

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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.

LEA Name	Midway School District		
Contact Name and Title	Mr. Al Quezada Superintendent	Email and Phone	alquezada@midwaytigers.com (661-768-4344)

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Midway School encourages and celebrates high academic achievement for all students. We are a small single school/district with approximately 86 students in grades Transitional Kindergarten through Eighth. We are located in Fellow's, California, with a proud hard working rural community on the west end of Kern County. We have over a hundred year history with a beautiful safe campus and a reputation for high expectations of student behavior.

Midway's small-school setting allows for reduced class sizes and individualized attention for all students. Our students participate in academic, athletic, and social events with other similar small schools throughout the school year. In addition, all students participate in a variety of grade-level appropriate field trips. We also have a strong accountability program (Renaissance) that encourages all students to achieve high expectations with built in recognition and rewards: rallies, field trips, homework club and academic award assemblies.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Midway's LCAP goals Identify: Parent Involvement, SBAC testing, School Climate and Attendance Rate.

Parent involvement has increased. They've taken on more responsibilities with different events throughout the year and in the process opportunities to communicate our school's needs have made themselves available. Relationships are positive within parent group and staff.

We received results from California School Dashboards that have identified us as "High Status" in Language Arts and "Medium Status" in Math. Our suspensions and attendance rates are in a good range.

School Climate has been positive with students and staff. Renaissance Program once again guides our student behavior and recognized student accomplishments. Productive in-services have been the center piece for setting expectations and building strong support systems for growth.

Improved communication throughout has been the biggest change agent in Midway's success.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

California School Dashboards identifies us as "High Status" in Language Arts, 10.2 above level 3 and "Increased Significantly" by 46.6 points. Our unduplicated student population had a "Medium Status" 7.4 above level 3 and "Increased Significantly" by 48.6 points.

Our Accelerated Reader program continues to be our cornerstone to guiding and monitoring student reading progress. We also have other internet based reading programs (Lexia Reding, Epic, Storyline, Compass Learning) accessed by Chromebook computers in the classrooms and in the Computer Lab that assist with reading intervention. Midway plans to continue actions and services this coming school year in order to maintain and build on our success.

California School Dashboards identifies us as "Medium Status" in Math, 12.9 below level 3 and "Increased Significantly" by 28.6 points. All 5th – 8th graders are receiving instruction from one highly qualified math teacher that has set a high standard for all student levels.

Suspension rates declined by 2.1 % with a status of "Medium." Renaissance Program helps with schoolwide student behavior; recognizing and rewarding with field trips and fun events throughout the year.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Professional development in writing and math for instructor effectiveness will continue. We are planning on having more “Go Math” training from Houghton Mifflin and are continuing to invest time in writing programs and strategies. We need to set a schedule that allows students the time to practice writing on a daily basis.

We also will continue to support intervention programs (Title I) to meet the instructional needs of at-risk students at all grades levels.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Currently there are no groups identified that are two or more performance levels below. We will continue to use best practices and monitor. Math and writing will continue to be subjects that teaching staff is currently collaborating to strengthen.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Midway will continue to provide low number of student population to teacher ratio in the classroom. This insures that our unduplicated students receive necessary intervention and attention from teacher and aide.

We will continue to utilize technology to support intervention. Currently students have access to Chromebook computers in the classroom and a computer lab period to supplement curriculum or for intervention.

Title I Intervention Program identifies students that need extra support in math/reading, which amounts to 30 minutes of intervention a day.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$2,134,034

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$390,602

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund expenditures specified above for the 2017-18 school year include salaries and benefits for certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures, utilities and capital outlay.

\$844,142

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Goal 1

Learning conditions – Midway is transitioning to fully implementing the Common Core State Standards for Reading/Language Arts. CAASPP assessments show that 31% of students are meeting or exceeding standards in math and language arts. This is a drop from the previous STAR testing program. Evaluation will show that Reading/Language Arts is fully implemented based on lesson plans, classroom observation and instructional materials adoption and implemented.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Midway School will have fully implemented CCSS for Reading/Language Arts.

100% of teachers will be HQ and trained to teach Common Core Reading/ Language Arts using the adopted curriculum. 100% of classes will be using CCSS-aligned Reading/ Language Arts every day for all students as determined by lesson plans, classroom observation and instructional materials adoption and implementation.

ACTUAL

Houghton Mifflin Harcourt “Journeys” K-5 grades and “Collections” were adopted and implemented for 2016-17 school year.

All 7 teachers are highly qualified with a 100% Common Core implementation of Language Arts and Math. Teachers were continuously observed during instruction and supported with “Go Math” training as requested. Common Core materials and instruction were implemented on the first day of school. Monthly In-services were used for professional development/collaboration to strengthen knowledge of curriculum.

Metrics-Priority 1

100% of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.

100% of pupils in the school base have sufficient access to the standards-aligned instructional materials.

School facilities are maintained in good or better repair based on the FIT.

100% of teachers were appropriately assigned and fully credentialed.

100% of pupils in the school base have sufficient access to the standards-aligned instructional materials.

School facilities are maintained in good or better repair based on the FIT.

Metrics-Priority 2

Implementation of the academic content and performance standards adopted by the state board will be will be evidenced in all classes as measured by walkthroughs, lesson plans, and observations.

How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. N/A

We adopted the most current ELA academic content and performance standards. Houghton Mifflin K-8 curriculum was available to students from the first day of school.

Currently we can't measure access because we don't have any ELL students.

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1a**

Actions/Services

PLANNED

Supplement the daily core instruction and the daily school-wide intervention strategies for all students, at-risk students (FRPM, RSP, Title I, homeless) receive an additional intervention hour, 4 times a week from an HQ .28 FTE teacher and a HQ .12 FTE paraprofessional in a 1 to 1 or small group setting, with access to diagnostic

ACTUAL

We continued to offer 4 days of intervention for our 1st – 8th graders through our Title I Program. A highly qualified teacher and Aide supported students in our computer lab.

& prescriptive software. This program is highly coordinated with core curriculum and special education teachers.

BUDGETED

1000-1999 Certificated Salaries and Benefits Title I 20,000
 2000-2999 Classified Salaries and Benefits S&C 35,000
 4000-4999: Books And Supplies S&C 12,000

ESTIMATED ACTUAL

1000-1999 Certificated Salaries and Benefits Title I 20,000
 2000-2999 Classified Salaries and Benefits S&C 35,000
 4000-4999: Books And Supplies S&C \$5,000

Expenditures

Action

1b

PLANNED

Revise program as necessary, based on the student data from Accelerated Reader, Lexia Reading, Compass, Audio books and the Smarter Balanced Assessment results. (CAASP) Time and content aspects will be determined by data results, input from home room teacher evaluations and intervention instructor.

ACTUAL

Program was not heavily revised. Computer lab was still the room where intervention was administered. More classroom support by instructional aides and educational internet sites were utilized. Staff used our monthly In-service days to determine student progress and results, and adjusted to better serve students needing intervention.

Actions/Services

BUDGETED

1000-1999: Certificated Personnel Salaries and benefits REAP 4,000
 5000-5999: Services and Other Operating Expenditures S&C 5,000
 1000-1999: Certificated Salaries and benefits S&C 3000

ESTIMATED ACTUAL

1000-1999: Certificated Personnel Salaries and benefits REAP 4,000
 5000-5999: Services and Other Operating Expenditures S&C 5,000
 1000-1999: Certificated Salaries and benefits S&C 3000

Expenditures

Action

1c

Actions/Services	PLANNED Purchase online “Think Central” supplemental instruction and videos for Go Math Program.	ACTUAL Think Central and videos were purchased the prior year. We adopted and purchased ELA curriculum, “Journeys” and “Collections from Houghton Mifflin Harcourt.
	BUDGETED 4000-4999: Books and Supplies Lottery 16,520 4000-4999: Books and Supplies S&C 4,000	ESTIMATED ACTUAL 4000-4999: Books and Supplies Lottery 16,520 4000-4999: Books and Supplies S&C 4,000

Action **1d**

Actions/Services	PLANNED Technology lab instructor to continue training teachers on supplemental instruction that increases student skills in online assessments, Math and Reading/ Language Arts.	ACTUAL Technology lab was utilized daily by 1 st - 8 th grades. Students received supplemental instruction: Compass Learning, Audiobooks, internet research, Keyboarding, writing and Lexia reading.
	BUDGETED 1000-1999: Certificated Personnel Salaries and benefits, S&C 3,000	ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries and benefits, S&C \$ 0

Action **1e**

Actions/Services	PLANNED Additional teacher training on and off-site for CCSS R/LA instruction and online testing.	ACTUAL We had Houghton Mifflin representative train our teacher on newly adopted CCSS ELA program.
	BUDGETED 1000-1999: Certificated Personnel Salaries and benefits, S&C 5,000	ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries and benefits, S&C 3,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Textbooks for ELA were adopted and in place for teachers and students before school started. Teachers were trained by certificated Houghton Mifflin instructors. Teachers also attended professional development meetings every month to collaborate with other teachers. Intervention was offered in the computer lab by a certificated instructor to students that needed extra support on reading.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Goal was effective; it supported implementation of ELA Common Core curriculum. Textbooks, training and student support were evident throughout the school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of analyzing our LCAP from last year, stakeholders deem it necessary to reorganize our goals in order to best address our priorities that serve our students and staff.

Goal 2

Midway School's annual attendance rate will be 95% or higher. MESD survey will document that parents will be satisfied with the relay of home to school & attendance information as measured by parent surveys completed twice annually. Staff, parent and student surveys will document that MESD has a positive school climate. It will also show that parents are helping children with homework.

State and/or Local Priorities Addressed by this goal: STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Survey shows: 85% of parents are satisfied school to home & attendance info & 80% of staff, parents, and students believe MESD has a positive school climate.

Metrics - Priority 3: Parental Involvement: MESD will show involvement through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings and Back to School Night. Parents will also be involved with our Renaissance program, field trips, and community events. Parents will be invited through automated phone calls, flyers, and the webpage.

Metrics- Priority 5: Student Engagement: MESD students are engaged through our Renaissance program which rewards grades, attitude, and good behavior. Renaissance takes 3 field trips, motivates students to achieve better grades and positive behavior. We are also involved with a 7 school consortium which competes against each other monthly. Students must have good grades and behavior. The annual attendance rate will be 97% or better and chronic absenteeism will be 5% or less in 2016-17. Middle School Drop Out Rate will be 0. High School Drop Out Rate and Graduation Rate is NA.

Metrics- Priority 6: School Climate: MESD will show a decrease from 8 (6%) suspensions to 6 (5%) and the expulsion rate will continue to be 0%. Survey will show that 74% of staff, parents, and students feel safe on campus and are connected to the school.

ACTUAL

Parent surveys showed 90% of parents satisfied with information and positive school climate.

We had a successful year with parent volunteers contributing their time towards special events and supporting classroom teacher. Superintendent and teachers made an extra effort to train parents on school website, online grading access and Houghton Mifflin website on annual Back to School Night.

Quarterly awards assemblies were held to recognize students with academic and behavioral accomplishments. Field trips and special events were also a part of Renaissance Program that helps contribute to positive student engagement. Annual attendance rates were at 96%, we'll have to look at how to improve that higher than our goal of 97%. No drop outs and all 8th graders graduated.

School Climate: MESD had 4 suspensions compared to 6 last year. There were 0 expulsion. Survey showed that 90% of staff, parents, and students feel safe on campus and are connected to the school.

<p>Local Alignment Midway will maintain the student focused programs in Safety & Wellness, Renaissance, Community Poolside Days, electives, and field trips.</p>	<p>These programs continued to be offered to all students.</p>

Action **2a**

<p>Actions/Services</p>	<p>PLANNED Continue to fund parent requests to support programs or events addressed in the SPSA by allocating additional funds for implementing the Renaissance Program, poolside events, Technology Plan, fieldtrips, Safety Plan, classroom environment, electives and other events as feasible.</p>	<p>ACTUAL We continued to fund parent requests to support programs or events addressed in the SPSA by allocating additional funds for implementing the Renaissance Program, poolside events, Technology Plan, fieldtrips, Safety Plan, classroom environment, electives and other events as feasible.</p>
<p>Expenditures</p>	<p>BUDGETED 1000-1999 Certificated salaries and benefits S&C 4,500 5000-5999: Services and Other Operating Expenditures Supplemental 7,000</p>	<p>ESTIMATED ACTUAL 1000-1999 Certificated salaries and benefits S&C 4,500 5000-5999: Services and Other Operating Expenditures Supplemental 7,000</p>

Action **2b**

<p>Actions/Services</p>	<p>PLANNED Continue county-wide process for addressing chronic absences. Continue SARB process for chronic absences. Time to process SARB participants.</p>	<p>ACTUAL We did not utilize SARB processing with chronic absences. We made phone calls and had meetings with parents</p>
<p>Expenditures</p>	<p>BUDGETED 5000-5999: Services and Other Operating Expenditures Supplemental 1,000</p>	<p>ESTIMATED ACTUAL 5000-5999: Services and Other Operating Supplemental \$0</p>

Action

2c

Actions/Services

PLANNED

Make surveys for staff, parents, and students using Survey Monkey.

ACTUAL

We did not use Survey Monkey. We created a survey that matched local needs.

Expenditures

BUDGETED

5000-5999: Services and Other Operating Expenditures Base \$300

ESTIMATED ACTUAL

5000-5999: Services and Other Operating Expenditures Base \$0

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were generally implemented. There was a greater effort to communicate and include parents. Meetings were held to strengthen parent volunteer group that helped foster unity. Parent surveys came back with overall 90% positive remarks on school climate and safety. We also added “School Messenger” that helped relay information quickly to parents.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

New parent surveys helped accurately gauge how to best serve students and parents. Parent involvement made a big difference on completing special projects and improving communication between school and home.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal could have focused on “how” to best communicate and receive feedback from parents. We found Survey Monkey out of touch from Midway’s needs, parents helped with the process. We also found it less threatening to directly communicate to parents about attendance concerns than sending them to SARB.

Goal 3

Midway School Survey results will document that 70% of parents will be knowledgeable about Common Core State Standards and Smarter Balanced Assessment as measured by Parent Surveys completed twice annually.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<p>PRIORITY 3 - PARENT ENGAGEMENT</p> <p>Parents & Staff will have the opportunity for input into LCAP, The SSC will establish the LCAP Base Advisory Committee. Surveys will be given to stakeholders at the Parent/Teacher Conferences. Letters will be sent home, phone calls will be made and letters will be sent home with students.</p>	<p>LCAP meetings were held to include all stakeholders. Parents were informed via website, letters and phone call. SSC/DAC committee helped with LCAP creation and feedback.</p>
<p>MESD will seek parent input through surveys and meetings. District will meet the requirements for stakeholder engagement as described in Ed Code sections 52062 (parent advisory committee input). Promotion of parental participation. Survey results will show that 70% of the parents are satisfied with their level of knowledge about Common Core Instruction and Smarter Balanced assessment, including how to assist their students with learning requirements. See other metrics from Goal 2.</p>	<p>Parent surveys and meeting were in place to encourage stakeholder engagement. It was a challenge to accurately gauge how many parents were knowledgeable on Common Core Instruction.</p>

Action

3a

<p>Actions/Services</p>	<p>PLANNED Revise Parent survey to include CCSS R/LA. Update MESD Web page to include CCSS progress</p>	<p>ACTUAL Parent surveys were updated to include CCSS R/LA.</p>
<p>Expenditures</p>	<p>BUDGETED Survey Monkey will be used. 5000-5999: Services and Other Operating Expenditures Base, \$200</p>	<p>ESTIMATED ACTUAL Survey Monkey surveys were not use, Operating Expenditures Base, \$0</p>

Action **3b**

Actions/Services	<p>PLANNED Revise the traditional methods of parent communication to include up-to-date information on policies, school reports, Common Core progress and others as needed.</p>	<p>ACTUAL Efforts were made to train parents to utilize school and textbook websites to better inform and support their child.</p>
Expenditures	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Base 300 1000-1999: Certificated salaries and benefits Base 500</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures Base 300 1000-1999: Certificated salaries and benefits Base 500</p>

Action **3c**

Actions/Services	<p>PLANNED Continue Parent-School participation activities for parents of at-risk students (FRPM, RSP, Title I, homeless) and revise standard forms of communication (including representation on SSC, and compliance with policy requirements).</p>	<p>ACTUAL We included unduplicated parents to SSC/DAC and parent volunteer groups.</p>
Expenditures	<p>BUDGETED 1000-1999: Certificated Personnel Salaries and benefits Supplemental 500</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries and benefits Supplemental 500</p>

Action **3d**

Actions/Services	<p>PLANNED Provide in-service needed for parents of students in the intervention program</p>	<p>ACTUAL Title I parent meetings were scheduled for Back to School night and another in the spring.</p>
Expenditures	<p>BUDGETED 1000-1999: Certificated Personnel Salaries and benefits REAP 500</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries and benefits REAP 500</p>

Action

3e

Actions/Services

PLANNED
Provide Common Core & Smarter Balanced in-services for parents (including parents of Title I) and parent leadership group for CC Math; Reading/Language Arts; Science...

ACTUAL
Back to School Night and Title I meetings were used to better inform and train parents on Common Core Curriculum.

Expenditures

BUDGETED
1000-1999: Certificated Personnel Salaries and benefits Base 1,500

ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries and benefits Base 1,500

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This goal was implemented as much as possible. Back to School Night allowed teachers to train and inform parents on valuable and helpful websites with resources to assist students at home. Teachers also used the parent-teacher conferences to assist with parents utilizing textbook website links and Jupiter gradebook.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Actions and services for this goal were generally not successful. It was challenging to gauge how to measure 70% of parents will be knowledgeable with Common Core.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3a, we did not use Survey Monkey for surveys.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Parent surveys were created locally in cooperation with parents and school staff, action 3a.

Goal 4

By the end of 2016-17, student performance levels will indicate an increased percentage of pupils scoring at proficient or above, as follows: All students in the Midway Elementary School Base will meet or exceed standards in English/Language Arts and Math on the SBAC assessment.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Priority- 4: CAASPP scores for all students will be Math 35% met or exceeded standards; ELA 35% met or exceeded standards and CST Science 35% proficient or above.	CAASPP scores for all students in Math: 40% met or exceeded standards ELA 56% met or exceeded standards CST Science 41% met or exceeded standards
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks. N/A	NA
The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of college preparedness. N/A	NA – no English Learners
The English learner reclassification rate. N/A	NA – no English Learners
The percentage of pupils who have passed and advanced placement examination with a score of 3 or higher. N/A	NA
The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. N/A	NA

<p>Student Achievement: Students will be challenged by the curriculum, quizzes, and testing in the classroom. All students in the Midway Elementary School Base will meet or exceed standards in English/Language Arts and Math on the CAASPP assessment.</p>	<p>Students were challenged and worked at a pace to properly prepare for SBAC. Not all students met or exceeded standards on ELA or Math CAASPP.</p>
<p>Priority- 7: All students, including unduplicated students and students with exceptional needs, will be provided a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable. Subjects provided include reading/language arts, mathematics, science, social studies and physical education. Electives provided are guitar lessons and STEM.</p>	<p>All students were adequately supported and provided with a broad course of study. STEM program and Camp KEEP were still offered. Guitar class was no longer offered because of schedule changes.</p>
<p>Unduplicated students participate in the regular program. Title I services are provided to unduplicated pupils. At-risk students will receive supplemental intervention services beyond services provided to all students such as counseling.</p>	<p>All unduplicated students participated in regular programs. Title I services were also provided to unduplicated pupils.</p>
<p>Students with special needs will participate in the regular program with support from Resource Specialist Program and Speech pathology. Upper grade students, unduplicated students and students with special needs will have an opportunity to participate guitar elective.</p>	<p>Students with special needs participated in all regular programs in conjunction with Resource Specialist Program and Speech.</p>
<p>Priority- 8: All students, unduplicated students and students with special needs will have an opportunity to participate in Physical Education. Scores for physical fitness tests will be: 50% of 5th & 8th graders will meet/exceed standards for physical fitness tests on all tests.</p>	<p>All students had the opportunity to participate in Physical Education. 100% of all 5th and 8th graders participated in Physical Fitness Testing.</p>

Action **4a**

Actions/Services	<p>PLANNED Continue to use local annual assessments: Accelerated Reader reading level tests and goals to guide student in reading and data to help track progress throughout year; Lexia reading intervention used in K-3 grades in classrooms with chromebooks computers, they also collect data that assist teacher with instruction.</p>	<p>ACTUAL Accelerated Reader has continued to guide and track data to better serve our students in reading. We also use Lexia Reading to help with reading intervention and data tracking.</p>
Expenditures	<p>BUDGETED 1000-1999: Certificated Salaries and benefits Base 5,000</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Salaries and benefits Base 5,000</p>

Action **4b**

Actions/Services	<p>PLANNED Contract with MMARS to provide disaggregated assessment data for reading and math.</p>	<p>ACTUAL We did not contract MMARS for additional data for reading and math. Dashboard and SBAC provide a sufficient amount of data to guide math and ELA.</p>
Expenditures	<p>BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Base 300</p>	<p>ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Base \$0</p>

Action **4c**

Actions/Services	<p>PLANNED Implement infrastructure and hardware upgrades to the Computer Lab and classrooms. Based on the SSC & Board approved Technology Plan.</p>	<p>ACTUAL Chromebooks were purchased for classroom support. Computer lab did not receive any infrastructure and hardware upgrades.</p>
Expenditures	<p>BUDGETED 5000-5999: Services And Other Operating Expenditures Base 5,000 5000-5999: Services And Other Operating</p>	<p>ESTIMATED ACTUAL 5000-5999: Services And Other Operating Base 5,000</p>

Expenditures REAP 5,000
5000-5999: Services And Other Operating
Expenditures Base 5,000

5000-5999: Services And Other Operating

Action

4d

Actions/Services

PLANNED

Provide data analysis that makes recommendations drawn from MMARS disaggregated reports that indicate percent of growth for various sub-groups within the at-risk population covering the LCAP & SPSA. Mail to parents & staff. This data will be evaluated by DAC, the Administration and forwarded to the Board.

ACTUAL

Dashboards and SBAC results were sent to parents and staff. SSC/DAC, teachers and Board members also had an opportunity to evaluate data and give feedback.

Expenditures

BUDGETED

1000-1999: Certificated Personnel Salaries Base 1,000

ESTIMATED ACTUAL

1000-1999: Certificated Personnel Salaries Base 1,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All students had access to regular programs and intervention programs. Data was collected and disseminated to all stakeholders. Data was used for awareness and improvement for all programs. Technology was purchased to support the classroom instead of investing it in the computer lab.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our attention on preparation for SBAC test was well planned. Technology and intervention was supplemented as needed to all students. SBAC scores were above average but all students that took the SBAC did not meet or exceed standards.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Did not contract with MMARS Computer lab did not receive any infrastructure or hardware upgrades
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Priority 8 was not measureable therefore we are changing this to an additional reading comprehension measure involving percent of students who meet their individual Accelerated Reader goal.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

SSC/DAC Members – Meetings on 9/21/16 & 3/2//17 - Mr. Quezada discussed 2016/17 Local Control Accountability Plan (LCAP) goals and how they would need to be updated for upcoming school year. He reviewed the 10 priorities that schools have to meet in their LCAP goals. We also discussed how all stakeholders have to be involved in the process of finalizing of LCAP. We reviewed status of goals.

Parent Volunteer Group – Meetings on 8/18/16, 9/23/16 & 10/6/17 – Reviewed the 4 goals and priorities. The SBAC scores for 2015-16 were discussed and how to best serve students. They had valuable input that was noted.

All Midway Staff – In-services on 11/2/16 & 3/1/17 – Reviewed goals and assessed if we were meeting them. We also discussed how we could strengthen goals for 2017-18 school year. School Dashboards and SBAC data was evaluated to assess school needs. CTA & CSEA Chapter #844 Bargaining units had the opportunity for input and to ask questions on LCAP.

Parents – Back to School Night 8/25/16 – Power Point of LCAP was presented in the auditorium. Goals and priorities were communicated. Parents had an opportunity to ask questions and provide feedback. Parent Surveys were handed out during Back to School Night.

Board Members – 11/15/16 & 6/13/16 – Board members were presented the LCAP and 10 priorities. School Dashboard data was also presented to evaluate if goals align with student needs.

Student surveys were completed on 11/2/16 – results were evaluated. Students were also allowed to communicate directly to administration for productive feedback.

Community Meeting- Library on 3/22/17 – No one attended

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Consultations were productive to the development and evaluation of the current LCAP plan and for updated 2017-18 LCAP. The consensus was to first condense goals from 4 to 3. They also felt that goals should be updated to current standards and needs. CAASPP/Dashboard has prescribed new accountability guidelines. All stakeholders were made aware of changes which fueled discussion on how to best set goals in conjunction with changes. Some highlights of the consultations were:

- Improving communication and relationships between school and parents
- Creating opportunities for parents to volunteer and help with events and projects
- Strengthening student writing
- Strengthening math skills
- Maintaining and improving status of “High” “Medium” for SBAC outcomes
- Explored strategies to extend learning opportunities through field trips
- Discussed financial status of school and how that would impact actions and services

DAC had no questions or comments in which the Superintendent needs to respond to in writing.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

Increase student achievement with high expectations for all students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Continue support with Title I program, Accelerated Reader/Lexia programs and implement schoolwide writing program.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4A Statewide Assessments Percent Met/Exceeded	CAASPP ELA: 56% CAASPP Math: 41%	CAASPP ELA : 60% CAASPP Math 45%	CAASPP ELA : 65% CAASPP Math : 50%	CAASPP ELA: 70% CAASPP Math: 55%
Priority 4B API	API - NA	API - NA	API - NA	API - NA
Priority 4C Percentage of pupils completing A-G sequences/programs	API - NA	API - NA	API - NA	API - NA
Priority 4D Percentage of EL pupils making progress toward	NA – No EL Students	NA – No EL Students	NA – No EL Students	NA – No EL Students

English Proficiency				
Priority 4E English Learner Reclassification Rate	NA – No EL Students	NA – No EL Students	NA – No EL Students	NA – No EL Students
Priority 4F Percentage of pupils passing AP exam with 3 or higher	NA	NA	NA	NA
Priority 4G Percentage of pupils who participate in and demonstrate college preparedness on EAP	NA	NA	NA	NA
Priority 8 Other Student Outcomes Physical	Not Measureable – establishing baseline for AR goals percentage of students who meet individual goal.	Baseline establishment dependent.	Baseline establishment dependent.	Baseline establishment dependent.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide instructional teacher and aide to support unduplicated students in classrooms.	Provide instructional teacher and aide to support unduplicated students in classrooms.	Provide instructional aide to support unduplicated students in classrooms.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	A) \$10,000 B) \$47,000	Amount A) \$10,000 B) \$48,000	Amount A) \$10,000 B) \$49,000
Source	A) Title I B) Supplemental	Source A) Title I B) Supplemental	Source A) Title I B) Supplemental

Budget
Reference

A)Classified Salaries and Benefits
B) Classified Salaries and Benefits

Budget
Reference

A)Classified salaries and Benefits
B) Classified salaries and
Benefits

Bud
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A)Classified Salaries and Benefits
B) Classified Salaries and Benefits

Action **1-2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to use Accelerated Reader and Lexia programs for reading comprehension skills and as an incentive programs school wide.	Continue to use Accelerated Reader and Lexia programs for reading comprehension skills and as an incentive programs school wide.	Continue to use Accelerated Reader and Lexia programs for reading comprehension skills and as an incentive programs school wide.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000	Amount: \$5,000	Amount: \$5,000
Source: REAP	Source: REAP	Source: REAP
Budget Reference: Services and Other	Budget Reference: Services and Other	Budget Reference: Services and Other

Action **1-3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Strengthen student writing by scheduling a period and purchasing necessary resources	Strengthen student writing by scheduling a period and purchasing necessary resources	Strengthen student writing by scheduling a period and purchasing necessary resources

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000	Amount: \$5,000	Amount: \$5,000
Source: Lottery	Source: Lottery	Source: Lottery
Budget Reference: Materials and Supplies	Budget Reference: Materials and Supplies	Budget Reference: Materials and Supplies

Action **1-4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: Combo Classes

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Provide for instructional aides in Combination classes to support unduplicated students.

2018-19

New Modified Unchanged

Provide for instructional aides in Combination classes to support unduplicated students.

2019-20

New Modified Unchanged

Provide for instructional aides in Combination classes to support unduplicated students.

[BUDGETED EXPENDITURES](#)

2017-18

Amount See Action 1-1

Source

Budget Reference

2018-19

Amount See Action 1-1

Source

Budget Reference

2019-20

Amount See Action 1-1

Source

Budget Reference

New

Modified

Unchanged

Goal 2

Students and staff have broad access to standards-aligned instructional materials and to facilities maintained in good repair.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1A Teachers appropriately assigned and fully credentialed for assignment	100% of teachers will be HQ and trained to teach Common Core Reading/ Language Arts and Math using the adopted curriculum.	100% of teachers will be HQ and trained to teach Common Core Reading/ Language Arts and Math using the adopted curriculum.	100% of teachers will be HQ and trained to teach Common Core Reading/ Language Arts and Math using the adopted curriculum.	100% of teachers will be HQ and trained to teach Common Core Reading/ Language Arts and Math using the adopted curriculum.
Priority 1B Pupil access to standards aligned materials	100% of students have access to standards aligned materials	Maintain 100% of students having access to standards aligned materials.	Maintain 100% of students having access to standards aligned materials.	Maintain 100% of students having access to standards aligned materials.
Priority 1C School facilities maintained in good repair	School facilities are maintained in good or better repair.	School facilities are maintained in good or better repair.	School facilities are maintained in good or better repair.	School facilities are maintained in good or better repair.

<p>Priority 2A Implementation of CA academic and performance standards</p>	<p>Administrative walk through observations note partial implementation of CA academic and performance standards in classrooms on a regular basis.</p>	<p>Status to substantial implementation</p>	<p>Status to full implementation</p>	<p>Maintain full implementation.</p>
<p>Priority 2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language proficiency</p>	<p>No English Learners</p>	<p>No English Learners</p>	<p>No English Learners</p>	<p>No English Learners</p>
<p>Priority 7A Extent to which pupils have access to and are enrolled in a broad course of study</p>	<p>100% of students will have access to a broad course of study.</p>	<p>100% of students will have access to a broad course of study.</p>	<p>100% of students will have access to a broad course of study.</p>	<p>100% of students will have access to a broad course of study.</p>
<p>Priority 7B Extent to which pupils have access and are enrolled in programs/services for unduplicated pupils</p>	<p>100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.</p>	<p>100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.</p>	<p>100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.</p>	<p>100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.</p>
<p>Priority 7C Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs.</p>	<p>100% of students with special needs will participate in the regular program with support from Resource Specialist Program and Speech pathology.</p>	<p>Maintain 100% of students with special needs will participate in the regular program with support from Resource Specialist Program and Speech pathology.</p>	<p>Maintain 100% of students with special needs will participate in the regular program with support from Resource Specialist Program and Speech pathology.</p>	<p>Maintain 100% of students with special needs will participate in the regular program with support from Resource Specialist Program and Speech pathology.</p>

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in Social studies.	Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in Science.	Replacing supplemental materials and consumables.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$15,000"/>	Amount <input type="text" value="\$15,000"/>	Amount <input type="text" value="\$10,000"/>

Source	Books and Supplies	Source	Books and Supplies	Source	
Budget Reference	4000-4999 Lottery	Budget Reference	4000-4999 Lottery	Budget Reference	

Action **2-2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide ongoing professional development support for the implementation of the Common Core State Standards in ELA, math, History-social science and science - targeting low income students.	Provide ongoing professional development support for the implementation of the Common Core State Standards in ELA, Math, History-social science and science - targeting low income students.	Provide ongoing professional development support for the implementation of the Common Core State Standards in ELA, Math, History-social science and science - targeting low income students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000	Amount: \$10,000	Amount: 10,000
Source: Educator Effectiveness	Source: Base	Source: Base

Budget Reference

Travel and Conference

Budget Reference

Travel and Conference

Budget Reference

Travel and Conference

Action 2-3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Explore strategies to extend learning opportunities for all students that include STEM, Camp KEEP and educational field trips.	Explore strategies to extend learning opportunities for all students that include STEM, Camp KEEP and educational field trips.	Explore strategies to extend learning opportunities for all students that include STEM, Camp KEEP and educational field trips.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$8,000	Amount: \$8,000	Amount: \$8,000
Source: Base	Source: Base	Source: Base
Budget: Materials and Supplies	Budget: Materials and Supplies	Budget: Materials and Supplies

Reference

Reference

Reference

Action **2-4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to pay salaries and benefits for two additional TK-8 grade teachers to maintain class sizes of 18:1. This service supports instructional strategies that allow for more individual attention for unduplicated students.

2018-19

New Modified Unchanged

Continue to pay salaries and benefits for two additional TK-8 grade teachers to maintain class sizes of 18:1. This service supports instructional strategies that allow for more individual attention for unduplicated students

2019-20

New Modified Unchanged

Continue to pay salaries and benefits for two additional TK-8 grade teachers to maintain class sizes of 18:1. This service supports instructional strategies that allow for more individual attention for unduplicated students

BUDGETED EXPENDITURES

2017-18

Amount 207,190

Source Supplemental and Concentration

Budget Certificated Salaries and Benefits

2018-19

Amount 208,190

Source Supplemental and Concentration

Budget Certificated Salaries and

2019-20

Amount 209,190

Source Supplemental and Concentration

Budget Certificated Salaries and Benefits

Reference

Reference

Benefits

Reference

Action 2-5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Improve and/or maintain school facilities. Ensure that school is modernized, safe, clean, and in good repair that fosters academic achievement.

2018-19

New Modified Unchanged

Improve and/or maintain school facilities. Ensure that school is modernized, safe, clean, and in good repair that fosters academic achievement.

2019-20

New Modified Unchanged

Improve and/or maintain school facilities. Ensure that school is modernized, safe, clean, and in good repair that fosters academic achievement.

[BUDGETED EXPENDITURES](#)

2017-18

Amount 77,412

Source Base

Budget Reference Classified Salaries and Benefits

2018-19

Amount 77,600

Source Base

Budget Reference Classified Salaries and Benefits

2019-20

Amount 78,500

Source Base

Budget Reference Classified Salaries and Benefits

New

Modified

Unchanged

Goal 3

Provide and maintain a safe, positive school climate that engages all stakeholders every day.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Continue to improve on communication between home and school and promote positive exchanges with all stakeholders.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 3A Efforts to seek parent input in decision making for district and school sites</p>	<p>Parental Involvement/input: MESD will show involvement/input through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent volunteers, Jupiter Ed, Renaissance program and Back to School Night.</p>	<p>Parental Involvement/input: MESD will show involvement through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent volunteers, Renaissance program and Back to School Night.</p>	<p>Parental Involvement/input: MESD will show involvement/input through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent volunteers, Renaissance program and Back to School Night.</p>	<p>Parental Involvement/input: MESD will show involvement/input through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent volunteers, Renaissance program and Back to School Night.</p>

Priority 3B How district promotes participation of parents for unduplicated pupils	Parents will be invited through automated phone calls, flyers, and school website.	Parents will be invited through automated phone calls, flyers, and school website.	Parents will be invited through automated phone calls, flyers, and school website.	Parents will be invited through automated phone calls, flyers, and school website.
Priority 3C How district promotes participation of parents with exceptional needs	100% of parents with exceptional needs students with IEP's and 504's by making confirmation phone calls and being flexible by making time for necessary meetings.	100% of parents with exceptional needs students with IEP's and 504's by making confirmation phone calls and being flexible by making time for necessary meetings.	100% of parents with exceptional needs students with IEP's and 504's by making confirmation phone calls and being flexible by making time for necessary meetings.	100% of parents with exceptional needs students with IEP's and 504's by making confirmation phone calls and being flexible by making time for necessary meetings.
Priority 5A School attendance rates	96%	Maintain 96% or better	Maintain 96% or better	Maintain 96% or better
Priority 5B Chronic absenteeism rates	12%	Decrease 1% from baseline	Decrease 2% from baseline	Decrease 3% from baseline
Priority 5C Middle school dropout rates	0% middle school dropout	0% middle school dropout	0% middle school dropout	0% middle school dropout
Priority 5D High school dropout rates	N/A	N/A	N/A	N/A
Priority 5E High school graduation rates:	N/A	N/A	N/A	N/A
Priority 6A Pupil suspension rates	6% Suspension rate	5% suspension rate	4% suspension rate	3% suspension rate
Priority 6B Pupil expulsion rates	0% expulsion rate	0% expulsion rate	0% expulsion rate	0% expulsion rate
Priority 6C Other local measures of sense of safety and school connectedness	Administer student surveys annually and maintain Renaissance program that promotes connectedness	Administer student surveys annually and maintain Renaissance program that promotes connectedness	Administer student surveys annually and maintain Renaissance program that promotes connectedness	Administer student surveys annually and maintain Renaissance program that promotes connectedness

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to fund School Messenger, school website, Jupiter Ed and parent surveys that help with parent communication.	Continue to fund School Messenger, school website, Jupiter Ed and parent surveys that help with parent communication.	Continue to fund School Messenger, school website, Jupiter Ed and parent surveys that help with parent communication.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,000	Amount: \$3,000	Amount: \$3,000
Source: REAP	Source: REAP	Source: REAP
Budget: Books and supplies	Budget: Books and supplies	Budget: Books and supplies

Reference

Reference

Reference

Action 3-2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to encourage parent involvement through parent volunteers, SSC/DAC and Renaissance program - Monthly meetings.	Continue to encourage parent involvement through parent volunteer, SSC/DAC and Renaissance program - Monthly meetings.	Continue to encourage parent involvement through parent volunteers, SSC/DAC and Renaissance program - Monthly meetings.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$2,000	Amount \$2,000	Amount 2,000
Source Student Fund (Renaissance)	Source Student Fund (Renaissance)	Source Student Fund (Renaissance)
Budget Reference Books and Supplies	Budget Reference Books and Supplies	Budget Reference Books and Supplies

Action **3-3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue county-wide process for addressing chronic absences through SARB.	Continue county-wide process for addressing chronic absences through SARB.	Continue county-wide process for addressing chronic absences through SARB.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,000	Amount: \$1,000	Amount: \$1,000
Source: Base	Source: Base	Source: Base
Budget Reference: Services and Other	Budget Reference: Services and Other	Budget Reference: Services and Other

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 48,643

Percentage to Increase or Improve Services:

10.93 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Unduplicated students receive added support through smaller class sizes 18:1 and classroom aides.

Goal # 2 (2-4) Action/services

Continue to pay salaries and benefits for two additional TK-8 grade teachers to maintain class sizes of 18:1. This service supports instructional strategies that allow for more individual attention for unduplicated students.

Goal 1 (1-1) Action/Services

Provide instructional teacher and aide to support unduplicated students in classrooms.

Goal 1(1-3) Action/Services

Provide for instructional aides in Combination classes to support unduplicated students

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 *EC* 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?