

Montague Elementary School District

2018-2019 LCAP OVERVIEW

Local Control Funding Formula (LCFF)



8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

Local Control Accountability Plan (LCAP)

2018-19 Total LCFF Funding

■ Base ■ S & C

OVERVIEW



Communities Served:



154 Students



Schools



Full- and Part-time Staff

Student Ethnicity

African American	0%
Asian	0.65%
Filipino	0%
Hispanic/Latino	17.53%
White	22.73%
Multiracial	46.75%

Student Groups

%	%	%
English Learners	Low Income	Foster Youth
Unduplicated Students: students who are English learners, low income, and/or foster youth		

2018-19 LCAP AT-A-GLANCE



LCAP Goals



LCAP Actions & Services



LCAP Measures



LCAP Budget

LCAP Goals

- 1 1.0
Montague Elementary School District will operate in accordance with state academic standards and provide instruction, based on student needs, and provide up to date materials, by appropriately credentialed and assigned teachers and staff, in a well maintained school facility.
- 2 2.0 All students will demonstrate increasing proficiency in all academic and social areas in preparation for high school, college, careers or the work force.
- 3 3.0 All students will be educated in a safe, nurturing learning environment with a focus on increased attendance, positive social behavior, high academic expectations and enhanced school/parent involvement and communication.
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NEW 2018-19 BUDGET ONE PAGERS



One page summaries are included this year in Appendix C of the LCAP packet.

These summaries show all the funding that supports LCAP Goals including: 1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).

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Funding for LCAP Goals

Goal 1 is supported by \$108,066.63 in total funding

Goal 2 is supported by \$127,146.49 in total funding

Goal 3 is supported by \$32,641.28 in total funding

Goal 5 is supported by \$70,534.00 in total funding

Supplementary & Concentration Funding by LCAP Goal

What is in Montague Elementary School District's LCAP?

MAJOR CHANGES FOR 2018-2019 LCAP

LCAP Goal 1:

1.0

Montague Elementary School District will operate in accordance with state academic standards and provide instruction, based on student needs, and provide up to date materials, by appropriately credentialed and assigned teachers and staff, in a well maintained school facility.



Goal 1 Budget = \$108,066.63

Related State Priorities:

Basic Services

Academic Standards

Course Access

1.1 Ensure employment practices of recruitment and hiring of highly effective staff, who show evidence of high character and teamwork.	X	All Schools
1.2 Budget for 3.0 percent of prior year expenditures for facilities needs.	X	All Schools
1.3 Continue to explore alternative funding options for improved facilities. Continue to work with Schreder and Associates.	X	All Schools
1.4 Maintain custodial/maintenance staff at 1.38 FTE	X	All Schools
1.5 Review and purchase state adopted Science texts for grades 6-8.	X	All Schools
1.6 Maintain elective courses at 1-2 for middle school.	X	All Schools
1.7 Create and implement a plan and provide professional development in key areas to be determined by staff	X	All Schools

LCAP Goal 2:

2.0 All students will demonstrate increasing proficiency in all academic and social areas in preparation for high school, college, careers or the work force.




Goal 2 Budget = \$127,146.49

Related State Priorities:
 Student Achievement
 Course Access
 Other Outcomes

2.1 Utilize state assessment benchmark tests in Grades 3-8 combined with individual benchmarks assessments at each grade level to determine appropriate intervention for students. Teachers collaborate with grade level teams, administrator and resource teacher to design appropriate intervention strategies.	X	All Schools
2.2 Students in Grades 6-8 will receive a progress report at prescribed intervals. If it is determined that they are in danger of failure they will receive additional help during "After School Tutoring".		
2.3 Resource Teacher will provide modified program for students who are currently on IEPs. A coordinated effort between Special Education and General Education will allow for struggling students to receive intervention services.	X	All Schools
2.4 Develop grade level rubrics for writing. Align writing assessments to coincide with grade reporting periods 3 times per year.	X	All Schools
2.5 Montague Elementary will continue to operate as a PBIS school. Positive incentive program will continue through the "character cards"		
2.6 Continue Kindergarten literacy enrichment program during after school.		

<p>2.7 Align curriculum and instruction with CAASPP interim benchmark assessments.</p> <p>Implementation of the Next Generation of Science Standards begins. Take "pilot" assessment and establish baseline.</p> <p>Find additional funding for field trips that complement, reinforce and extend concepts taught in the classroom.</p>	<p><u>X</u> All Schools</p>
<p>2.8 Utilize an articulated PE program through out the school. Teachers will assess students each trimester based on age appropriate skills. Theme oriented physical fitness activities outside of regular PE will be calendered into school calendar. Such activities may include daily, weekly or monthly themes. Look into an enhanced PE program.</p>	<p><u>X</u> All Schools</p>
<p>2.9 Follow Technology Plan. Monitor plan as needed. Maintain a budget to update and repair systems and hardware. Maintain service agreement with Shasta Union Continue Technology Assistant stipend.</p>	<p><u>X</u> All Schools</p>
<p>2.10 Teachers will receive training regarding Trauma Informed Practices which has a negative impact on student learning and one's social/emotional state. The effect of this training is to prepare the brain for learning and decrease behavioral issues. This type of professional development may occur by any means of including a book club approach.</p>	<p><u>X</u> All Schools</p>

**LCAP Goal 3:
3.0 All students will be educated in a safe, nurturing learning environment with a focus on increased attendance, positive social behavior, high academic expectations and enhanced school/parent involvement and communication.**

 **Goal 3 Budget = \$32,641.28**

Related State Priorities:
Parent Involvement
Student Engagement
School Climate

<p>3.1 Continue consistent outreach to parents. Include various forms of communication such as: parent phone calls. classroom and school newsletters, school and classroom website, classroom and school Facebook pages, Remind app.</p> <p>Increase parent participation in PTO. Improve the return rate on Parent Survey (provide surveys during conference time and/or online) and other forums of feedback, e.g. coffee, let's talk, index cards, conversations.</p> <p>Provide a volunteer in-service at the beginning of the school year and middle of the year(possibly once a month). Provide recognition to volunteers.</p>	<p><u>X</u> All Schools</p>
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<p>Conduct monthly student performances such as readers theater, class performances, concerts or dance performances, Christmas program, Science/Social Studies Fairs, pep rallies. Invite parents and community.</p>	
<p>3.2 Continue the practice of having parents sign in for related parent activities and when volunteering in classes to determine the level of participation. (Back to School, Open House, Science or Math Nights).</p> <p>Conduct 1st trimester parent conference with a focus on goal setting to praise student accomplishments and reinforce a plan for improvement if needed. Coordinate parent conference master schedule to accommodate for families who have children in multiple grade levels. At middle school level, conduct student led conferences 2nd trimester to review goals set in trimester 1.</p> <p>Promote open house with a focus on student artifacts on display. Consider science/social studies fair. Provide dinner or ice cream social via Parent Teacher Organization or solicit the support of a service club.</p>	<p><u>X</u> All Schools</p>
<p>3.3 Design a positive attendance campaign and provide short term and long term incentives for improved attendance (different goals and incentives for primary vs middle school)</p> <p>Send out letters acknowledging students who are meeting criteria of Positive Attendance Campaign and publish pictures in newspaper and on website.</p>	<p><u>X</u> All Schools</p>
<p>3.4 Review chronic absentees earlier on and intervene with parent, teacher and administration. Continue successful plan for increase daily attendance.</p>	<p><u>X</u> All Schools</p>
<p>3.5 Continue to implement Positive Behavior Interventions and Supports school. Ensure that the discipline plan and policies are implemented consistently. Provide opportunities for all staff to participate in learning.</p> <p>Staff will design a Character Calendar and focus on specific traits each month. Continue to implement Character Cards and Character Store as a means of recognition for students. Announce over PA acts of kindness, responsibility, respect and safety and post on website.</p> <p>Continue to display agreement posters throughout the school and explicitly teach behaviors at beginning of school year and throughout the year as needed.</p> <p>Maintain a 6 hour Campus Assistant position to aide in school discipline and climate.</p> <p>Consider part time counselor as budget allows.</p>	
<p>3.6 Continue to implement current pupil recognition program.</p> <p>Increase parent, teacher and/or community recognition. Hold a special end of the year assembly or some type of appreciation event.</p>	<p><u>X</u> All Schools</p>

Implement spirit activities that occur on a monthly basis. Place activities on the school calendar, promote through website and displays around campus. Involve Parent Teacher Organization.

Promote and sell MES Spirit wear on website and at school office.

Parking lot greeter, have admin and other volunteer staff in parking lot to greet parents and students daily.



Goal 5 Budget = \$70,534.00

Related State Priorities:

3.1 SEEK PARENT INVOLVEMENT. Based upon 15-16 analysis of metric data., the following actions and/or services are identified:

a. Action: Parent involvement is defined as seeking parent input regarding decisions involving the school or their student in which parents confirm that they have received the communique

b. Service: Continue with an aggressive, recentness and consistent outreach practice of once a month mailer in which there is a parent sign off section noting they have received and read the mailer. Provide other forms of communication such as: district website postings, class web page postings, reminder 101 (text messages via cell phone), teacher needs survey, school calendar,

The mailers are to be provided to each local business and the County Superintendent.

c. Service: Continue the practice of the principal conducting a parent volunteer in-service at beginning and middle of year and provide free TB testing.

d. Action: Continue the practice of Parent Literacy Night for preschoolers to 3rd grade facilitated by the Librarian

e. Action: conduct four student lead performances such as readers theater, Christmas program, Science/Social Studies Fair for Open House, etc

3.2 PARENT INVOLVEMENT. Based upon 15-16 analysis of metric data., the following actions and/or services are identified:

a. Action: Continue the practice of having parents sign in for related parent activities to determine the level of participation

b. Service: Continue the practice of home delivery of welcome back packets funded via PTO prior to the opening of school to k students and their families. Go in teams. Get connected.

c. Service: Conduct back to school night on teacher workday prior to the opening of school. Provide child care and dinner via PTO and perhaps solicit the support of a service club such as Rotary.

d. Action: Develop and/or solicit a cadre of parents who are willing to promote and support the school via Parent Teacher Organization

e. Action: Conduct 1st trimester parent conference with a focus on goal setting to praise student accomplishments and reinforce a plan for improvement if needed.

<p>Coordinate parent conference master schedule to accommodate for families who have children in multiple grade levels</p> <p>f. Action: Promote open house with a focus on student artifacts on display. Consider science/social studies fair/ Provide dinner via Parent Teacher Organization or solicit the support of a service club.</p> <p>g. Action: Use the above activities and recognition assemblies as opportunity to promote the school, its vision and mission.</p> <p>h.Action: Solicit funds from PTO</p>	
<p>3.4 CHRONIC ABSENTEEISM. Based upon 15-16 analysis of metric data., the following actions and/or services are identified:</p> <p>a. Action: Continue current attendance incentive program, cost noted in 3.3</p>	
<p>3.5 STUDENT DISCIPLINE. Based upon 15-16 analysis of metric data., the following actions and/or services are identified:</p> <p>a. Service: Fund Montague Community Learning Academy for those students who need an alternative educational program. In the event that there is no student enrolled in the program, then the teacher would act as a intervention teacher at the discretion of the principal. Continue the search for classroom off campus if needed.</p> <p>b. Action: Continue the practice of the Principal providing professional development\ to the entire staff or individuals as needed to ensure that the discipline plan and policy is implemented consistently and fairly.</p> <p>c. Action: Continue the practice of consistently conducting parent conference for each office referral received. Include the parent, student and teacher Develop a plan that focuses improved student behavior</p> <p>d. Action: Focus on bullying or any other high frequency behavior and develop a plan of action to address the issue</p> <p>e.Action: Consider part time school counselor .</p> <p>f.Service: Maintain the position of Campus Assistant and develop and implement a reward system to improve student behavior.</p> <p>g. Action: Continue the practice of Character Cards and Character Store. Fund via Parent Teacher Organization</p> <p>h. Action: consider after school clubs</p> <p>j. Action:Continue to provide adequate supervision and order in the cafeteria (breakfast and lunch) and the playground</p> <p>k. Action: Continue to provide adequate coverage and order in the school office from 7:15 am to 4:00 pm to promote positive public relations and to address the needs of parents</p> <p>l. Action: Solicit funds from PTO</p>	
<p>3.6 RECOGNITION. Based upon 15-16 analysis of metric data., the following actions and/or services are identified:</p>	

- a. Action: Continue current pupil recognition program
- b. Action: Increase parent and/or community recognition
- c. Action: Solicit funds from PTO
- d. Action: Maintain a relentlessness spirit activities program that occurs on a weekly or monthly basis. Place activities on the school calendar. Involve PTO

LCAP Goal 7:

LCAP Goal 10:

LCAP MEASURES



We want to maintain:



We want to increase:



We want to decrease:

STAKEHOLDER ENGAGEMENT

District LCAP (DLCAP) Parent Committee



View measures & most up-to-date data on our LCAP Dashboard:

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

K E Y A C C R O N Y M S	A-G- A-G Course Requirements for College Entrance	DDI - Data Driven Instruction	PI - Program Improvement
	AP- Advanced Placement	EAP- Early Assessment Program	PSAT - Preliminary Scholastic Assessment Test
	API- Academic Performance Index	ELA - English Language Arts	PTA - Parent Teacher Association
	BEST- Building Effective Schools Together	EL or ELL - English Language Learner	S3 - Safe, Supportive Schools Program
	CAASPP- California Assessment of Student Performance and Progress	FTE- Full-Time Equivalent	S&C - Supplementary & Concentration Funds
	CBO- Community Based Organization	FY - Foster Youth	SARC - School Accountability Report Card
	CCSS – Common Core State Standards	IEP- Individualized Education Program	SAT - Scholastic Assessment Test
	CDE- California Department of Education	K- Kindergarten	SBAC - Smarter Balanced Assessment Consortium
	CELDT - CA English Language Development Test	LCAP- Local Control Accountability Plan	SRO - School Resource Officer
	CHKS - CA Healthy Kids Survey	LCFF - Local Control Funding Formula	SST- Student Study Team
CSO- Campus Safety Officer	LEP- Limited English Proficient	STEM – Science, Technology, Engineering, Math	
CSU- California State University	LI - Low Income	TK -Transitional Kindergarten	
CTE- Career Technical Education	NGSS- Next Generation Science Standards	UC - University of California	
	PO- Professional Development		
	PFT - Physical Fitness Test		