

Mare Island Technology Academy Local Control and Accountability Plan and Annual Update June, 2016

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Section 1: Stakeholder Engagement

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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 |
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| <p>To involve the numerous stake holders in the development of MIT Academy’s 2016-17 budget and LCAP, MIT Academy held the annual Strategic Planning meeting on Saturday, January 23, 2016 to gather input, review data, determine progress and set goals, objectives, and indicators. This meeting included parents, students, teachers, staff, administrators, ELAC members, African-American Parents Association members, Parent-Teacher Network members, bargaining unit members, Board members, and community members, including the School Site Council.</p> <p>Data reviewed included CAASP scores and relative achievement levels of numerically significant sub-groups, STAR Renaissance scores, benchmark assessments, Honor Roll and “F” lists, a-g completion rates, graduation rates, student and parent survey results, discipline data (including suspensions and referrals), on-track for graduation data, attendance (regular and after school), RtI assignment and completion rates, English Learner progress, Pyramid of Intervention Tiers 2 and 3 assessment and completion rates, AST contract numbers and compliance rates, summer school outcomes, numbers and percentages of highly qualified staff, parent hour completion, and other data.</p> <p>At this meeting, the goals and objectives established last year were reviewed and discussed by the MIT Academy’s Strategic Planning/Site Council Committee (also serving as the LCAP Committee) with reference to the data described above, and new goals were set for the 5-year Strategic Plan, 2016-17 through 2021-22. General priorities for allocation of Title 1 resources to meet the established goals and objectives were agreed upon.</p> <p>This draft of the basic Strategic Plan/SPSA/WASC was then translated into Spanish, publically discussed in whole or part, and revisions were incorporated at several Board meetings, culminating in approval at the April 12, 2016 Board meeting.</p> <p>The Strategic Plan/SPSA/WASC became the basis for the LCAP. Using the goals and objectives from the Strategic Plan/SPSA, the MIT Academy 16-17 preliminary budget was developed, inclusive of LCAP general and supplemental/concentration funds, Title I and II funds, and all grant-funded programs.</p> <p>The LCAP was drafted in April and posted on the MIT Academy website in English and Spanish in early May, with requests for comments. All parents were notified of the availability of the document for review/comment via Facebook, the monthly newsletter, and the weekly bulletin. Adjustments were made in the LCAP draft based on input, and the draft was reviewed by the Board after a public hearing on May 10, 2016. Additional comments were accepted through June 1, 2016. The final LCAP was approved by the Board prior to their adoption of the 2015-16 annual budget on June 14, 2016.</p> | <p>Throughout the involvement process, it was apparent that our English learner and low-income families are supportive of MIT Academy’s current intervention and engagement efforts. While supporting the actions and services in place at the school currently, feedback was received related to areas that could benefit from additional, concerted efforts by educators to maximize achievement and success for all students.</p> <p>As a result of stakeholder input, the following items related to the State priorities were included in the original LCAP 2016-17 draft:</p> <ol style="list-style-type: none"> 1. Basic <ol style="list-style-type: none"> a. Appropriate teacher assignment: Continue to assure that all teachers are highly qualified for their assignments. b. Materials: Purchase additional materials for ELAH. c. Facilities: Include major funding for facilities upgrade. 2. Implementation of content/performance standards: <ol style="list-style-type: none"> a. State standards: Continue to improve implementation of state standards. MIT is fortunate to be the recipient of a CAPP grant from CSU, in partnership with Solano Community College and CSUM. This grant augments LCAP resources for implementation of content standards over the next two years (16-17 and 17-18). b. EL access to CCSS and ELD standards: Continue to provide double-block ELD; augment support for English/CCSS and math/CCSS tutoring. Monitor individual progress. 3. Family involvement: For specific measures, see Data Dashboard. <ol style="list-style-type: none"> a. Families of all students: Stakeholders are generally pleased with the level of family involvement at MIT and expressed appreciation for the wide range of opportunities for involvement. The school will improve teacher responsiveness to family inquiries and needs through professional development. b. Families of unduplicated/special needs students. The coordinator of parent involvement position is now designated as bilingual and filled with a Spanish speaker. ELAC meets regularly. Family satisfaction data for families with special needs students and unduplicated students were analyzed independently; both families of EL students and families of special needs students were slightly more satisfied than were all parents. 4. Pupil achievement: Stakeholders agree that the bulk of LCAP funds should be expended in this area. Supplemental funds were targeted to provide more one-on-one and small group tutoring, as well as computers and software to support both mainstream and intervention instruction. Additional funds were allocated to Math Workshop to ensure student mastery of current coursework, as well as total understanding of basic skills. Grad Lab, a high school program, was extended to middle school. For specific measures, see Data Dashboard. 5. Pupil engagement: Stakeholders were generally pleased with engagement For specific measures, see Data Dashboard. |

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| | <p>6. School climate: Stakeholders supported increased security measures for campus. For specific measures, see Data Dashboard.</p> <p>7. Broad course of study:</p> <ol style="list-style-type: none"> a. All students: All students complete a similar broad course of study which includes 3 years of English Language Arts and History, 3 years of math, 3 years of science, 3 years of technology, 3 semesters of PE, and 1 semester of College Readiness. b. Unduplicated and special needs students: Stakeholders supported expansion of tutoring and RtI system improvement, as well as some “push-in” support. <p>8. Pupil outcomes: N/A</p> <p>It was felt by stakeholders that if the MIT Academy were able to address the state identified areas listed above (with a specific emphasis on at risk students identified in Ed Code section 42238.01) we would be successful in increasing student success and narrowing the achievement gap.</p> <p>The following specific actions were taken as a result of stakeholder input after posting of the initial draft: Change professional development for staff to professional development and support for retention of staff in years 1, 2 and 3.</p> <p>The voice of parents, students, employees and the community is reflected throughout the Goals, Services and Actions detailed in the following pages, and reflects our long-term commitment to inclusive involvement of all stakeholders.</p> |
| <p>Annual Update: June, 2016</p> <p><i>Involvement process and impact:</i> Inherent in the actions outlined above for 2016-17 Strategic Planning/SPSA/WASC/LCAP was the annual update on the 2015-16 Plan. Input on the annual update resulted in adjustments made to the LCAP for 2016-17.</p> | <p>As a result of stakeholder input, the needs related to the State priorities were included in the LCAP draft for 2016-17 as action items, as noted above. Specific need input related to those items is indicated below.</p> <p>Goal: To improve the conditions of learning for students</p> <ol style="list-style-type: none"> 1. Basic <ol style="list-style-type: none"> a. Appropriate teacher assignment: No needs identified. b. Materials: Need to upgrade MS ELAH materials to better align with CCSS c. Facilities: Need full campus upgrade, including safety elements. 2. Implementation of content/performance standards: <ol style="list-style-type: none"> a. State standards: Need to pilot standards-based grading as a prelude to the guaranteed curriculum and competency-based learning of a high reliability school. b. EL access to CCSS and ELD standards: Need to expand tutoring programs and monitor individual student progress in ELD, READ 180, and math workshop. 3. Family involvement: <ol style="list-style-type: none"> c. Families of all students: Need to improve teacher responsiveness to family inquiries. d. Families of unduplicated/special needs students. Need to have the coordinator of parent involvement position designated as bilingual. Continue ELAC support. |

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| | <p>4. Pupil achievement: Need to target under-performing students with additional one-on-one and small group tutoring. Need to upgrade computers and software to support both mainstream and intervention instruction. Need to vertically align ELA curriculum, particularly in writing. Need to support Math Workshop to ensure student mastery of current coursework, as well as total understanding of basic skills. Need to expand Grad Lab concept to MS.</p> <p>5. Pupil engagement: No needs identified.</p> <p>6. School climate: Need for new campus. Need for greater security.</p> <p>7. Broad course of study:</p> <ul style="list-style-type: none"> c. All students: Additional access to LOTE in MS is needed. d. Unduplicated and special needs students: Need expansion of tutoring and RtI system improvement, as well as some “push-in” support. <p>8. Pupil outcomes: N/A</p> |
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Section 2: Goals and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Summary Responses to Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"? See chart below.
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"? See chart below.
- 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)? See chart below.
- 4) What are the LEA's goal(s) to address any locally-identified priorities? See chart below; locally-identified priorities are italicized.
- 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.)? The LEA is a single school site.
- 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? Unique goals for unduplicated pupils and subgroups different from goals for all students are underlined in the chart below.
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP? See chart below.
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority? The data reviewed by the Strategic Planning Committee included all items cited in the chart below as benchmarks or progress indicators. Whenever possible, longitudinal data was presented.
- 9) What information was considered/reviewed for individual schoolsites? The LEA is a single school site.
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052? Goal 2: Academic performance—Life Science test, historical API, EAP, Seal of Biliteracy.
- 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? See chart below.
- 12) How do these actions/services link to identified goals and expected measurable outcomes? See chart below.
- 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? See chart below.

GOAL 1: To improve the conditions of learning for students.

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| GOAL: | To improve the conditions of learning for students. | | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ Local: Specify _____ |
| Identified Need: | The need exists to ensure maximal student learning through appropriate teacher assignment, access to instructional materials, adequate facilities, standards implementation, and access of a broad course of study, including core academics. | | |
| Goal Applies to: | Schools: | Mare Island Technology Academy | |
| | Applicable Pupil Subgroups: | All | |
| LCAP Year 1: 2016-17 | | | |
| Expected Annual Measurable Outcomes: | Teacher assignment: 100% of core academic teachers will be highly qualified for their assignment. Instructional materials: 100% of students will have access to all instructional materials/equipment required for their courses. Facilities: At least 5% of facilities will be renovated or replaced. Standards: 100% of grade/subject-appropriate CCSS & NGSS standards will be implemented in the curriculum. Course access: 100% of students will have access to courses in the academic core. | | |
| | Actions/Services | Scope of Service | Pupils to be served within identified scope of service |
| | 1. Teacher assignment: Mare Island Technology Academy will ensure that teachers of core academic courses are highly qualified for the courses to which they are assigned through <ul style="list-style-type: none"> recruiting/hiring highly qualified teachers a careful check of academic and professional credentialing prior to assignment. All staff will be qualified for the positions they hold. | All teachers and other staff | <input checked="" type="checkbox"/> ALL ----- ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ |
| | | | Budgeted Expenditures Anticipated Expenditures Budget Classifications 1000s \$1,728,970 2000s \$659,578 3000s \$658,314 5103 \$7,761 5200s \$37,661 Base funds: \$2,659,364 Supplemental funds: \$432,920 |

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| <p>2. Instructional materials: Mare Island Technology Academy will ensure that all students have access to needed instructional materials and equipment through</p> <ul style="list-style-type: none"> regular materials inventory, including digital subscriptions, licenses, hardware, etc. timely purchase of needed materials and equipment. | <p>All classes</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Anticipated Expenditures Budget Classifications</p> <p>4100s \$25,305</p> <p>4200s \$56,043</p> <p>4300s \$45,813</p> <p>4407 \$36,412</p> <p>4410 \$250,359</p> <p>4420 \$460</p> <p>4700 \$155,020</p> <p>5100s \$133,326</p> <p>Base funds: \$604,355</p> <p>Supplemental funds: \$98,383</p> |
| <p>3. Facilities: Mare Island Technology Academy will ensure that facilities are improved to provide an adequate campus through</p> <ul style="list-style-type: none"> renovation or replacement of at least 5% of housing each year until the campus is fully upgraded regular maintenance and operations to provide a safe and healthy learning environment <p>Operationally, this includes all basic services, e.g., utilities, security services, insurance, consulting, legal and payroll services, etc.</p> | <p>All housing</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Anticipated Expenditures Budget Classifications</p> <p>4400s \$66,563</p> <p>5300 \$11,232</p> <p>5400 \$27,962</p> <p>5500s \$87,932</p> <p>5600s \$121,242</p> <p>5800s \$34,486</p> <p>5900 \$5,796</p> <p>6000s \$579,600</p> |

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| | | | Base funds: \$803,939 Supplemental funds: \$130,874 |
| 4. State Standards: Mare Island Technology Academy will ensure that all CCSS, NGSS, & other state standards, including ELD, are implemented in appropriate curricula through <ul style="list-style-type: none"> the annual curriculum-standards audit. | All courses | <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)_____ | Anticipated Expenditures Budget Classifications 5210 \$43,530 Base funds: \$37,436 Supplemental funds: \$6,094 |
| 5. Access to courses: Mare Island Technology Academy will ensure that all students have access to the academic core and a broad spectrum of other courses through <ul style="list-style-type: none"> provision of an adequate number of courses/classes taught by MIT instructors; offering academic and CTE courses through Plato distance learning software; hosting a significant number of Solano Community College academic and CTE courses on campus. | All 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)_____ | Costs included in #1 and 2 above. |
| LCAP Year 2: 2017-18 | | | |
| Expected Annual Measurable Outcomes: | Teacher assignment: 100% of academic core teachers will be highly qualified for their assignment. Instructional materials: 100% of students will have access to all instructional materials required for their courses. Facilities: At least 5% of facilities will be renovated or replaced each year, a cumulative $\geq 10\%$ from 2016-17. Standards: 100% of grade/subject-appropriate CCSS & NGSS standards will be implemented in the curriculum. Course access: 100% of students will have access to courses in the academic core. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |

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| <p>1. Teacher assignment: Mare Island Technology Academy will ensure that teachers of academic core courses are highly qualified for the courses to which they are assigned through</p> <ul style="list-style-type: none"> recruiting/hiring highly qualified teachers a careful check of academic and professional credentialing prior to assignment. <p>All staff will be qualified for the positions they hold.</p> | <p>All teachers</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Anticipated Expenditures Budget Classifications</p> <p>1000s \$1,783,091</p> <p>2000s \$672,407</p> <p>3000s \$784,300</p> <p>5103 \$8,537</p> <p>5200s \$41,427</p> <p>Base funds: \$2,862,093</p> <p>Supplemental funds: \$427,669</p> |
| <p>2. Instructional materials: Mare Island Technology Academy will ensure that all students have access to needed instructional materials and equipment through</p> <ul style="list-style-type: none"> regular materials inventory, including digital subscriptions, licenses, hardware, etc. timely purchase of needed materials and equipment. | <p>All classes</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Anticipated Expenditures Budget Classifications</p> <p>4100s \$27,836</p> <p>4200s \$61,647</p> <p>4300 \$50,394</p> <p>4407 \$40,053</p> <p>4410 \$275,395</p> <p>4420 \$506</p> <p>4700 \$178,522</p> <p>5100s \$146,659</p> <p>Base funds: \$679,472</p> <p>Supplemental funds:</p> |

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| | | | \$101,530 |
| <p>3. Facilities: Mare Island Technology Academy will ensure that facilities are improved to provide an adequate campus through</p> <ul style="list-style-type: none"> • renovation or replacement of at least 5% of housing each year until the campus is fully upgraded • regular maintenance and operations to provide a safe and healthy learning environment <p>Operationally, this includes all basic services, e.g., utilities, security services, insurance, consulting, legal and payroll services, etc.</p> | All housing | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p> | <p>Anticipated Expenditures Budget Classifications</p> <p>4400s \$73,219</p> <p>5300 \$12,355</p> <p>5400 \$30,758</p> <p>5500s \$96,725</p> <p>5600s \$133,366</p> <p>5800s \$37,935</p> <p>5900 \$6,376</p> <p>6000s \$100,000</p> <p>Base funds: \$426,939</p> <p>Supplemental funds: \$63,795</p> |

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| <p>4. State Standards: Mare Island Technology Academy will ensure that all CCSS, NGSS, & other state standards, including ELD, are implemented in appropriate curricula through</p> <ul style="list-style-type: none"> the annual curriculum-standards audit. | All courses | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Anticipated Expenditures Budget Classifications 5210 \$47,883 Base funds: \$41,658 Supplemental funds: \$6,225</p> |
| <p>5. Access to courses: Mare Island Technology Academy will ensure that all students have access to the academic core and a broad spectrum of other courses through</p> <ul style="list-style-type: none"> provision of an adequate number of courses/classes taught by MIT instructors; offering academic and CTE courses through Plato distance learning software; hosting a significant number of Solano Community College academic and CTE courses on campus. | All students | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | Costs included in #1 and 2 above. |

LCAP Year 3: 2018-19

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Teacher assignment: 100% of academic core subject teachers will be highly qualified for their assignment. Instructional materials: 100% of students will have access to all instructional materials required for their courses. Facilities: At least 5% of facilities will be renovated or replaced each year, a cumulative $\geq 15\%$ from 2016-17. Standards: 100% of grade/subject-appropriate CCSS & NGSS standards will be implemented in the curriculum. Course access: 100% of students will have access to courses in the academic core.</p> | | |
| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |

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| <p>1. Teacher assignment: Mare Island Technology Academy will ensure that teachers of academic core courses are highly qualified for the courses to which they are assigned through</p> <ul style="list-style-type: none"> recruiting/hiring highly qualified teachers a careful check of academic and professional credentialing prior to assignment. <p>All staff will be qualified for the positions they hold.</p> | <p>All teachers</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Anticipated Expenditures Budget Classifications</p> <p>1000s \$1,838,966</p> <p>2000s \$685,492</p> <p>3000s \$881,702</p> <p>5103 \$8,537</p> <p>5200s \$41,427</p> <p>Base funds: \$3,006,828</p> <p>Supplemental funds: \$449,296</p> |
| <p>2. Instructional materials: Mare Island Technology Academy will ensure that all students have access to needed instructional materials and equipment through</p> <ul style="list-style-type: none"> regular materials inventory, including digital subscriptions, licenses, hardware, etc. timely purchase of needed materials and equipment. | <p>All classes</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Anticipated Expenditures Budget Classifications</p> <p>4100s \$27,836</p> <p>4200s \$61,647</p> <p>4300 \$50,394</p> <p>4407 \$40,053</p> <p>4410 \$275,395</p> <p>4420 \$506</p> <p>4700 \$178,522</p> <p>5100s \$146,659</p> <p>Base funds: \$679,480</p> |

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| | | | Supplemental funds: \$101,532 |
| <p>3. Facilities: Mare Island Technology Academy will ensure that facilities are improved to provide an adequate campus through</p> <ul style="list-style-type: none"> renovation or replacement of at least 5% of housing each year until the campus is fully upgraded regular maintenance and operations to provide a safe and healthy learning environment <p>Operationally, this includes all basic services, e.g., utilities, security services, insurance, consulting, legal and payroll services, etc.</p> | All housing | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Anticipated Expenditures Budget Classifications</p> <p>4400s \$73,219</p> <p>5300 \$12,355</p> <p>5400 \$30,758</p> <p>5500s \$96,725</p> <p>5600s \$133,366</p> <p>5800s \$37,935</p> <p>5900 \$6,376</p> <p>Base funds: \$339,939</p> <p>Supplemental funds: \$50,795</p> |
| <p>4. State Standards: Mare Island Technology Academy will ensure that all CCSS, NGSS, & other state standards, including ELD, are implemented in appropriate curricula through</p> <ul style="list-style-type: none"> the annual curriculum-standards audit. | All courses | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Anticipated Expenditures Budget Classifications</p> <p>5100 \$47,883</p> <p>Base funds: \$41,658</p> <p>Supplemental funds: \$6,225</p> |

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| <p>5. Access to courses: Mare Island Technology Academy will ensure that all students have access to the academic core and a broad spectrum of other courses through</p> <ul style="list-style-type: none"> • provision of an adequate number of courses/classes taught by MIT instructors; • offering academic and CTE courses through Plato distance learning software; • hosting a significant number of Solano Community College academic and CTE courses on campus. | <p>All students</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Costs included in #1 and #2 above</p> |

GOAL 2: To improve pupil outcomes for all students.

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| <p>GOAL:</p> | <p>To improve pupil outcomes for all students.</p> | <p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_<input checked="" type="checkbox"/> 5__ 6__ 7__ 8_<input checked="" type="checkbox"/></p> <p>Local: Specify _____</p> |
| <p>Identified Need:</p> | <p>Less than 100% of students are currently performing at proficient or advanced levels in ELA, mathematics, and science. An achievement gap exists for at risk students, including, in some subjects, English Learners, SED, African-American, and Hispanic subgroups. See the data dashboard for details.</p> | |
| <p>Goal Applies to:</p> | <p>Schools:</p> | <p>Mare Island Technology Academy</p> |
| | <p>Applicable Pupil Subgroups:</p> | <p>All</p> |
| <p>LCAP Year 1: 2016-17</p> | | |

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| <p>Expected Annual Measurable Outcomes:</p> | <p>NB: AMOs below are underlined if they apply to sub-groups and are italicized if they are local indicators.</p> <p>Academic performance: Academic performance will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • CAASPP/CST science performance: All science tests results will be \geqsimilar scores for Vallejo City USD middle schools • CAASPP math scores: CAASPP math scores results will be \geqsimilar scores for Vallejo City USD middle schools • CAASPP ELA scores: CAASPP ELA scores results will be \geqsimilar scores for Vallejo City USD middle schools • API or equivalent: API will be \geqaverage middle school API/equivalent scores for Vallejo City USD • <i><u>Achievement gaps: Sub-group achievement gaps on the above measures, as available, will diminish each year</u></i> <p>College/career readiness: College/career readiness will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • <i><u>Complete ≥ 1 industry certification: 10% of promoting 8th graders</u></i> <p><u>EL progress: EL progress will be demonstrated by the following indicators:</u></p> <ul style="list-style-type: none"> • <u>English proficiency: The percentage of students progressing by > 1 CELDT level/year will be at least 30%</u> • <u>EL reclassification: The percentage of students reclassified each year will be at least 50%</u> | | |
| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures, Code(s)</p> |
| <p>1. Academic performance: Mare Island Technology Academy will guarantee that test performance and API/equivalent scores are \geqsimilar scores for Vallejo City USD middle schools through</p> <ul style="list-style-type: none"> • rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1); • a comprehensive, individualized RtI program (tier 2); • a Grad Lab-type program (tier 3); • rigorous implementation of additional required courses in technology, College Readiness, and physical education; • rigorous implementation of additional elective courses in Mandarin, Spanish, robotics, art, and music; • an extensive tutoring program; | <p>All students</p> | <p><u>x</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p> | <p>Anticipated Expenditures Budget Classifications 1000s \$1,728,970 2000s \$659,578 3000s \$658,314 5103 \$7,761 5200s \$37,661 4100s \$25,305 4200s \$56,043 4300 \$45,813 4407 \$36,412</p> |

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| <ul style="list-style-type: none"> comprehensive implementation of CCSS, NGSS, and ELD standards; a range of intervention programs and courses, such as READ 180/System 44; parallel courses in math; breakfast, lunch, and dinner programs; full-time psychologist and SpEd services; professional development and support for retention of staff. | | | 4410 \$250,359 4420 \$460 4700 \$155,020 5100s \$133,326 5210 \$43,530 Base funds: \$3,301,155 Supplemental funds: \$537,397 |
| 2. Academic performance: Mare Island Technology Academy will use the actions cited above to close the achievement gap for numerically significant sub-groups, such as SED, English Learners, African-American, and Hispanic sub-groups, as indicated by test scores. | SED, EL, African-American, Hispanic | __ALL ----- OR: __x_Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) African-American, Hispanic | Costs are included in #1.1, 1.2, 1.4, 2.1 above. |
| 3. College/career readiness: Mare Island Technology Academy will ensure that all students are college and career ready through <ul style="list-style-type: none"> all the above-mentioned actions/services; provision of 3 full years of technology instruction as introductory to high school pathways; provision of instruction in ≥ 3 industry-recognized certifications & encouragement/support to complete ≥ 1 | All students | __x__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Costs are included in #1.1, 1.2, 1.4, 2.1 above. |

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| <p>4. English Learners: Mare Island Technology Academy will ensure that EL mastery of the ELD standards as reflected on annual CELDT tests and in re-designation rates minimally maintain at the current high levels through</p> <ul style="list-style-type: none"> • active, individualized monitoring of progress on ELD standards; • implementation of appropriate intervention programs in a timely manner. | <p>All English Learners</p> | <p><u> </u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> x </u>English Learners</p> <p><u> </u>Foster Youth <u> x </u>Redesignated fluent English proficient <u> </u>Other</p> <p>Subgroups:(Specify)_____</p> | <p>Costs are included in #1.1, 1.2, 1.4, 2.1 above.</p> |
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LCAP Year 2: 2017-18

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| <p>Expected Annual Measurable Outcomes:</p> | <p>NB: AMOs below are underlined if they apply to sub-groups and are italicized if they are local indicators.</p> <p>Academic performance: Academic performance will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • CST science performance: All science tests results will be \geqsimilar scores for Vallejo City USD middle schools • CAASPP math scores: CAASPP math scores results will be \geqsimilar scores for Vallejo City USD middle schools • CAASPP ELA scores: CAASPP ELA scores results will be \geqsimilar scores for Vallejo City USD middle schools • API or equivalent: API will be \geqaverage high school API/equivalent scores for Vallejo City USD • <u><i>Achievement gaps: Sub-group achievement gaps on the above measures, as available, will diminish each year</i></u> <p>College/career readiness: College/career readiness will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • <u><i>Complete ≥ 1 industry certification: 10% of graduates</i></u> <p><u>EL progress: EL progress will be demonstrated by the following indicators:</u></p> <ul style="list-style-type: none"> • <u>English proficiency: The percentage of students progressing by > 1 CELDT level/year will be at least 30%</u> • <u>EL reclassification: The percentage of students reclassified each year will be at least 50%</u> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>1. Academic performance: Mare Island Technology Academy will guarantee that test performance and API/equivalent scores are \geqsimilar scores for Vallejo City USD middle schools through</p> <ul style="list-style-type: none"> • rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1); | <p>All students</p> | <p><u> x </u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other</p> <p>Subgroups:(Specify)_____</p> | <p>Anticipated Expenditures Budget Classifications</p> <p>1000s</p> <p>\$1,783,091</p> <p>2000s</p> <p>\$672,407</p> <p>3000s</p> <p>\$784,300</p> |

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| <ul style="list-style-type: none"> • a comprehensive, individualized RtI program (tier 2); • a Grad Lab-type program (tier 3); • rigorous implementation of additional required courses in technology, College Readiness, and physical education; • rigorous implementation of additional elective courses in Mandarin, Spanish, robotics, art, and music; • an extensive tutoring program; • comprehensive implementation of CCSS, NGSS, and ELD standards; • a range of intervention programs and courses, such as READ 180/System 44; • parallel courses in math; • breakfast, lunch, and dinner programs; • full-time psychologist and SpEd services; • professional development and support for retention of staff. | | | 5103 \$8,537 5200s \$41,427 4100s \$27,836 4200s \$61,647 4300 \$50,394 4407 \$40,053 4410 \$275,395 4420 \$506 4700 \$178,522 5100s \$146,659 5210 \$47,883 Base funds: \$3,583,232 Supplemental funds: \$535,425 |
| 2. Academic performance: Mare Island Technology Academy will use the actions cited above to close the achievement gap for numerically significant sub-groups, such as SED, English Learners, African-American, and Hispanic sub-groups, as indicated by test scores. | SES, EL, African-American, Hispanic | __ALL ----- OR: _x_Low Income pupils x__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) African-American, Hispanic | Costs are included in #1.1, 1.2, 1.4, 2.1 above. |

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| <p>3. College/career readiness: Mare Island Technology Academy will ensure that all students are college and career ready through</p> <ul style="list-style-type: none"> • all the above-mentioned actions/services; • provision of 3 full years of technology instruction as introductory to high school pathways; • provision of instruction in ≥ 3 industry-recognized certifications & encouragement/support to complete ≥ 1 | <p>All students</p> | <p><u><input checked="" type="checkbox"/></u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Costs are included in #1.1, 1.2, 1.4, 2.1 above.</p> |
| <p>4. English Learners: Mare Island Technology Academy will ensure that EL mastery of the ELD standards as reflected on annual CELDT tests and in re-designation rates minimally maintain at the current high levels through</p> <ul style="list-style-type: none"> • active, individualized monitoring of progress on ELD standards; • implementation of appropriate intervention programs in a timely manner. | <p>All English Learners</p> | <p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Costs are included in #1.1, 1.2, 1.4, 2.1 above.</p> |

LCAP Year 3: 2018-19

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| <p>Expected Annual Measurable Outcomes:</p> | <p>NB: AMOs below are underlined if they apply to sub-groups and are italicized if they are local indicators.</p> <p>Academic performance: Academic performance will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • CST science performance: All science tests results will be \geq similar scores for Vallejo City USD middle schools • CAASPP math scores: CAASPP math scores results will be \geq similar scores for Vallejo City USD middle schools • CAASPP ELA scores: CAASPP ELA scores results will be \geq similar scores for Vallejo City USD middle schools • API or equivalent: API will be \geq average high school API/equivalent scores for Vallejo City USD • <u><i>Achievement gaps: Sub-group achievement gaps on the above measures, as available, will diminish each year</i></u> <p>College/career readiness: College/career readiness will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • <u><i>Complete ≥ 1 industry certification: 10% of graduates</i></u> <p>EL progress: EL progress will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • <u>English proficiency: The percentage of students progressing by > 1 CELDT level/year will be at least 30%</u> • <u>EL reclassification: The percentage of students reclassified each year will be at least 50%</u> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>1. Academic performance: Mare Island Technology Academy will guarantee that test performance and API/equivalent scores are \geq similar scores for Vallejo City USD middle schools through</p> <ul style="list-style-type: none"> • rigorous implementation of core courses in English Language Arts/History, Mathematics, and Science with excellent instruction (tier 1); • a comprehensive, individualized RtI program (tier 2); • a Grad Lab-type program (tier 3); • rigorous implementation of additional required courses in technology, College Readiness, and physical education; • rigorous implementation of additional elective courses in Mandarin, Spanish, robotics, art, and music; • an extensive tutoring program; • comprehensive implementation of CCSS, NGSS, and ELD standards; • a range of intervention programs and courses, such as READ 180/System 44; • parallel courses in math; • breakfast, lunch, and dinner programs; • full-time psychologist and SpEd services; • professional development and support for retention of staff. | <p>All students</p> | <p><u> x </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p> | <p>Anticipated Expenditures Budget Classifications 1000s \$1,838,966 2000s \$685,492 3000s \$881,702 5103 \$8,537 5200s \$41,427 4100s \$27,836 4200s \$61,647 4300 \$50,394 4407 \$40,053 4410 \$275,395 4420 \$506 4700 \$178,522 5100s \$146,659 5210 \$47,883 Base funds: \$3,727,967 Supplemental funds: \$557,052</p> |

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| <p>2. Academic performance: Mare Island Technology Academy will use the actions cited above to close the achievement gap for numerically significant sub-groups, such as SED, English Learners, African-American, and Hispanic sub-groups, as indicated by test scores.</p> | <p>SES, EL, African-American, Hispanic</p> | <p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) African-American, Hispanic</p> | <p>Costs are included in #1.1, 1.2, 1.4, 2.1 above</p> |
| <p>3. College/career readiness: Mare Island Technology Academy will ensure that all students are college and career ready through</p> <ul style="list-style-type: none"> • all the above-mentioned actions/services; • provision of 3 full years of technology instruction as introductory to high school pathways; • provision of instruction in ≥ 3 industry-recognized certifications & encouragement/support to complete ≥ 1 | <p>All students</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>Costs are included in #1.1, 1.2, 1.4, 2.1 above</p> |
| <p>4. English Learners: Mare Island Technology Academy will ensure that EL mastery of the ELD standards as reflected on annual CELDT tests and in re-designation rates minimally maintain at the current high levels through</p> <ul style="list-style-type: none"> • active, individualized monitoring of progress on ELD standards; • implementation of appropriate intervention programs in a timely manner. | <p>All English Learners</p> | <p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Costs are included in #1.1, 1.2, 1.4, 2.1 above</p> |

GOAL 3: To improve engagement for all students and parents/guardians.

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| GOAL: | To improve engagement for all students and parents/guardians. | | Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local: Specify _____ | |
| Identified Need: | Currently less than 100% of students and parents/guardians are fully engaged in Mare Island Technology Academy | | | |
| Goal Applies to: | Schools: | Mare Island Technology Academy | | |
| | Applicable Pupil Subgroups: | All | | |
| LCAP Year 1: 2015-16 | | | | |
| Expected Annual Measurable Outcomes: | NB: AMOs below are underlined if they apply to sub-groups and are italicized if they are local indicators. Parent/guardian engagement will be demonstrated by the following indicators: <ul style="list-style-type: none"> • <i>Parent satisfaction: At least 90% of parents will indicate satisfaction at the level of ≥ 4 on a 5-point scale on the annual survey</i> • <i>Parent completion of agreed-upon hours: At least 90% of parents will complete their agreed-upon hours</i> Pupil engagement—attendance will be demonstrated by the following indicators: <ul style="list-style-type: none"> • Attendance: Attendance will $\geq 95\%$. • Chronic absenteeism: Chronic absenteeism will decrease by $\geq 5\%$ compared to 2015-16 Pupil engagement—graduation will be demonstrated by the following indicators: <ul style="list-style-type: none"> • Middle school dropout: The drop out rate will be \geqVCUSD Positive school climate will be demonstrated by the following indicators: <ul style="list-style-type: none"> • Suspensions: The suspension rate will decrease by $\geq 5\%$ compared to 2015-16 • Expulsions: The expulsion rate will be reported but will not provide meaningful trend analysis, given the small “n” • Honor Roll: The percentage of students on Honor Roll first semester will increase by $\geq 5\%$ compared to 2015-16 • “F” rate: The percentage of students with ≥ 1 “F” grade will decrease by $\geq 5\%$ compared to 2015-16 | | | |
| | Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |

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| <p>1. Parent/guardian engagement: Mare Island Technology Academy will focus on engaging parents/guardians through</p> <ul style="list-style-type: none"> • regular communications via newsletter, one-call, website, mail, email, and phone about school matters, including volunteer opportunities & hours status • Parent-Teacher Network • African-American Parents' Association • English Learners Advisory Council • Strategic Planning • Community Technology Day • Parent Institute for Quality Education & MIT parent workshops • events e.g., Ice Cream Social, Back-to-School, FAFSA Party, Transcript Review Day, etc. | <p>All parents/ guardians</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Costs are included in 1.1, 1.2, 1.4, 2.1 above</p> |
| <p>2. Pupil engagement—attendance/chronic absenteeism: Mare Island Technology Academy will</p> <ul style="list-style-type: none"> • recognize students with good attendance records • monitor students with poor attendance records • conduct pre-SARB and SARB meetings, as needed | <p>All students</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p> | <p>Costs are included in 1.1, 1.2, 1.4, 2.1 above</p> |
| <p>3. Pupil engagement—dropouts: Mare Island Technology Academy will ensure that the dropout rate decreases or remains at less than 1% through</p> <ul style="list-style-type: none"> • SARB individual plans; • Academic Recovery; • full-time interventionist; • I Try contracts; • Grad Lab-type intervention for students not responding to other interventions; | <p>Students in need</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Costs are included in 1.1, 1.2, 1.4, 2.1 above</p> |

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| <p>4. Positive school climate: MIT Academy will improve the school climate to promote high achievement through</p> <ul style="list-style-type: none"> • Professional development for staff • Consistent use of engaging instructional strategies • Frequent, diverse recognition programs • Campus monitoring and safety procedures • Counseling groups • Advisory • Focus on college-going culture | <p>All students</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Costs are included in 1.1, 1.2, 1.4, 2.1 above</p> |
| <p>LCAP Year 2: 2016-17</p> | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>NB: AMOs below are underlined if they apply to sub-groups and are italicized if they are local indicators.</p> <p>Parent/guardian engagement will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • <i>Parent satisfaction: At least 90% of parents will indicate satisfaction at the level of ≥ 4 on a 5-point scale on the annual survey</i> • <i>Parent completion of agreed-upon hours: At least 90% of parents will complete their agreed-upon hours</i> <p>Pupil engagement—attendance will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • Attendance: Attendance will $\geq 95\%$. • Chronic absenteeism: Chronic absenteeism will decrease by $\geq 5\%$ compared to 2015-16 <p>Pupil engagement—graduation will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • Middle school dropout: The drop out rate will be \geqVCUSD <p>Positive school climate will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • Suspensions: The suspension rate will decrease by $\geq 5\%$ compared to 2015-16 • Expulsions: The expulsion rate will be reported but will not provide meaningful trend analysis, given the small “n” • <i>Honor Roll: The percentage of students on Honor Roll first semester will increase by $\geq 5\%$ compared to 2015-16</i> • <i>“F” rate: The percentage of students with ≥ 1 “F” grade will decrease by $\geq 5\%$ compared to 2015-16</i> | | |
| | <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> |

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| <p>1. Parent/guardian engagement: Mare Island Technology Academy will focus on engaging parents/guardians through</p> <ul style="list-style-type: none"> • regular communications via newsletter, one-call, website, mail, email, and phone about school matters, including volunteer opportunities & hours status • Parent-Teacher Network • African-American Parents' Association • English Learners Advisory Council • Strategic Planning • Community Technology Day • Parent Institute for Quality Education & MIT parent workshops • events e.g., Ice Cream Social, Back-to-School, FAFSA Party, Transcript Review Day, etc. | <p>All parents/ guardians</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Costs are included in 1.1, 1.2, 1.4, 2.1 above</p> |
| <p>2. Pupil engagement—attendance/chronic absenteeism: Mare Island Technology Academy will</p> <ul style="list-style-type: none"> • recognize students with good attendance records • monitor students with poor attendance records • conduct pre-SARB and SARB meetings, as needed | <p>All students</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p> | <p>Costs are included in 1.1, 1.2, 1.4, 2.1 above</p> |
| <p>3. Pupil engagement—dropouts: Mare Island Technology Academy will ensure that the dropout rate decreases or remains at less than 1% through</p> <ul style="list-style-type: none"> • SARB individual plans; • Academic Recovery; • full-time interventionist; • I Try contracts; • Grad Lab-type intervention for students not responding to other interventions; | <p>Students in need</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Costs are included in 1.1, 1.2, 1.4, 2.1 above</p> |

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| <p>4. Positive school climate: MIT Academy will improve the school climate to promote high achievement through</p> <ul style="list-style-type: none"> • Professional development for staff • Consistent use of engaging instructional strategies • Frequent, diverse recognition programs • Campus monitoring and safety procedures • Counseling groups • Advisory • Focus on college-going culture | All students | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | Costs are included in 1.1, 1.2, 1.4, 2.1 above |
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LCAP Year 3: 2017-18

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| Expected Annual Measurable Outcomes: | <p>NB: AMOs below are underlined if they apply to sub-groups and are italicized if they are local indicators.</p> <p>Parent/guardian engagement will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • <i>Parent satisfaction: At least 90% of parents will indicate satisfaction at the level of ≥ 4 on a 5-point scale on the annual survey</i> • <i>Parent completion of agreed-upon hours: At least 90% of parents will complete their agreed-upon hours</i> <p>Pupil engagement—attendance will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • Attendance: Attendance will $\geq 95\%$. • Chronic absenteeism: Chronic absenteeism will decrease by $\geq 5\%$ compared to 2015-16 <p>Pupil engagement—graduation will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • Middle school dropout: The drop out rate will be \geq VCUSD <p>Positive school climate will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • Suspensions: The suspension rate will decrease by $\geq 5\%$ compared to 2015-16 • Expulsions: The expulsion rate will be reported but will not provide meaningful trend analysis, given the small “n” • <i>Honor Roll: The percentage of students on Honor Roll first semester will increase by $\geq 5\%$ compared to 2015-16</i> • <i>“F” rate: The percentage of students with ≥ 1 “F” grade will decrease by $\geq 5\%$ compared to 2015-16</i> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>1. Parent/guardian engagement: Mare Island Technology Academy will focus on engaging parents/guardians through</p> <ul style="list-style-type: none"> • regular communications via newsletter, one-call, website, mail, email, and phone about school matters, including volunteer opportunities & hours status • Parent-Teacher Network • African-American Parents' Association • English Learners Advisory Council • Strategic Planning • Community Technology Day • Parent Institute for Quality Education & MIT parent workshops • events e.g., Ice Cream Social, Back-to-School, FAFSA Party, Transcript Review Day, etc. | <p>All parents/ guardians</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Costs are included in 1.1, 1.2, 1.4, 2.1 above</p> |
| <p>2. Pupil engagement—attendance/chronic absenteeism: Mare Island Technology Academy will</p> <ul style="list-style-type: none"> • recognize students with good attendance records • monitor students with poor attendance records • conduct pre-SARB and SARB meetings, as needed | <p>All students</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p> | <p>Costs are included in 1.1, 1.2, 1.4, 2.1 above</p> |
| <p>3. Pupil engagement—dropouts: Mare Island Technology Academy will ensure that the dropout rate decreases or remains at less than 1% through</p> <ul style="list-style-type: none"> • SARB individual plans; • Academic Recovery; • full-time interventionist; • I Try contracts; • Grad Lab-type intervention for students not responding to other interventions; | <p>Students in need</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Costs are included in 1.1, 1.2, 1.4, 2.1 above</p> |

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| <p>4. Positive school climate: MIT Academy will improve the school climate to promote high achievement through</p> <ul style="list-style-type: none"> • Professional development for staff • Consistent use of engaging instructional strategies • Frequent, diverse recognition programs • Campus monitoring and safety procedures • Counseling groups • Advisory • Focus on college-going culture | <p>All students</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | <p>Costs are included in 1.1, 1.2, 1.4, 2.1 above</p> |
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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?

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| Original GOAL from prior year LCAP: | GOAL 1: To improve the conditions of learning for students. | Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 <u> </u> 4 <u> </u> 5 <u> </u> 6 <u> </u> 7 <u>x</u> 8 <u> </u> Local: Specify _____ |
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| Goal Applies to: | Schools: Mare Island Technology Academy | Applicable Pupil Subgroups: Numerically significant: Latino, African-American, SED |
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| Expected Annual Measurable Outcomes: | 1.1 Teacher assignment: 100% of teachers will be highly qualified for their assignment. Instructional materials: 100% of students will have access to all instructional materials/equipment required for their courses. 1.2 Facilities: At least 5% of facilities will be renovated or replaced. 1.3 Standards: 100% of grade/subject-appropriate CCSS & NGSS standards will be implemented in the curriculum. 1.4 Course access: 100% of students will have access to courses in the academic core. | Actual Annual Measurable Outcomes: | See Data Dashboard attached. All AMOs were met. |
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LCAP Year: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
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| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1.1 Teacher assignment: Mare Island Technology Academy will ensure that all teachers are highly qualified for the courses to which they are assigned through <ul style="list-style-type: none"> • recruiting/hiring highly qualified teachers • a careful check of academic and professional credentialing prior to assignment. All staff are qualified for their positions. | Budget Classifications 1000 \$1,280,590 3101 \$114,917 3301 \$53,558 3401 \$157,134 3601 \$12,437 | All planned actions were implemented. | Budget Classifications 1000 \$1,238,684 3101 \$194,110 3301 \$39,921 3401 \$215,493 3601 \$14,787 |

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| | Base: \$1,359,654 Supplemental: \$258,982 | | Base: \$1,430,516 Supplemental: \$272,479 |
| Scope of service: | | Scope of service: | |
| <u> x </u> ALL | | <u> x </u> ALL | |
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| 1.2 Instructional materials: Mare Island Technology Academy will ensure that all students have access to needed instructional materials and equipment through <ul style="list-style-type: none"> regular materials inventory, including digital subscriptions, licenses, hardware, etc. timely purchase of needed materials and equipment. | Budget Classifications 4100 \$18,860 4200 \$22,951 Base: \$35,121 Supplemental: \$6,690 | All planned actions were implemented. | Budget Classifications 4100 \$35,256 4200 \$37,008 Base: \$60,702 Supplemental: \$11,562 |
| Scope of service: | | Scope of service: | |
| <u> x </u> ALL | | <u> x </u> ALL | |
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

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| <p>1.3 Facilities: Mare Island Technology Academy will ensure that facilities are improved to provide an adequate campus through</p> <ul style="list-style-type: none"> renovation or replacement of at least 5% of housing regular maintenance and operations to provide a safe and healthy learning environment <p>Basic operations are included</p> | <p>Budget Classifications 6000s \$119,324 Base: \$100,232 Supplemental: \$19,092</p> | <p>All planned actions were implemented. See Data Dashboard.</p> | <p>Budget Classifications 6000s \$85,000 Base: \$71,400 Supplemental: \$13,600</p> |
| <p>Scope of service:</p> | | <p></p> | <p></p> |
| <p><input checked="" type="checkbox"/> ALL</p> | | <p><input checked="" type="checkbox"/> ALL</p> | <p></p> |
| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Budget Classifications 2000s, 3000s, 4300s, 4400s, 5000s, 7000s, \$1,271,059 Base: \$1,067,690 Supplemental: \$203,369</p> | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p></p> |
| <p>1.4 State Standards: Mare Island Technology Academy will ensure that all CCSS, NGSS, & other state standards, including ELD, are implemented in appropriate curricula through the annual curriculum-standards audit.</p> | | <p>All planned actions were implemented.</p> | <p>Budget Classifications 2000s, 3000s, 4300s, 4400s, 5000s, 7000s, \$2,053,250 Base: \$1,724,730 Supplemental: \$328,520</p> |
| <p>Scope of service:</p> | | <p></p> | <p></p> |
| <p><input checked="" type="checkbox"/> ALL</p> | <p><input checked="" type="checkbox"/> ALL</p> | <p></p> | |
| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Budget Classifications 2000s, 3000s, 4300s, 4400s, 5000s, 7000s, \$1,271,059 Base: \$1,067,690 Supplemental: \$203,369</p> | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p></p> |

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| <p>1.5 Access to courses: Mare Island Technology Academy will ensure that all students have access to the academic core and a broad spectrum of other courses through</p> <ul style="list-style-type: none"> • provision of an adequate number of courses/classes taught by Mare Island Technology Academy instructors; • offering academic and CTE courses through Plato distance learning software; • hosting a significant number of college courses on campus. | Included in 1.4 | All planned actions were implemented. See Data Dashboard. | Included in 1.4 |
| Scope of service: | | | |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p> | | |

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| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>Changes in AMOs from 2015 to 2016:</p> <ul style="list-style-type: none"> • Clarification that 5% improvement for facilities would be based on square footage affected and use the 2014 baseline. <p>Other changes: More funding is allocated to facilities next year to address the serious housing issues Mare Island Technology Academy faces. A Grad Lab-type of program, currently being piloted, will be implemented next year.</p> |
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| Original GOAL from prior year LCAP: | <p>Goal 2: To improve pupil outcomes for all students.</p> | <p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4_ <u>x</u> 5__ 6__ 7__</p> <p>8_ <u>x</u></p> <p>Local : Specify _____</p> |
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Goal Applies to: Schools: Mare Island Technology Academy

| Applicable Pupil Subgroups: | | Numerically significant: Latino, African-American, SED | |
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| Expected Annual Measurable Outcomes: | <p>NB: AMOs below are underlined if they apply to subgroups and are italicized if they are local indicators.</p> <p>Academic performance: Academic performance will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • Standardized test performance: All historical tests results will be \geq similar scores for Vallejo City USD middle schools • CAASPP math scores: CAASPP math scores results will be \geq similar scores for Vallejo City USD middle schools • CAASPP ELA scores: CAASPP ELA scores results will be \geq similar scores for Vallejo City USD middle schools • API or equivalent: API will be \geq average middle school API/equivalent scores for Vallejo City USD • <i>Achievement gaps: Sub-group achievement gaps on the above measures will diminish</i> <p>College/career readiness: College/career readiness will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • <i>Complete ≥ 1 industry certification: 10% of 7th/ 8th grade completers</i> <p>EL progress: EL progress will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • <u>English proficiency: The percentage of students progressing by >1 year will be at least 70%</u> • <u>EL reclassification: The percentage of students reclassified each year will be at least 50%</u> | Actual Annual Measurable Outcomes: | <p>See Data Dashboard. All AMOs were met or exceeded, except the following:</p> <p>All AMOs were met.</p> |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 2.1 Academic performance: Mare Island Technology Academy will guarantee that test performance and | See Goal 1 | All planned actions were implemented. | See Goal 1 |

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| <p>API/equivalent scores are \geqsimilar scores for Vallejo City USD middle schools through</p> <ul style="list-style-type: none"> • a comprehensive, individualized RtI program; • an extensive tutoring program; • Plato distance learning options; • comprehensive implementation of CCSS, NGSS, and ELD standards; • a range of intervention courses, such as READ 180/System 44; • breakfast, lunch, and dinner programs; • full-time psychologist and SpEd services; • professional development for staff. | | | |
| <p>Scope of service:</p> | | <p>Scope of service:</p> | |
| <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> | |
| <p>2.2 Academic performance: Mare Island Technology Academy will use the actions cited above to close the achievement gap for SED, English Learners, African-American, and Hispanic sub-groups.</p> | <p>See Goal 1</p> | <p>All planned actions were implemented.</p> | <p>See Goal 1</p> |
| <p>Scope of service:</p> | | <p>Scope of service:</p> | |
| <p><input type="checkbox"/> ALL</p> | | <p><input type="checkbox"/> ALL</p> | |

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| <p>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) African-Americans, Hispanics</p> | | <p>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) African-Americans, Hispanics</p> | |
| <p>2.3 College/career readiness: Mare Island Technology Academy will ensure that all students are college and career ready through</p> <ul style="list-style-type: none"> • all the above-mentioned actions/services; • provision of 1-on-1 computing; • provision of at least 4 CTE career pathways and encouragement/support for completion; • provision of instruction in ≥ 3 industry-recognized certifications & encouragement/support to complete ≥ 1; • encouragement and support for all students to attend college. | See Goal 1 | <p>All planned actions were implemented. Note that the middle school technology classes provide the introductory sequence for all CTE pathways.</p> | See Goal 1 |
| <p>Scope of service:</p> | | | |
| <p><input checked="" type="checkbox"/> ALL</p> | | <p><input checked="" type="checkbox"/> ALL</p> | |
| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>2.4 English Learners: MIT Academy will ensure that EL mastery of English improves and re-designation rates increase through</p> <ul style="list-style-type: none"> • active, individualized monitoring of ELD progress; • implementation of appropriate intervention programs in a timely manner. | See Goal 1 | <p>All planned actions were implemented.</p> | See Goal 1 |
| <p>Scope of service:</p> | | | |

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| <u>ALL</u> | <u>ALL</u> | |
| 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)_____ | 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)_____ | |

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| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>Changes in AMOs from 2015 to 2016:</p> <ol style="list-style-type: none"> 1) Dropped API due to the state decision 2) Changed the indicator for college/career readiness from 10% of 7th and 8th graders to 10% of 8th graders only, as instruction is only provided in 8th grade. 3) Revised the EL Advancement Rate downward from 70% to 30% based on data provided by the Solano County Office of Education. 4) Clarified that the comparison for achievement of sub-groups for CAASP and dropout rates would be \geqVCUSD. <p>Other changes: Increased expenditures for tutoring, field trips, AVID implementation support, and College Prep Math implementation support. Increased focus on college-going, social-emotional wellness, and EL and intervention individual student achievement tracking. Implement use of Amplify in ELAH curriculum.</p> |
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| Original GOAL from prior year LCAP: | Goal 3: To improve engagement for all students and parents/guardians. | Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ Local : Specify _____ |
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| Goal Applies to: | Schools: MIT Academy | Applicable Pupil Subgroups: Latino, African-American, EL, Special Education, SED |
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| Expected Annual Measurable Outcomes: | NB: AMOs below are underlined if they apply to sub-groups and are italicized if they are local indicators. Parent/guardian engagement will be demonstrated by the following indicators: | Actual Annual Measurable Outcomes: | See Data Dashboard. All AMOs were met or exceeded except the following: All AMOs were met. |
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| | <ul style="list-style-type: none"> • <i>Parent satisfaction: At least 90% of parents will indicate satisfaction at the level of ≥ 4 on a 5-point scale on the annual survey</i> • <i>Parent completion of agreed-upon hours: At least 90% of parents will complete their agreed-upon hours</i> <p>Pupil engagement will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • Attendance: Attendance will $\geq 95\%$. • Chronic absenteeism: Chronic absenteeism will decrease by $\geq 5\%$ compared to 2014-15 • Middle school dropout: The rate will be 0 <p>Positive school climate will be demonstrated by the following indicators:</p> <ul style="list-style-type: none"> • Suspensions: The suspension rate will decrease by $\geq 5\%$ compared to 2014-15 • Expulsions: The expulsion rate will be reported but will not provide meaningful trend analysis, given the small “n” • <i>Honor Roll: The percentage of students on Honor Roll will increase by $\geq 5\%$ compared to 2014-15</i> • <i>“F” rate: The percentage of “F” grades will decrease by $\geq 5\%$ compared to 2014-15</i> | | |
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LCAP Year: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|-----------------------|---------------------------------------|--------------------------------------|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 3.1 Parent/guardian engagement: Mare Island Technology Academy will focus on engaging parents/guardians through <ul style="list-style-type: none"> • regular communications via newsletter, one-call, website, mail, email, and phone about school | See Goal 1 | All planned actions were implemented. | See Goal 1 |

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| <p>matters, including volunteer opportunities & hours status</p> <ul style="list-style-type: none"> • Parent-Teacher Network • African-American Parents' Association • English Learners Advisory Council • Strategic Planning • Community Technology Day • Parent Institute for Quality Education & Mare Island Technology parent workshops • events e.g., Ice Cream Social, Back-to-School, FAFSA Party, Transcript Review Day, etc. | | | |
| <p>Scope of service: _____</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p> | | <p>Scope of service: _____</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p> | |
| <p>3.2 Pupil engagement: Mare Island Technology Academy will</p> <ul style="list-style-type: none"> • recognize students with good attendance records • monitor students with poor attendance records • conduct pre-SARB and SARB meetings, as needed • SARB individual plans; • Academic Recovery; • full-time interventionist; • I Try contracts; • Post-8th grade summer support program | See Goal 1 | All planned actions were implemented. | See Goal 1 |

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| Scope of service: | | Scope of service: | |
| <p>3.3 Positive school climate: Mare Island Technology Academy will improve the school climate to promote high achievement through</p> <ul style="list-style-type: none"> • Professional development for staff • Consistent use of engaging instructional strategies • Frequent, diverse recognition programs • Campus monitoring and safety procedures • Counseling groups • Advisory • Focus on college-going culture | See Goal 1 | All planned actions were implemented | See Goal 1 |
| Scope of service: | | Scope of service: | |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p> | |
| <p>3.4 Positive school climate: Mare Island Technology Academy will improve the school climate to promote high achievement through</p> <ul style="list-style-type: none"> • Professional development for staff • Consistent use of engaging instructional strategies • Frequent, diverse recognition programs • Campus monitoring and safety procedures • Counseling groups • Advisory • Focus on college-going culture | See Goal 1 | All planned actions were implemented. | See Goal 1 |
| Scope of service: | | | |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |

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| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | <p>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 <input type="checkbox"/> Subgroups:(Specify)_____</p> | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>Changes in AMOs from 2015 to 2016:</p> <ul style="list-style-type: none"> The goal for middle school dropout rate was changed from 0 to \leqVCUSD. <p>Other changes: Increased focus on community, business, and postsecondary partnerships; cultural sensitivity for all stakeholders; becoming a High Reliability School and an AVID Demonstration School; and achieving CDE exemplary status and other recognitions</p> | | |

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.)

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| Total amount of Supplemental and Concentration grant funds calculated: | \$529,220 |
| Funds for low-income students are expended schoolwide, given that 60% of MIT Academy students qualify for FRPM. Included in these expenditures are | |
| <ul style="list-style-type: none">• Materials, including books, supplementary materials, software, and hardware for academic and CTE courses and academic support efforts• Support for purchase of college textbooks• Tutors• Support classes• Parallel classes• RtI, end-of-day and end-of-block• Academic Recovery• Grad Lab• Academic Interventionist• Academic Advisor | |
| Funds for English Learners are expended on the above items and | |
| <ul style="list-style-type: none">• Materials, including books, supplementary materials, software, and hardware for English Language Development• Tutors for ELD• Support classes (READ 180, System 44) | |
| Funds for foster care students are expended on the same items as for low income students. | |

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.

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| 64.13 | % |
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Proportionality is met through the following actions:

- 1) Tutoring preference is given to low-income, EL, and foster students
- 2) EL materials and support classes are exclusively for EL use

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.