Mare Island Technology Academy Local Control and Accountability Plan and Annual Update June, 2015

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Section 1: Stakeholder Engagement

Section 1: Stakeholder Engagement
Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

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

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

Involvement Process	Impact on LCAP

Background

The requirements for stakeholder engagement for charters call for the school to "consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update" and specifically to allow pupils, including unduplicated pupils (low income, English learners, and foster youth) "to review and comment on the development of the LCAP."

Original Process: 2013-14

To involve the numerous stake holders in the development of Mare Island Technology Academy's 2014-15 budget and LCAP, Mare Island Technology Academy held the annual Strategic Planning meeting on January 25 2014 to gather input, review data, and set goals, objectives and indicators. This meeting included parents, students, teachers, staff, administrators, ELAC members, Board members, and community members.

Data reviewed included API, CST scores and achievement gap, 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, 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, CAHSEE pass rates, and termination of enrollment numbers.

At this meeting, the goals and objectives established last year were reviewed and discussed by the Mare Island Technology Academy's Strategic Planning/Site Council Committee (also serving as the LCAP Committee) with reference to the data described above. General allocation of Title 1 resources to meet the established goals and objectives was agreed upon.

This draft of the basic Strategic Plan/SPSA 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 8, 2014 Board meeting.

The Strategic Plan/SPSA became the basis for the LCAP. Using the goals and objectives from the Strategic Plan/SPSA, the Mare Island Technology Academy 14-15 preliminary budget was developed, inclusive of LCAP general and supplemental/concentration funds, Title I and II funds, and all grant-funded programs.

The LCAP was drafted in April and posted on the Mare Island Technology 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 13, 2014. The final LCAP was approved by the Board prior to their adoption of the 2014-15 annual budget on June 10, 2014.

Throughout the involvement process, it was apparent that our English learner and low-income families are supportive of Mare Island Technology 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.

As a result of stakeholder input, the following items related to the State priorities were included in the original LCAP draft:

1. **Appropriate teacher assignment:** Continue to assure that all teachers are highly qualified for their assignments.
2. **Implementation of content/performance standards:** Mare Island Technology is fortunate to be the recipient of a CAPP grant from CSU, in partnership with Solano Community College and Sonoma State. This grant provides resources for implementation of content standards over a 3-year period, so LCAP funds are not impacted.
3. **Family involvement:** Stakeholders are generally pleased with the level of family involvement at Mare Island Technology. Spanish-speaking families requested that Spanish-speaking staff be available in the office at all times, and a re-designed Office Supervisor (Bilingual) position will make that possible.
4. **Pupil achievement:** Stakeholders agree that the bulk of LCAP funds should be expended in this area. Concentration funds were targeted to provide more one-on-one and small group tutoring, as well as computers and software to support instruction.
5. **Pupil engagement:** Stakeholders supported expansion of counselor-family graduation meetings so that every family and student will meet with the counselor every year. The additional Spanish translation needed for the graduation meetings was included through supplemental/concentration funds.
6. **School climate:** Stakeholders expressed a need for more campus supervision. LCAP adds hours of direct campus supervision by transferring clerical duties from the campus supervisor to a re-designed Office Supervisor position, thus allowing the campus supervisor to spend full time outside in supervision duties. Students also specifically requested assistance with costs for the Destination DC field trip, to diminish the time required for fundraising.
7. **Broad course of study:** The implementation of new CTE tech pathways required an increase in technological capacity. Additionally, stakeholders specifically requested an expansion of MS science to include 3 full years.
8. **Pupil outcomes:** Although this section is focused on elementary students, Mare Island Technology stakeholders expressed an interest in greater opportunities for students in both areas addressed by the Ed Code section: physical activity and nutrition education. As a result, Mare Island Technology applied as a part of a Northern CA consortium for a Federal PEP grant, which was awarded and begins 5/1/14 for 3 years, so LCAP funds are not impacted.

It was felt by stakeholders that if the Mare Island Technology Academy was 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.

	The following specific actions were taken as a result of stakeholder input after posting of the initial draft: The initial draft was posted on the school's website. No stakeholder input resulted from the posting. 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.
Annual Update: June, 2015 The same general plan of action outlined above for 2013-14 Strategic Planning was followed in 2014-15, with these adjustments in specifics: - The Strategic Planning meeting was held January 24, 2015. - The Strategic Plan draft was approved by the Board on May 19, 2015. - The LCAP draft was posted on the MIT Academy website on May 1, 2015, and the posting was the subject of an article in the May newsletter. Students were notified via the daily morning announcements. The draft was then the subject of a public hearing at the Board meeting of May 19, 2015. - The draft, with adjustments made as a result of public input, was finalized and adopted by the Board on June 9, 2015.	As a result of stakeholder input and clarification from the State regarding common measures and organization of the priorities, the following items related to the State priorities were included in the original LCAP draft. **Goal: To improve the conditions of learning for students** 1. **Basic infrastructure:** Appropriate teacher assignment: Same as 2013-14. Added measures include Instructional materials: Access to all course materials for all students and Facilities: Provision of adequate, safe facilities (Priority 1) 2. **Implementation of content/performance standards:** Same as 2013-14; the CAPP grant addresses both CCSS and NGSS. (Priority 2) 3. **Broad course of study:** Same as 2013-14; the implementation of the new tech certification options, as well as the maintenance and upgrade of the technology infrastructure. (Priority 7) **Goal 2: To improve student outcomes** 4. **Pupil achievement.** Same as 2013-14, with additional academic measures of CAASPP, completion of an industry certification, and EL progress measures of advancement rate and reclassification rate. Use of the concentration funds for additional intervention and tutoring has proven to be highly successful. (Priority 4) 5. **Other outcomes:** Same as 2013-14 Priority 8) **Goal 3: To improve engagement** 6. **Family involvement:** Same as 2013-14, with specific measures for parent satisfaction and hours completion; the Office Supervisor (Bilingual) position is in place. (Priority 3) 7. **Pupil engagement:** Same as 2013-14, with specific measures for attendance, chronic absenteeism, and middle school drop out. Mare Island Technology continues to work on student retention. Parents also commented on the high cost of college textbooks. In response, Mare Island Technology has included a fund for purchase of books for students whose families request financial assistance. (Priority 5) 8. **School climate:** Stakeholders expressed a need for more campus supervision. LCAP adds hours of direct campus supervision by transferring clerical duties from the campus supervisor to a re-designed Office Supervisor position, thus allowing the campus supervisor to spend full time outside in supervision duties. Students also specifically requested assistance with costs for the Destination DC field trip, to diminish the time required for fundraising. (Priority 6) It was felt by stakeholders that if the Mare Island Technology Academy was able to address the state identified areas listed above (with a specific emphasis on at risk students identified in Ed

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Code section 42238.01) we would be successful in increasing student success and narrowing the achievement gap.

The following specific actions were taken as a result of stakeholder input after posting of the initial draft:

o   Goal 1: To improve the conditions of learning for students, Teacher Assignment Actions/Services "recruiting/hiring highly qualified teachers" was changed to "recruiting/hiring/retaining highly qualified teachers"

o   Goal 2: To improve pupil outcomes for all students::

   o   Academic performance--Achievement gaps: "Sub-group achievement gaps on the above measures will diminish" was changed to "Relevant sub-group achievement gaps will be $\leq$ those for Vallejo City USD middle schools"

   o   College/career readiness: Complete >1 industry certification: 10% of 7th/8th grade" was changed to 15% in 2016-17 and 20% in 2017-18.

   o   College/career readiness: "EL: English proficiency: The percentage of students progressing by >1 year will be at least 70%; EL reclassification: The percentage of students reclassified each year will be at least 50%" was changed to "English proficiency: The percentage of students progressing by >1 year will be at least 50%; EL reclassification: The percentage of students reclassified each year will be at least 40%"

o   Goal 3: To improve engagement of students and parents

   o   Pupil engagement—Attendance: "Attendance will $\geq$95%; chronic absenteeism will decrease by $\geq$5% compared to 2014-15" was changed to "Attendance will $\geq$VCUSD middle schools; chronic absenteeism will be $\leq$VCUSD middle schools

   o   <u>Positive school climate</u>: "The suspension rate will decrease by $\geq$5% compared to 2014-15; the expulsion rate will be reported but will not provide meaningful trend analysis, given the small "n"; the percentage of students on Honor Roll will increase by $\geq$5% compared to 2014-15; the percentage of "F" grades will decrease by $\geq$5% compared to 2014-15" was changed to "The suspension rate will be $\leq$2014-15; the percentage of students on Honor Roll will increase by $\geq$2% compared to 2014-15 (3% in 2015-16; 4% in 2016-17); the percentage of "F" grades will decrease by $\geq$2% compared to 2014-15 (3% in 2015-16; 4% in 2016-17)"

Several typographical errors were corrected.

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.

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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.

GOAL:	To improve the conditions of learning for students.	Related State and/or Local Priorities: 1 _x_ 2 _x_ 3__ 4__ 5__ 6__ 7 _x_ 8__ COE only: 9__ 10__ 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: 2015-16	
Expected Annual Measurable Outcomes:	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. 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	Budgeted Expenditures, Code(s)
Teacher assignment: Mare Island Technology Academy will ensure that all teachers are highly qualified for the courses to which they are assigned through • recruiting/hiring/retaining highly qualified teachers • a careful check of academic and professional credentialing prior to assignment.	All teachers	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1000 $1,280,590 3101 $114,917 3301 $53,558 3401 $157,134 3601 $12,437

Instructional materials: Mare Island Technology Academy will ensure that all students have access to needed instructional materials and equipment through • regular materials inventory, including digital subscriptions, licenses, hardware, etc. • timely purchase of needed materials and equipment.	All classes	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4100 $18,860 4200 $22,951
Facilities: Mare Island Technology Academy will ensure that facilities are improved to provide an adequate campus through • renovation or replacement of at least 5% of housing • regular maintenance and operations to provide a safe and healthy learning environment	All housing	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	6000 $119,324
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.	All courses	_x_ ALL --- OR: __Low Income pupils _x_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in Other Services
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 • provision of an adequate number of courses/classes taught by Mare Island Technology instructors; • offering academic and CTE courses through Plato distance learning software; • hosting a significant number of college courses on campus.	All students	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in Other Services

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures, Code(s)
Other services: Mare Island Technology Academy will ensure that all other services required for basic site operations and staff, student, and parent support are provided in a timely manner, including Classified personnel and benefits, supplies, equipment, other operational expenses not included above.	All students	x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2000s, 3,000s, 4300s, 4400s, 5000s, 7000s, $1,271,059

	LCAP Year 2: 2016-17
Expected Annual Measurable Outcomes:	Teacher assignment: 100% of 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, a cumulative ≥10% from 2014-15. 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, Code(s)
Teacher assignment: Mare Island Technology Academy will ensure that all teachers are highly qualified for the courses to which they are assigned through • recruiting/hiring/retaining highly qualified teachers • a careful check of academic and professional credentialing prior to assignment.	All teachers	_x_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1000 $1,411,288 3101 $126,646 3301 $59,024 3401 $173,171 3601 $13,707

Instructional materials: Mare Island Technology Academy will ensure that all students have access to needed instructional materials through • regular materials inventory, including digital subscriptions, licenses, hardware, etc. • timely purchase of additional/replacement materials, as needed.	All classes	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4100 $20,784 4200 $25,293
Facilities: Mare Island Technology Academy will ensure that facilities are improved to provide an adequate campus through • renovation or replacement of at least 5% of housing.	All housing	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	6000 $131,503
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.	All courses	_x_ ALL -- OR: __Low Income pupils _x_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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 • provision of an adequate number of courses/classes taught by Mare Island Technology instructors; • offering academic and CTE courses through Plato distance learning software; • hosting a significant number of college courses on campus.	All students	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

| Other services: Mare Island Technology Academy will ensure that all other services required for basic site operations and staff, student, and parent support are provided in a timely manner, including Classified personnel and benefits, supplies, equipment, other operational expenses not included above. | All students | _x__ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other
Subgroups:(Specify)_____ | 2000s, 3,000s, 4300s, 4400s, 5000s, 7000s, $1,400,784 Included above and in Other Services. |

LCAP Year 3: 2017-18			

| Expected Annual Measurable Outcomes: | Teacher assignment: 100% of 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, a cumulative $\geq$15% from 2014-15.
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, Code(s)
Teacher assignment: Mare Island Technology Academy will ensure that all teachers are highly qualified for the courses to which they are assigned through • recruiting/hiring/retaining highly qualified teachers • a careful check of academic and professional credentialing prior to assignment.	All teachers	_x__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1000 $1,555,325 3101 $139,572 3301 $65,048 3401 $190,845 3601 $15,106
Instructional materials: Mare Island Technology Academy will ensure that all students have access to needed instructional materials through • regular materials inventory, including digital subscriptions, licenses, hardware, etc. • timely purchase of additional/replacement materials, as needed.	All classes	_x__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4100 $22,906 4200 $27,874

Facilities: Mare Island Technology Academy will ensure that facilities are improved to provide an adequate campus through • renovation or replacement of at least 5% of housing.	All housing	_x__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	6000 $144,924
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.	All courses	_x__ALL -- OR: __Low Income pupils _x_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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 • provision of an adequate number of courses/classes taught by Mare Island Technology instructors; • offering academic and CTE courses through Plato distance learning software; • hosting a significant number of college courses on campus.	All students	_x__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Other services: Mare Island Technology Academy will ensure that all other services required for basic site operations and staff, student, and parent support are provided in a timely manner, including Classified personnel and benefits, supplies, equipment, other operational expenses not included above.	All students	_x__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2000s, 3,000s, 4300s, 4400s, 5000s, 7000s, $1,543,748 Included above and in Other Services.

GOAL 2: To improve pupil outcomes for all students.

GOAL:	To improve pupil outcomes for all students.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local: Specify _____
Identified Need:		100% of students do not currently perform at proficient or advanced levels in core academics. An achievement gap exists for at risk students, including English Learners, SED, African-American, and Hispanic subgroups.

Goal Applies to:	Schools:	Mare Island Technology Academy
	Applicable Pupil Subgroups:	All

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LCAP Year 1: 2015-16

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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. Academic performance: Academic performance will be demonstrated by the following indicators: • Standardized test performance: All historical tests results will be ≥similar scores for Vallejo City USD middle schools • CAASPP math scores: CAASPP math scores results will be ≥similar scores for Vallejo City USD middle schools • CAASPP ELA scores: CAASPP ELA scores results will be ≥similar scores for Vallejo City USD middle schools • API or equivalent: API will be ≥average middle school API/equivalent scores for Vallejo City USD • *Achievement gaps: Relevant sub-group achievement gaps will be < those for Vallejo City USD high schools* College/career readiness: College/career readiness will be demonstrated by the following indicators: • *Complete ≥1 industry certification: 10% of 7th/8th grade* EL progress: EL progress will be demonstrated by the following indicators: • English proficiency: The percentage of students progressing by >1 year will be at least 50% • EL reclassification: The percentage of students reclassified each year will be at least 40%

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures, Code(s)

Academic performance: Mare Island Technology Academy will guarantee that test performance and API/equivalent scores are ≥similar scores for Vallejo City USD middle schools through • 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.	All students	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Goal 1
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.	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	See Goal 1
College/career readiness: Mare Island Technology Academy will ensure that all students are college and career ready through • 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.	All students	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Goal 1

English Learners: Mare Island Technology Academy will ensure that EL mastery of English improves and re-designation rates increase through - active, individualized monitoring of ELD progress; - implementation of appropriate intervention programs in a timely manner.	All English Learners	___ALL -- OR: __Low Income pupils _x_ English Learners __Foster Youth _x_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Goal 1

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	NB: AMOs below are underlined if they apply to sub-groups and are italicized if they are local indicators. Academic performance: Academic performance will be demonstrated by the following indicators: - Standardized test performance: All historical tests results will be ≥similar scores for Vallejo City USD middle schools - CAASPP math scores: CAASPP math scores results will be ≥similar scores for Vallejo City USD middle schools - CAASPP ELA scores: CAASPP ELA scores results will be ≥similar scores for Vallejo City USD middle schools - API or equivalent: API will be ≥average middle school API/equivalent scores for Vallejo City USD *Achievement gaps: Relevant sub-group achievement gaps will be < those for Vallejo City USD high schools* College/career readiness: College/career readiness will be demonstrated by the following indicators: *Complete ≥1 industry certification: 15% of 7th/8th grade* EL progress: EL progress will be demonstrated by the following indicators: - English proficiency: The percentage of students progressing by >1 year will be at least 50% - EL reclassification: The percentage of students reclassified each year will be at least 40%

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures, Code(s)

Academic performance: Mare Island Technology Academy will guarantee that test performance and API/equivalent scores are ≥similar scores for Vallejo City USD middle schools through • 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.	All students	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Goal 1
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.	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	See Goal 1
College/career readiness: Mare Island Technology Academy will ensure that all students are college and career ready through • 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.	All students	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Goal 1

| English Learners: Mare Island Technology Academy will ensure that EL mastery of English improves and re-designation rates increase through
• active, individualized monitoring of ELD progress;
• implementation of appropriate intervention programs in a timely manner. | All English Learners | ___ALL

OR:
__Low Income pupils _x_ English Learners
__Foster Youth _x_ Redesignated fluent English proficient __Other
Subgroups:(Specify)_____ | See Goal 1 |

LCAP Year 3: 2017-18

| Expected Annual Measurable Outcomes: | NB: AMOs below are underlined if they apply to sub-groups and are italicized if they are local indicators.

Academic performance: Academic performance will be demonstrated by the following indicators:
• Standardized test performance: All historical tests results will be ≥similar scores for Vallejo City USD middle schools
• CAASPP math scores: CAASPP math scores results will be ≥similar scores for Vallejo City USD middle schools
• CAASPP ELA scores: CAASPP ELA scores results will be ≥similar scores for Vallejo City USD middle schools
• API or equivalent: API will be ≥average middle school API/equivalent scores for Vallejo City USD
• *Achievement gaps: Relevant sub-group achievement gaps will be < those for Vallejo City USD high schools*

College/career readiness: College/career readiness will be demonstrated by the following indicators:
• *Complete ≥1 industry certification: 20% of 7th/8th grade*

EL progress: EL progress will be demonstrated by the following indicators:
• English proficiency: The percentage of students progressing by >1 year will be at least 50%
• EL reclassification: The percentage of students reclassified each year will be at least 40% |

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures, Code(s)

Academic performance: Mare Island Technology Academy will guarantee that test performance and API/equivalent scores are ≥similar scores for Vallejo City USD middle schools through • 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.	All students	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Goal 1
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.	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	See Goal 1
College/career readiness: Mare Island Technology Academy will ensure that all students are college and career ready through • 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.	All students	_x_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Goal 1

English Learners: Mare Island Technology Academy will ensure that EL mastery of English improves and re-designation rates increase through - active, individualized monitoring of ELD progress; - implementation of appropriate intervention programs in a timely manner.	All English Learners	___ALL --- OR: __Low Income pupils _x_ English Learners __Foster Youth _x_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Goal 1

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

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: • *Parent satisfaction: At least 90% of parents will indicate satisfaction at the level of ≥4 on a 5-point scale on the annual survey* • *Parent completion of agreed-upon hours: At least 90% of parents will complete their agreed-upon hours* Pupil engagement will be demonstrated by the following indicators: • Attendance will ≥VCUSD middle schools • Chronic absenteeism will be ≤VCUSD middle schools • Middle school dropout: The rate will be 0 Positive school climate will be demonstrated by the following indicators: • The suspension rate will be ≤2014-15		

- The percentage of students on Honor Roll will increase by ≥2% compared to 2014-15
- The percentage of "F" grades will decrease by ≥2% compared to 2014-15

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures, Code(s)
Parent/guardian engagement: Mare Island Technology Academy will focus on engaging parents/guardians through • 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 & Mare Island Technology parent workshops • events e.g., Ice Cream Social, Back-to-School, FAFSA Party, Transcript Review Day, etc.	All parents/ guardians	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Goal 1
Pupil engagement: Mare Island Technology Academy will • 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	All students	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	See Goal 1

Positive school climate: Mare Island Technology Academy will improve the school climate to promote high achievement through • 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	__x__ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Goal 1

LCAP Year 2: 2016-17	
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: • *Parent satisfaction: At least 90% of parents will indicate satisfaction at the level of ≥4 on a 5-point scale on the annual survey* • *Parent completion of agreed-upon hours: At least 90% of parents will complete their agreed-upon hours* Pupil engagement will be demonstrated by the following indicators: • Attendance will ≥VCUSD middle schools • Chronic absenteeism will be ≤VCUSD middle schools • Middle school dropout: The rate will be 0 Positive school climate will be demonstrated by the following indicators: • The suspension rate will be ≤2014-15 • The percentage of students on Honor Roll will increase by ≥3% compared to 2014-15 • The percentage of "F" grades will decrease by ≥3% compared to 2014-15

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures, Code(s)

Parent/guardian engagement: Mare Island Technology Academy will focus on engaging parents/guardians through • 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 & Mare Island Technology parent workshops • events e.g., Ice Cream Social, Back-to-School, FAFSA Party, Transcript Review Day, etc.	All parents/ guardians	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Goal 1
Pupil engagement: Mare Island Technology Academy will • 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	All students	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	See Goal 1
Positive school climate: Mare Island Technology Academy will improve the school climate to promote high achievement through • 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	__x__ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Goal 1

LCAP Year 3: 2017-18

| 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:
• *Parent satisfaction: At least 90% of parents will indicate satisfaction at the level of >4 on a 5-point scale on the annual survey*
• *Parent completion of agreed-upon hours: At least 90% of parents will complete their agreed-upon hours*

Pupil engagement will be demonstrated by the following indicators:
• Attendance will >VCUSD middle schools
• Chronic absenteeism will be <VCUSD middle schools
• Middle school dropout: The rate will be 0

Positive school climate will be demonstrated by the following indicators:
• The suspension rate will be <2014-15
• The percentage of students on Honor Roll will increase by >4% compared to 2014-15
• The percentage of "F" grades will decrease by >4% compared to 2014-15 |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures, Code(s)
Parent/guardian engagement: Mare Island Technology Academy will focus on engaging parents/guardians through • 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 & Mare Island Technology parent workshops • events e.g., Ice Cream Social, Back-to-School, FAFSA Party, Transcript Review Day, etc.	All parents/ guardians	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Goal 1

Pupil engagement: Mare Island Technology Academy will • 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	All students	_x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	See Goal 1
Positive school climate: Mare Island Technology Academy will improve the school climate to promote high achievement through • 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	__x_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Goal 1

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	**Goal 2: Conditions of Learning (Goal 1 in LCAP for 2015-16)**		Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4__ 5__ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Mare Island Technology Academy		
	Applicable Pupil Subgroups: Latino, African-American, EL, Special Education, SED		

Expected Annual Measurable Outcomes:	1.4: increase honor roll & # of students receiving other recognitions by 10%/year; decrease "F"s, suspensions, referrals, & # of students on Pyramid by 10%/year; maintain parent satisfaction at 90; implement adjustments in middle school technology courses to address CTE Tech Pathways in digital art & programming/ robotics;
	   1.5) By 2017, achieve Distinguished School status
	   3.1) Implement Technology Plan
	   3.2/3) Acquire permanent facilities with VCUSD-equivalent elements
		Actual Annual Measurable Outcomes:	1.4) See Mare Island Technology Data Analysis: Goal 3, Engagement for honor roll, "F" rate, suspensions, referrals, parent satisfaction. This data has been re-configured to include all required metrics pursuant to Education Code sections 52060 and 52066, and indicator-specific quantitative goals have been established. This data shows that all goals were met. Additionally, Mare Island Technology implemented the adjustments in middle school technology courses to address all CTE Tech Pathways.
			
			1.5) See Mare Island Technology Data Analysis: Goal 3, Engagement. This data has been re-configured to include all required metrics pursuant to Education Code sections 52060 and 52066, and indicator-specific quantitative goals have been established. Mare Island Technology has received the Gold Ribbon School Award, the 2015 version of Distinguished School, as well as the Exemplary CTE Award and the Title 1 Achieving School Award.
			
			3.1.) This measure is not included in the Mare Island Technology Data Analysis. The school implemented the Technology Plan in 14-15.
			
			3.2.) See Mare Island Technology Data Analysis: Goal 1, Conditions of Learning. This data has been re-configured to include all required metrics pursuant to Education Code sections 52060 and 52066, and indicator-specific quantitative goals have been established. Mare Island Technology has improved facilities in 14-15 by renovating the MPR but did not acquire permanent facilities in 14-15.

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

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hiring, assigning, training, and supporting highly qualified staff. Budget classifications 1000s, 2000s, 3000s, 5103, 5200s. Anticipated expenditures: Base funds: $2,152,889. Supplemental funds: $44,035. New actions with LCFF funds (MS plus HS): Adding funding for one fiscal/clerical assistant position, one clerical assistant position, two dean positions, one science teaching position; increasing compensation; adjusting job descriptions (no additional cost) to increase effectiveness in office management and campus security.	$2,324,756 Budget classifications 1000s, 2000s, 3000s, 5103, 5200s. NB: in the 2014-15 LCAP, this total included expenditures for these items across all 3 goals, so this update reflects that combined total.	All planned actions were implemented.	$2,144,546 Budget classifications 1000s, 2000s, 3000s, 5103, 5200s. NB: in 2014-15 LCAP, this total included expenditures for these items across all 3 goals, so this update reflects that combined total.
Scope of service: _x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Obtaining the materials, supplies, and equipment required to support student achievement and success and align with CCSS. New actions with LCFF funds (MS plus HS): Adding funding for materials, books, equipment; ELA CCSS-aligned books/materials; student software and hardware, including computers for new Tech Pathways; expanded student events; support for student tutoring programs.	$262,500 Budget classifications 4100s, 4200s, 4300s, 4407, 4410, 4420, 4700, 5100s. NB: in 2014-15 LCAP, this total included expenditures for these items across all 3 goals, so this update reflects that combined total.	All planned actions were implemented.	$267,844 Budget classifications 4100s, 4200s, 4300s, 4407, 4410, 4420, 5100s (Except 5103). NB: in 2014-15 LCAP, this total included expenditures for these items across all 3 goals, so this update reflects that combined total.

Scope of service:			Scope of service:	
_x_ ALL			_x_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Supporting the basic operations of the school, such as space rental/lease and maintenance, utilities, security services, equipment purchase/lease and repair, insurance, professional consulting, legal and payroll services, etc. Budget classifications 4400s (except those cited above), 5300s, 5400s, 5500s, 5600s, 5800s, 6400s. New actions with LCFF funds (MS plus HS): Adding funding for facilities lease/purchase payments; computer infrastructure upgrades; safety/alarm service upgrades; and servers to support new student computers.	$377,216 Budget classifications 4400s (except those cited above), 5300s, 5400s, 5500s, 5600s, 5800s, 6400s. Anticipated expenditures: Base funds: $296,342. Supplemental funds: $13,031		All planned actions were implemented.	$355,907 Budget classifications 4400, 4405, 5300s, 5400s, 5500s, 5600s, 5800s, 5900s, 6000s, 7000s. NB: in 2014-15 LCAP, this total included expenditures for these items across all 3 goals, so this update reflects that combined total.
Scope of service:				Scope of service:
_x_ ALL			_x_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	With the reconfiguration of the goals to fit the state template for 15-16, the response below relates to the new elements for Goal 1: Conditions of Learning. Mare Island Technology does not experience issues in teacher misassignment, access to materials, or access to courses. Like every other school, the outcomes of our first year assessment in CCSS will lead to appropriate adjustments in curriculum, materials, and professional development to improve implementation of the state standards.			

	Mare Island Technology is significantly challenged in relation to facilities. The school will develop a 5-year facilities plan by the end of 15-16 in response to the lack of progress in this area.

Original GOAL from prior year LCAP:	**Goal 1: Pupil Achievement (Goal 2 in LCAP for 2015-16)**	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Mare Island Technology Academy
	Applicable Pupil Subgroups:	Latino, African-American, EL, Special Education, SED

Expected Annual Measurable Outcomes:	1.1) Increase scores on State and CCSS-aligned practice exams by 15% annually between 2/2014 and 2/2016. Increase actual scores on state CAASP tests at least 10% per year (or the State-required increase), using 2015 as the baseline year. 1.2) Annually reduce the achievement gap by 4% resulting in no less than a 20% reduction over 5 years	Actual Annual Measurable Outcomes:	1.1) See Mare Island Technology Data Analysis: Goal 2, Pupil Outcomes. This data has been re-configured to include all required metrics pursuant to Education Code sections 52060 and 52066, and indicator-specific quantitative goals have been established. On the only indicators with valid comparison data, actual achievement exceeded the goal. 1.2) See Mare Island Technology Data Analysis: Goal 2, Pupil Outcomes. . This data has been re-configured to include all required metrics pursuant to Education Code sections 52060 and 52066, and indicator-specific quantitative goals have been established. Sub-group data is provided where available. On measures where data is available, Mare Island Technology exceeded the goal.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hiring, assigning, training, and supporting highly qualified staff. Budget classifications 1000s, 2000s, 3000s, 5103, 5200s. Anticipated expenditures: Base funds: $2,152,889. Supplemental funds: $44,035.	$2,324,756 Budget classifications	All planned actions were implemented.	$2,144,546 Budget classifications

New actions with LCFF funds (MS plus HS): Adding funding for one fiscal/clerical assistant position, one clerical assistant position, two dean positions, one science teaching position; increasing compensation; adjusting job descriptions (no additional cost) to increase effectiveness in office management and campus security.	1000s, 2000s, 3000s, 5103, 5200s. NB: in the 2014-15 LCAP, this total included expenditures for these items across all 3 goals, so this update reflects that combined total.		1000s, 2000s, 3000s, 5103, 5200s. NB: in 2014-15 LCAP, this total included expenditures for these items across all 3 goals, so this update reflects that combined total.
Scope of service:		Scope of service:	
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Obtaining the materials, supplies, and equipment required to support student achievement and success and align with CCSS. New actions with LCFF funds (MS plus HS): Adding funding for materials, books, equipment; ELA CCSS-aligned books/materials; student software and hardware, including computers for new Tech Pathways; expanded student events; support for student tutoring programs.	$262,500 Budget classifications 4100s, 4200s, 4300s, 4407, 4410, 4420, 4700, 5100s. NB: in 2014-15 LCAP, this total included expenditures for these items across all 3 goals, so this update reflects that combined total.	All planned actions were implemented.	$267,844 Budget classifications 4100s, 4200s, 4300s, 4407, 4410, 4420, 5100s (Except 5103). NB: in 2014-15 LCAP, this total included expenditures for these items across all 3 goals, so this update reflects that combined total.
Scope of service:		Scope of service:	

Supporting the basic operations of the school, such as space rental/lease and maintenance, utilities, security services, equipment purchase/lease and repair, insurance, professional consulting, legal and payroll services, etc. Budget classifications 4400s (except those cited above), 5300s, 5400s, 5500s, 5600s, 5800s, 6400s. New actions with LCFF funds (MS plus HS): Adding funding for facilities lease/purchase payments; computer infrastructure upgrades; safety/alarm service upgrades; and servers to support new student computers.	$377,216 Budget classifications 4400s (except those cited above), 5300s, 5400s, 5500s, 5600s, 5800s, 6400s. Anticipated expenditures: Base funds: $296,342. Supplemental funds: $13,031	All planned actions were implemented.	$355,907 Budget classifications 4400, 4405, 5300s, 5400s, 5500s, 5600s, 5800s, 5900s, 6000s, 7000s. NB: in 2014-15 LCAP, this total included expenditures for these items across all 3 goals, so this update reflects that combined total.

Scope of service:		Scope of service:	
_x_ ALL		_x_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	With the reconfiguration of the goals to fit the state template for 15-16, the response below relates to the new elements for Goal 2: Pupil Outcomes. Mare Island Technology will continue the programs and services that have generated the historical test scores, CAHSEE, and EAP pass rates >VCUSD; the 100% of grads completing UC/CSU a-g requirements, internships, >9 college units, and community service; >85% of grads accepted at 4-year universities; the >25 grads earning the CDE Seal of Biliteracy; and the increase in AP enrollment and AP pass rates. Additionally, beginning in 15-16, Mare Island Technology will add the services and programs necessary to increase the number of students completing a CTE technology pathway, completing entry-level college English, completing entry-level college math, and completing at least one industry certification. Mare Island Technology will maintain the current services that are resulting in the generally high R-FEP redesignation rate and increase the EL advancement rate by providing additional services during the summer and the RtI period.

Original GOAL from prior year LCAP:	**Goal 3: Engagement (Goal 3 in LCAP for 2015-16)**			Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Mare Island Technology Academy		
	Applicable Pupil Subgroups:	Latino, African-American, EL, Special Education, SED		

Expected Annual Measurable Outcomes:	4.1-3) Increase to 90% parent satisfaction with parental support, school cultural sensitivity, & parent/teacher communication, as reported on annual survey 4.4) Increase % of parents meeting involvement commitments each year		Actual Annual Measurable Outcomes:	4.1-3) See Mare Island Technology Data Analysis: Goal 3: Engagement. This data has been re-configured to include all required metrics pursuant to Education Code sections 52060 and 52066, and indicator-specific quantitative goals have been established. Parent satisfaction was above 90% this year. 4.4) See Mare Island Technology Data Analysis: Goal 3: Engagement. This data has been re-configured to include all required metrics pursuant to Education Code sections 52060 and 52066, and indicator-specific quantitative goals have been established. The percentage of parents meeting their involvement commitments increased this year.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hiring, assigning, training, and supporting highly qualified staff. Budget classifications 1000s, 2000s, 3000s, 5103, 5200s. Anticipated expenditures: Base funds: $2,152,889. Supplemental funds: $44,035. New actions with LCFF funds (MS plus HS): Adding funding for one fiscal/clerical assistant position, one clerical assistant position, two dean positions, one science teaching position; increasing compensation; adjusting job descriptions (no additional cost) to increase effectiveness in office management and campus security.	$2,324,756 Budget classifications 1000s, 2000s, 3000s, 5103, 5200s. NB: in the 2014-15 LCAP, this total included expenditures for these items across all 3 goals, so this update reflects that combined total.	All planned actions were implemented.	$2,144,546 Budget classifications 1000s, 2000s, 3000s, 5103, 5200s. NB: in 2014-15 LCAP, this total included expenditures for these items across all 3 goals, so this update reflects that combined total.
Scope of service:		Scope of service:	

_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Obtaining the materials, supplies, and equipment required to support student achievement and success and align with CCSS. New actions with LCFF funds (MS plus HS): Adding funding for materials, books, equipment; ELA CCSS-aligned books/materials; student software and hardware, including computers for new Tech Pathways; expanded student events; support for student tutoring programs.	$262,500 Budget classifications 4100s, 4200s, 4300s, 4407, 4410, 4420, 4700, 5100s. NB: in 2014-15 LCAP, this total included expenditures for these items across all 3 goals, so this update reflects that combined total.	All planned actions were implemented.	$267,844 Budget classifications 4100s, 4200s, 4300s, 4407, 4410, 4420, 5100s (Except 5103). NB: in 2014-15 LCAP, this total included expenditures for these items across all 3 goals, so this update reflects that combined total.
Scope of service:		Scope of service:	
Supporting the basic operations of the school, such as space rental/lease and maintenance, utilities, security services, equipment purchase/lease and repair, insurance, professional consulting, legal and payroll services, etc. Budget classifications 4400s (except those cited above), 5300s, 5400s, 5500s, 5600s, 5800s, 6400s. New actions with LCFF funds (MS plus HS): Adding funding for facilities lease/purchase payments; computer infrastructure upgrades; safety/alarm service upgrades; and servers to support new student computers.	$377,216 Budget classifications 4400s (except those cited above), 5300s, 5400s, 5500s, 5600s, 5800s, 6400s. Anticipated expenditures: Base funds: $296,342. Supplemental funds: $13,031	All planned actions were implemented.	$363,469 Budget classifications 4400, 4405, 5300s, 5400s, 5500s, 5600s, 5800s, 5900s, 6000s, 7000s. NB: in 2014-15 LCAP, this total included expenditures for these items across all 3 goals, so this update reflects that combined total.
Scope of service:		Scope of service:	
_x_ ALL		_x_ ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	With the reconfiguration of the goals to fit the state template for 15-16, the response below relates to the new elements for Goal 3: Engagement. Mare Island Technology will continue the programs and services that have generated the high rate of attendance, the low rate of chronic absenteeism, the low level of middle school drop-outs, the cohort graduation rate at or above the state level, the decrease in suspensions and "F" rates, and the increase in Honor Roll. 　Mare Island Technology will maintain the current services that are resulting in the generally high parent satisfaction and parent participation rates.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

   Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

   For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$436,400

Funds for low-income students are expended schoolwide, given that 60% of Mare Island Technology Academy students qualify for FRPM. Included in these expenditures are

- 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

- 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.

| 66.02 | % |

Proportionality is met through the following actions:
1) College textbooks are provided for low-income students only, except for English 120 and Math 106
2) Tutoring preference is given to low-income, EL, and foster students
3) 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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

   (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

   (3) Divide (1) by (2).