

MIT Academy Local Control and Accountability Plan 2014-15

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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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>To involve the numerous stake holders in the development of MIT Academy’s 2014-15 budget and LCAP, MIT 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.</p> <p>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.</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 draft:</p> <ol style="list-style-type: none"> 1. Appropriate teacher assignment: Continue to assure that all teachers are highly qualified for their assignments. 2. Implementation of content/performance standards: MIT is fortunate to be the recipient of a CAPP grant from CSU, in partnership with Solano Community College

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. 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 MIT 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 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 13, 2014. The final LCAP was approved by the Board prior to their adoption of the 2014-15 annual budget on June 10, 2014.

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 MIT. 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, MIT 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, MIT 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 MIT 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: **(this section will be completed following this feedback period).**

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.

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and MIT Academy-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful District and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	Goals			Annual Update:	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup	School(s) Affected		LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17	
<p>Goal 1: Pupil Achievement: 100% of students do not currently perform at proficient or advanced levels in mathematics and English Language Arts. An achievement gap exists for at risk students, including English Learners and Low Income subgroups. Success will be evaluated by multiple measures including, but not limited to, scores for API, CAHSEE, PSAT, STAR Renaissance, CELDT, EAP, CAASP; grades (including F rates); and rates of EL reclassification, completion of college units, and completion of English 1 and Math 11.</p>	<p><i>Strategic Plan/SPSA goals</i> 1.1: increase academic achievement to ensure college and career readiness 1.2: reduce the achievement gap, especially for Latino, African-American, EL, Special Education, and SED.</p>	<p>EL, LI, Special Education, and all significant subgroups</p>	<p>MIT Academy</p>		<p>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</p>	<p>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</p>	<p>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</p>	<p>4</p>

<p>Goal 2: Conditions of Learning: The need exists to ensure maximal student learning through appropriate teacher assignment, standards implementation, supportive school climate, and availability of a broad course of study.</p> <p>Success in this area will be measured by student attendance; grades; referrals and suspensions; recognitions; scores on Success Navigator and annual parent survey; rates of college-going and actual matriculation; expansion of course offerings; level of tech upgrades compared to Tech Plan; securing of permanent facilities; school accreditation status & Distinguished School award</p>	<p><i>Strategic Plan/SPSA goals:</i> 1.4: improve positive school culture indicators 1.5: achieve Distinguished School status by 2017 2.2: create a positive culture for college-going success 3.1: upgrade technology 3.2/3.3: Locate in permanent facilities with features including MPR, library, PE lockers, fields, classrooms)</p>	<p>EL, LI, Special Education, and all significant subgroups</p>	<p>MIT Academy</p>		<p>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+%; maintain 6-year WASC accreditation; implement CTE Tech Pathways in digital art & programming/ robotics; deploy CAPP grant resulting in all graduates completing college-level English (begin 14-15) & math (begin 15-16). 1.5) by 2017, achieve Distinguished School status 2.2) increase college-going & actual matriculation rates each year 3.1) implement Technology Plan 3.2/3) acquire permanent facilities with VCUSD-equivalent elements</p>	<p>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+%; maintain 6-year WASC accreditation; implement CTE Tech Pathways in digital art & programming/ robotics; deploy CAPP grant resulting in all graduates completing college-level English (begin 14-15) & math (begin 15-16). 1.5) by 2017, achieve Distinguished School status 2.2) increase college-going & actual matriculation rates each year 3.1) implement Technology Plan 3.2/3) acquire permanent facilities with VCUSD-equivalent elements.</p>	<p>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+%; maintain 6-year WASC accreditation; implement CTE Tech Pathways in digital art & programming/ robotics; deploy CAPP grant resulting in all graduates completing college-level English (begin 14-15) & math (begin 15-16). 1.5) by 2017, achieve Distinguished School status 2.2) increase college-going & actual matriculation rates each year 3.1) implement Technology Plan 3.2/3) acquire permanent facilities with VCUSD-equivalent elements.</p>	<p>1, 2, 6, 7, 8</p>
<p>Goal 3: Engagement: The need exists to increase both student and parent engagement.</p> <p>Indicators of increased engagement include graduation and UC/CSU eligibility rates; and parent satisfaction and</p>	<p><i>Strategic Plan/SPSA Goals:</i> 1.3: increase graduation rate; increase UC/CSU eligibility rate 4.1: enhance parental support for students 4.2 increase cultural sensitivity 4.3: improve parent/teacher communication</p>	<p>EL, LI, Special Education, and all significant subgroups</p>	<p>MIT Academy</p>		<p>1.3) Increase both the graduation rate and UC/CSU eligibility rate by 10%/year 4.1-3) Increase to 90% parent satisfaction with parental support, school cultural sensitivity, & parent/teacher communication, as</p>	<p>1.3) Increase both the graduation rate and UC/CSU eligibility rate by 10%/year 4.1-3) Increase to 90% parent satisfaction with parental support, school cultural sensitivity, & parent/teacher communication, as</p>	<p>1.3) Increase both the graduation rate and UC/CSU eligibility rate by 10%/year 4.1-3) Increase to 90% parent satisfaction with parental support, school cultural sensitivity, & parent/teacher communication, as</p>	

involvement commitment completion rates.	4.4: increase parent involvement				reported on annual survey 4.4) Increase % of parents meeting involvement commitments each year	reported on annual survey 4.4) Increase % of parents meeting involvement commitments each year	reported on annual survey 4.4) Increase % of parents meeting involvement commitments each year	
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Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
 - A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8	Provide adequate & highly-qualified staff to support student achievement and student/parent engagement. (Note: MIT Academy is at cap, so no additional students are anticipated in years 1-3)	LEA-wide		<p>Hiring, assigning, training, and supporting highly qualified staff. Budget classifications 1000s, 2000s, 3000s, 5103, 5200s.</p> <p>Anticipated expenditures: Base funds: \$2,138,124. Supplemental funds: \$43,635. ConApp funds: \$26,385. Special education funds: \$114,066. Other federal/state grant funds: \$276,801.</p> <p>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.</p> <p>New actions with other funds (MS plus HS): Adding 2.0 positions in special education and adjusting 2.0 positions in special education; adding 1.67 classified positions under PEP grant.</p>	The expenditures from LCFF base, LCFF supplemental/concentration, ConApp, and special education funds will be adjusted to reflect the annual cost of maintaining the highly qualified staff (including step and column increases, compensation changes, travel costs for professional development, etc.) Grant and “soft money” programs are generally flat-funded year-to-year and time limited, with continued funding within the grant period contingent on performance.	The expenditures from LCFF base, LCFF supplemental/concentration, ConApp, and special education funds will be adjusted to reflect the annual cost of maintaining the highly qualified staff (including step and column increases, compensation changes, travel costs for professional development, etc.) Grant and “soft money” programs are generally flat-funded year-to-year and time limited, with continued funding within the grant period contingent on performance.
1, 2, 3	1, 2, 3, 4, 5, 6, 7	Provide instructional supplies, texts and other books, software, equipment, and other supplies needed to support student achievement and parent engagement	LEA-wide		<p>Obtaining the materials, supplies, and equipment required to support student achievement and success and align with CCSS. Budget classifications 4100s, 4200s, 4300s, 4407, 4410, 4420, 4700, 5100s.</p> <p>Anticipated expenditures: Base funds: \$157,752. Supplemental funds: \$68,975. ConApp funds: \$33,596. Special education funds: \$4,500. Other federal/state grant funds: \$223,426.</p> <p>New actions with LCFF funds (MS plus HS): Adding funding for materials, books, equipment; ELA CCSS-aligned books/materials; student software and</p>	The expenditures from LCFF base, LCFF supplemental/concentration, ConApp, and special education funds will be adjusted to reflect the annual costs, including price increases and group buy potential; the adoption of new texts, materials, and equipment; cyclical replacement of student computers; and similar issues. Grant and “soft money” programs are generally flat-funded year-to-year and time limited, with continued funding within the grant period contingent on performance.	The expenditures from LCFF base, LCFF supplemental/concentration, ConApp, and special education funds will be adjusted to reflect the annual costs, including price increases and group buy potential; the adoption of new texts, materials, and equipment for science; cyclical replacement of student computers; and similar issues. Grant and “soft money” programs are generally flat-funded year-to-year and time limited, with continued funding within the grant period contingent on performance.

if applicable)							
1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8	Provide adequate & highly-qualified staff: 1) Provide bilingual staff in office at all times and increase translation capacity (SP/SPSA goals 4.1, 4.2, 4.3, 4.4.) 2) Provide bilingual services at one-on-one counselor/family meetings for each student annually (SP/SPSA goals 1.1, 1.2, 1.3, 2.2) 3) Provide additional academic support for targeted students on Pyramid (SP/SPSA goals 1.1, 1.2.)	LEA-wide		\$43,635 in supplemental funds (MS plus HS) to support approximately half-time activities of Office Supervisor (Bilingual) revised position (currently unfilled) and full time activities of additional interventionist for targeted students on Pyramid; Budget classifications 1000s, 2000s, 3000s.	Continued allocation of \$43,635 in supplemental funds plus step/column and additional compensation considerations, pending evaluation of effectiveness and additional needs through annual Strategic Planning and review process; Budget classifications 1000s, 2000s, 3000s.	Continued allocation of \$43,635 in supplemental funds plus step/column and additional compensation considerations, pending evaluation of effectiveness and additional needs through annual Strategic Planning and review process; Budget classifications 1000s, 2000s, 3000s.
1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8	Provide instructional supplies, equipment: 1) Provide intervention materials and software to targeted students (SP/SPSA goals 1.1, 1.2, 1.3) 2) Provide computer hardware to targeted students (SP/SPSA goals 1.1, 1.2, 1.3) 3) Provide additional tutoring resources to targeted students (SP/SPSA goals 1.1, 1.2, 1.3)	LEA-wide		\$19,471 in supplemental funds to support intervention software, programs, and materials; Budget classification 4407. \$26,412 in supplemental funds to purchase computer hardware; Budget classification 4410. \$10,113 in supplemental funds to support expansion of tutoring programs; Budget classification 5100. \$14,000 in supplemental funds to support field trip participation. Budget classification 5101.	Continued allocation of \$69,996 in supplemental funds plus annual costs, including price increases and group buy potential, pending evaluation of effectiveness and additional needs through annual Strategic Planning and review process.	Continued allocation of \$69,996 in supplemental funds plus annual costs, including price increases and group buy potential, pending evaluation of effectiveness and additional needs through annual Strategic Planning and review process.

		4) Provide additional support for student field trips for targeted students (SP/SPSA goals 1.3, 1.4, 2.2)					
1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8	Provide infrastructure for school operations to support student achievement and parent engagement	LEA-wide		No actions or expenditures with LCFF supplemental funds.	No actions or expenditures with LCFF supplemental funds.	No actions or expenditures with LCFF supplemental funds.

C. Describe the LEA’s increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

In 2013-2014 \$20,503 (est.) was spent on unduplicated pupils. In 2014-15 \$125,641 will be spent, an increase of \$105,138 in funds for the LCAP year calculated on the basis of the number and concentration of low income and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). These funds will be spent as described in Section 3B of this LCAP plan.

In Section 3B, the actions delineated were determined to be the most effective use of supplemental funds for low income and English Learners to meet the MIT Academy’s goals. This determination was made based on input received from parents, staff, students, and the community about the most effective strategies and services for at risk students (specifically EL and LI), and student performance indicators and research.

- D. 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). 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). 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.

59.14% is 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). The services described in Section 3B meet the proportional increase required by 5CCR 15496.

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.