplies
Provide tutoring in English, math, and science after school.		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 4 hours per week. \$8,000. 1000-1999: Certificated Personnel Salaries

Provide a teacher assistant in piano twice per week.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Cost of piano assistant in classroom for 4 hours twice per week. \$8,000.00 5800: Professional/Consulting Services And Operating Expenditures
Provide extra tutoring help for all students struggling in math, including foster youth, EL Learners, Redesignated Fully English Proficient, and low income students.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No LCFF funds needed.
Provide foster youth with a staff member who will mentor them throughout the year.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No LCFF funds needed
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 has allowed	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Funding Source: LCFF Cost of one additional full time teacher.

us to further increase the number of arts classes offered.		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$57,222. 1000-1999: Certificated Personnel Salaries
Save for replacement purchase (future) of video editing and photography equipment		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Save for replacement of Video class and Photography class equipment. \$ 6,000. 4000-4999: Books And Supplies
Save for replacement of desktop computers and printers.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Save for desktop computers and printers \$5,000. 4000-4999: Books And Supplies

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>* Continue to provide professional development opportunities for all teachers to maintain HQ status. Metric: CMIS Report/Master schedule</p> <p>* Continue to provide staff with opportunities for professional development. Metric: Professional development records and workshop evaluations.</p> <p>*Students will have access and enroll in a broad course of study (EC51220). A-G requirements. Metric: Master schedule, maintain or increase the graduation rate of 97.8% or higher, and maintain the student attendance rate of 98%.</p> <p>*Maintain funding for arts classes. Metric: Master schedule</p> <p>* Continue increased level of tutoring for students struggling in math.</p> <p>* Continue 4 hours of after school tutoring. Metric: Maintain or lower the percent of D's and F's each semester.</p> <p>* Save for future purchases of technology in the classroom. Metric: Savings seen in budget.</p> <p>* Continue to support the arts. Metric: Music department with instruments in good repair, piano teaching assistant funded, dance teacher assistant funded. Metric: Maintain AP exams passage rate of 50% or higher and Early Assessment Program rates in ELA of at least 41% and in math of at least 27%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to support teachers through professional development opportunities throughout the school year.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Cost of professional development for teachers. \$6,000. 1000-1999: Certificated Personnel Salaries
Provide staff development for teachers in order to deepen educator knowledge of effective instructional strategies and Common Core instruction.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Funding Source: LCFF Cost of staff development days. \$20,400.

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries
Continue the addition of two music 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 continuing to pay a teacher to instruct two additional music classes. Teacher is 60% FTE and includes benefits. \$37,986. 1000-1999: Certificated Personnel Salaries
Funding of musical instrument repair, maintenance, tuning, and purchase.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF Cost of repairing, maintaining, tuning, and purchasing musical instruments. \$2,500. 5000-5999: Services And Other Operating Expenditures
Continue to provide tutoring to students struggling in math. This is tutoring during the normal school day.		X 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, once per week. \$4,000. 5800: Professional/Consulting Services And Operating Expenditures
Maintain the addition of a part time dance assistant.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Funding Source: LCFF Cost of paying a part time dance assistant. \$7,500. 5800: Professional/Consulting Services And Operating Expenditures

		_ Other Subgroups: (Specify)	
Continue saving in order to replace outdated computers in Graphic Arts classes in a few years.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF Cost of saving for refurbished MAC computers (future purchase) \$2,000. 4000-4999: Books And Supplies
Continue saving in order to replace outdated or damaged chromebooks.	Schoolwide	X All 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. \$10,000. 4000-4999: Books And Supplies
Provide after school tutoring for math, English, and science.	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 for 4 hours per week. \$8,000. 1000-1999: Certificated Personnel Salaries
Provide a teacher assistant for piano twice per week.	Schoolwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source: LCFF Salary for a teacher assistant in the classroom for 4 hours twice per week. \$8,000. 5800: Professional/Consulting Services And Operating Expenditures

Provide extra tutoring help for struggling students in math including foster youth, EL learners, Redesignated Fully English Proficient, and low income students.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF 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 the CCSS.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No LCFF funds needed
Provide foster youth with a staff member who will mentor them throughout the year.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No LCFF funds needed.
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 has allowed us to increase the number of arts classes offered.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Cost of one additional full time teacher. \$58,366. 1000-1999: Certificated Personnel Salaries
Save for replacement purchase (future) of Video Editing and Photography equipment	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Funding Source: LCFF Save for replacement of video and photography equipment.

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$6,000. 4000-4999: Books And Supplies
Save for replacement of desktop computers and printers.	Schoolwide	X 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. \$5,000. 4000-4999: Books And Supplies

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: 2016-17			
Expected Annual Measurable Outcomes:	* Continue to save funds for three modular classrooms. Metric: Eventual addition of three rooms to 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, RFEP students, EL students, and low-income students to get extra help.	Schoolwide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Funding Source: LCFF Save for additional classrooms \$65,000. 6000-6999: Capital Outlay

		_ Other Subgroups: (Specify)	
Add a second water fountain to the campus. Also, add an awning to the one existing water fountain so that the water does not become too hot from the sun.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Cost of adding a water fountain to the campus. \$3,000. 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures
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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No LCFF funds needed
Provide more funding to provide extracurricular activities such as lunchtime sporting tournaments, drama productions, art shows, etc.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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. \$2,500. 4000-4999: Books And Supplies

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> * Save for third modular classroom 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 second water fountain to the campus. Metric: Two water fountains on campus. * 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue saving for a third modular classroom.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Savings for a third modular classroom. \$65,000. 6000-6999: Capital Outlay
Purchase new curtains for the theater.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Replace old worn out curtains in the theater. \$10,000. 4000-4999: Books And Supplies
	Schoolwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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	X 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, art shows, etc.	Schoolwide	X 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. \$2,500. 4000-4999: Books And Supplies
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Save for third modular classroom Metric: Seen on school budget records and eventually school site maps and the master schedule. * Maintain the campus in good repair. Campus in good repair as seen on facilities maintenance records. * Maintain low incidence of bullying. Metric: As seen on discipline records, a reduction in the incidence of bullying, and a reduction in suspensions and expulsions.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue saving for a third modular classroom.		X All OR: _ Low Income pupils	Funding Source: LCFF Purchase third modular classroom. \$65,000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6000-6999: Capital Outlay
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.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No funds needed.
Maintain the increased funding level to support extracurricular activities such as lunchtime sporting events, drama productions, art shows, etc.		X 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. \$2,500. 4000-4999: Books And Supplies

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 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> 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: MCAA Applicable Pupil Subgroups:	All Groups including pupils with disabilities, low income pupils, English learners, and foster youth.	
LCAP Year 1: 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, possibly working with the school's PTSA, will purchase a manual sign in order to help improve communication with parents. Metric: Maintain a 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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source: LCFF Renew School Messenger system \$2,500. 5800: Professional/Consulting Services And Operating Expenditures
Work with the PTSA in order to purchase a manual sign used to communicate events and important information to parents	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Funding Source: LCFF Cost of purchasing a sign. \$250.00 4000-4999: Books And Supplies

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 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: Maintain a high parent participation at all school functions. MCAA, possibly possibly working with the PTSA, will purchase a manual sign in order to improve communication with parents. Metric: Maintain a 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 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	<input checked="" type="checkbox"/> 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. 5800: Professional/Consulting Services And Operating Expenditures
	Schoolwide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	MCAA will continue to promote via newsletters and the school messenger calling system parent participation in school activities. Metric: Maintain a high parent participation at all school functions.		
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.		<u>X</u> 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. 5800: Professional/Consulting Services And Operating Expenditures

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: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2018-19				
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: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2018-19				
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: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2018-19				
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: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2018-19				
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 _ COE only: 9 _ 10 _ Local : Specify
	Identified Need :			
	Goal Applies to:	Schools:		
		Applicable Pupil Subgroups:		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2018-19				
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: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2018-19				
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: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2018-19				
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 schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL 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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	MCAA		
	Applicable Pupil Subgroups:	All Groups		
Expected Annual Measurable Outcomes:	<p>* Continue to provide professional development opportunities for all teachers to maintain HQ status. Metric: CMIS Report/Master schedule</p> <p>* 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).</p> <p>* 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.</p> <p>* 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.</p> <p>* Increase funding for arts classes.</p>		Actual Annual Measurable Outcomes:	<p>Music teacher went to the National Association for Music Education professional development in Nashville, Tennessee. Math teachers attended Advanced Illuminate and Carnegie training PD for Google Docs, Google Classroom and Illuminate training for new assessment tools. Project Based Learning professional development. Eric Palmer PD on Public Speaking PD for PROAC training. The following CCSS testing data is all for the 2014/15 year (latest available): In math, 41% of economically disadvantaged students students met or exceeded the CCSS. 24% of economically disadvantaged students in 11th grade met or exceeded the CCSS. 29% of economically disadvantaged students in the 11th grade met or exceeded the CCSS.</p> <p>In math, 33% of Hispanic/Latino students in 7th grade met or exceeded the CCSS. 28% of Hispanic/Latino students in 8th grade met or exceeded the standards. 11th grade Hispanic/Latino students are not counted as a significant group (not enough for data). In math, 56% of White students in 7th grade met or exceeded the standards. 39% of White students in 8th grade met or exceeded the standards. 30% of White students in 11th grade met or exceeded the CCSS in math.</p>

<p>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.</p> <p>* 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 4 hours per week after school.</p> <p>* Continue to update and add technology for use in the classroom. Metric: Inventory lists, more creative projects, increased standardized test scores.</p> <p>* 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%.</p>	<p>Google Classrooms training this June Art teacher went to AP Studio Art training. Purchased CCSS math books for Math Integrated 1 and some for math Integrated 2. Middle school Math 7 and Math 8 CCSS books were purchased previously. Carnegie math training for math teachers. High School NGSS training for teachers California Science Education Conference PD</p> <p>MCAA had a graduation rate of 100% in the latest available year of statistics (2013/14) In the last year of the CAHSEE, MCAA 10th graders had surpassed the target rate of proficiency for both math and English.</p> <p>We have maintained the two sections of music and the Drumline class. MCAA purchased \$13,000 worth of uniforms for the drumline.</p> <p>The attendance rate for the 2015/16 school year (averaged through April) is 98%.</p> <p>In AP testing, the percent of total students with scores of 3 or higher was 35.7%.</p> <p>MCAA purchased 60 chromebooks and 2 mobile carts.</p> <p>In 2015, (latest available data) the percent of students who tested ready or conditionally ready for college level English (EAP) was 58%. The percent for math (EAP) was 42%.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to support the implementation of Common Core instruction through materials and professional development opportunities.	Funding Source: LCFF Set aside 50% of cost for ELA book adoption in 2016/17. Continue to purchase new CCCSS math books. $\$40,000 + \$17,500 = \$67,500$.		\$30,000. 4000-4999: Books And Supplies

Scope of Service	schoolwide		Scope of Service	
X All			All	
OR:			OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Send teachers to professional development to deepen their knowledge of effective Common Core instruction and effective instructional strategies.		Funding Source: LCFF Staff development days \$18,144.		\$20,000 1000-1999: Certificated Personnel Salaries
Scope of Service	Schoolwide		Scope of Service	
X All			All	
OR:			OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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.		Funding Source: LCFF Cost of paying a teacher to instruct two additional music classes \$39,240.		\$39,240 1000-1999: Certificated Personnel Salaries
Scope of Service			Scope of Service	
X All			All	
OR:			OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue Drumline class. Increase funding in order to purchase instruments and purchase uniforms.		Funding Source: LCFF Drumline instruments and uniforms. \$12,000.	\$13,270. 4000-4999: Books And Supplies
Scope of Service	schoolwide	Scope of Service	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide tutoring for students struggling in math. This is tutoring during the normal school day		Funding Source: LCFF Cost of employing a retired math teacher to tutor struggling students for 4hrs. per day, twice per week \$8,000.	\$5,700. 5800: Professional/Consulting Services And Operating Expenditures
Scope of Service	Schoolwide	Scope of Service	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Add two dance classes to the master schedule.		Funding Source: LCFF Cost of paying a dance teacher to teach two classes every other day.	\$7,800 5800: Professional/Consulting Services And Operating Expenditures

		\$7,500.00		
Scope of Service	schoolwide		Scope of Service	
<input checked="" type="checkbox"/> All			<input type="checkbox"/> All	
OR:			OR:	
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)	
Continue replacing outdated and damaged computers used in the Graphic Arts class with refurbished computers.		Funding Source: LCFF Purchase 10 more refurbished MAC computers for use in Graphic Arts classes \$6,000.		\$8,720. 4000-4999: Books And Supplies
Scope of Service	Schoolwide		Scope of Service	
<input checked="" type="checkbox"/> All			<input type="checkbox"/> All	
OR:			OR:	
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)	
Purchase 60 more chromebooks and two mobile carts for students' use in the classroom.		Funding Source: LCFF Purchase 60 more chromebooks and two mobile carts. Cost will be \$26,000.00		\$24,772. 4000-4999: Books And Supplies
Scope of Service	schoolwide		Scope of Service	
<input checked="" type="checkbox"/> All			<input type="checkbox"/> All	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Pay for tutoring in math, English, and science after school.	Funding Source: LCFF Pay for after school tutoring 9 hours per week. Cost will be \$17,280.00		\$4,200 1000-1999: Certificated Personnel Salaries
Scope of Service: Schoolwide		Scope of Service:	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Piano tutoring twice per week.	Funding Source: LCFF Cost of piano tutoring for 2 hours twice per week. \$4,000.00		\$5,000 5800: Professional/Consulting Services And Operating Expenditures
Scope of Service: schoolwide		Scope of Service:	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Provide extra tutoring help for all struggling students in math, including foster youth, EL Learners, Redesignated Fully English Proficient, and low income students.		No LCFF funds needed Our SWAT (Students Who Are There) students and our Student Leadership students will tutor these student		
Scope of Service	Schoolwide		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
The counselor will monitor RFEP students to ensure academic success in meeting grade level CCSS.		No LCFF funds needed		
Scope of Service			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide foster youth with a staff member who will mentor them throughout the year.		No LCFF funds needed.		
Scope of Service			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	
<input type="checkbox"/> All OR:			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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 homework and gain organization skills.	No LCFF funds needed		
<div> <div>Scope of Service</div> <div> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>		<div> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
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.	Funding Source: LCFF Cost of adding 1 FTE teacher minus loss of long term sub cost \$25,000.		\$25,000. 1000-1999: Certificated Personnel Salaries
<div> <div>Scope of Service</div> <div> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>		<div> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	

Provide cameras, a desktop computer, and software for our Photography and Video Editing classes.		Funding Source: LCFF Purchase cameras, a desktop computer, and software. \$6,000.	Due to the Photography and Video Editing teacher needing desktop computers and laptop computers more than cameras, we did not purchase cameras but rather more computers than originally planned.	\$12,932. 4000-4999: Books And Supplies
Scope of Service	Schoolwide		Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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.		Funding Source: LCFF Cost of purchasing 6 desktop computers and 6 printers. \$9,900.		\$11,406 4000-4999: Books And Supplies
Scope of Service	Schoolwide		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)				
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Since we did not purchase cameras for the Photography classes this year, we will have to purchase them next year. One target not met was the percentage of students passing the AP exam. A plan needs to be devised for these programs.		

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 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:	All Groups including pupils with disabilities, low income pupils, English learners, and foster youth.		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> * 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. 		Actual Annual Measurable Outcomes:	<p>We were able to purchase two modular classrooms. Construction begins this summer. A lot of work for the third modular classroom will be done also.</p> <p>We have added 3 new heating and air units, remote controlled thermostats, and will soon be adding LED lighting to the campus.</p> <p>We added a tile floor to one of the science rooms.</p> <p>Suspensions and expulsions are down this year. We have had only X suspension and no expulsions this year. Last year we had X suspensions and X expulsions.</p>
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual 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	Funding Source: LCFF Saving for additional classrooms \$211,000 (governor's one-time money).	We are actually projected to spend \$501,000 (this money includes savings from previous years and taking money planned for the third modular room from the 2016/17 budget. for two modular	\$501,000 6000-6999: Capital Outlay	

students to receive extra help.		classrooms and the prep work for a third. The Governor's one time grant money was reduced to \$187,522.	
<div> <div>Scope of Service</div> <div>Schoolwide</div> </div> <div> <div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>		<div> <div>Scope of Service</div> <div>Schoolwide</div> </div> <div> <div><input type="checkbox"/> All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>	
Add tile floors to two existing science rooms	Funding Source: LCFF Cost of adding tile floors to one existing science room. \$5,000.		\$8,000 5000-5999: Services And Other Operating Expenditures
<div> <div>Scope of Service</div> <div></div> </div> <div> <div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>		<div> <div>Scope of Service</div> <div></div> </div> <div> <div><input type="checkbox"/> All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>	
Provide more funding to support extracurricular activities such as lunchtime sporting tournaments, drama productions, art shows, etc.	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.		4000-4999: Books And Supplies

Scope of Service Schoolwide		Scope of Service	
X 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)	
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.	No funds needed.		
Scope of Service Schoolwide		Scope of Service	
X 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)	
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)			
What changes in actions,	We need to continue saving for a third modular classroom.		

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	
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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 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:			
	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 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 al school events by 5%.		Actual Annual Measurable Outcomes:	Purchased the school messenger system. Parent participation, attendance has been good at all events. Decide to purchase a manual sign next year instead.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual 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.	Funding Source: LCFF Renew school messenger system. \$2,500.		\$2,500 4000-4999: Books And Supplies	
Scope of Service	Schoolwide	Scope of Service		
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
MCAA, working with the PTSA, will save for a digital sign we can use to communicate with parents.	Funding Source: LCFF Continue saving for digital sign. \$3,000.		
<div>Scope of Service</div> <div>Schoolwide</div>		<div>Scope of Service</div> <div></div>	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase the number of EL, low income, RFEP, and foster parents in the PTSA and/or site council.	No LCFF funds needed.		
<div>Scope of Service</div> <div>Schoolwide</div>		<div>Scope of Service</div> <div></div>	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ 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?	We are not purchasing a digital sign. PTSA and site council decide to purchase a much less expensive manual sign instead.		

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: 2015-16				
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?				

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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: 2015-16			
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?			

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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: 2015-16				
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?				

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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: 2015-16			
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?			

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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: 2015-16			
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?			

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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: 2015-16				
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: 2015-16			
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:	\$243,121.00
<p>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 purchase of a manual sign, which will communicate important events and meetings.</p> <p>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 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.</p> <p>All of the above will be paid with LCFF funds.</p>	

- 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.

4.51	%
<p>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.</p> <p>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</p>	

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 continue to offer 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 continue to be a third strings class. We will also continue to support our music classes by providing adequate funding for repair, maintenance, and purchase of musical 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 once 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 begin to replace our cameras used in Photography and Newspaper classes, we will purchase 12 new cameras for these classes. We will also purchase 18 more chromebooks and 3 more mobile carts 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 computers and software in these classes.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources						

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types						

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 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).

LCAP Expenditures By Funding Source