

# 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](#): 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	Contact Name and Title	Email and Phone
Midway School	Al Quezada District Superintendent	<a href="mailto:alquezada@midwaytigers.com">alquezada@midwaytigers.com</a> 661-768-4344

## 2017-20 Plan Summary

### The Story

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 80 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 for 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 educational field trips. We also have a strong accountability program (TIGER) 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, student achievements, broad access to standards-aligned instructional materials, safe and positive school climate and attendance rate.

Parent involvement has steadily increased over the last couple of years. They've taken on more responsibilities with different events throughout the year. Overall, relationships are positive within parent group and staff. Improved communication throughout has been the biggest change agent in Midway's success.

Student to Teacher ratio continues at 18:1 with some classes lower than that. Paraprofessionals assist in combination classes. Our suspensions and attendance rates are in a good range.

School Climate has been positive with students and staff. TIGER Program guides our student behavior and recognizes student accomplishments through award assemblies and field trips. Productive in-services have been the center piece for setting expectations and building strong support systems for growth.

Newly Remodeled facilities are safe and provide a comfortable/positive learning environment for all stakeholders.

## 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.

## Greatest Progress

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 Reading, IXL Learning, 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.

Professional development days for staff (monthly) were mostly used to improve math and writing scores. We implemented Reflex Math and Education Galaxy program to improve math facts. We also spent time on discussing and preparing for school emergencies.

Suspension rates declined from 6 suspensions to 4 suspensions for the year. TIGER Program helps with schoolwide student behavior; recognizing and rewarding with field trips and fun events throughout the year. Monthly recognitions also contributed with reinforcing positive behavior.

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

2016-17 Math SBAC scores declined to Low Status (ORANGE) 26.3 points below Level 3, declining 13.4 points from previous year. English Language Arts also dropped to Medium Status (YELLOW) 3.5 points below Level 3, declining 13.6 points. Suspension Rate increased by 0.5% with a High status (ORANGE) 5.3% of all students.

Monthly Professional development days were used to develop strategies to improve SBAC scores. We also implemented online sites to support intervention with all students.

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 continue to create a school schedule that allows students the time to practice writing on a daily basis.

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

We need to look to improve our wireless internet system, it's becoming outdated. This will allow us to utilize technology at a high productive level that will support all students. We also have to insure to replace any Chromebook computers to insure that all students have access to software support.

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**

2016-17 testing cycle results for SBAC. Socioeconomically Disadvantaged Students (SEC) were identified as Very High (RED) status in suspension rate with 8.5% and 1.1% increase. SEC students also were identified as Low (ORANGE) status in English Language Arts, 5.3% below level 3, declining 12.7 points from previous year. Mathematics status was also Low (ORANGE) with 29.4 points below level 3, declining 5.2 points for SEC students.

For the 2017-18 school year we went back to self-contained math instruction and added more time for math periods. We used monthly professional development days to strengthen Math and English Language Arts instruction through discussion/sharing strategies or trainings. Teaching staff also used these PD days to review student results from CAASPP assessments, specifically “Area Performance,” and identified areas that needed improvement for their grades. We also identified our students needing intervention, including SEC students, and utilized online supplemental intervention software (Accelerated Reader, IXL Learning, Reflex Math, Compass Learning) to help support intervention in the classroom and computer lab. Classroom Aides were trained and scheduled to assist SEC/Low performing students. We will continue the above actions into the 18-19 school year.

We took a more pro-active approach to spend more time communicating with students and parents to improve student behavior, which helped decrease suspensions for the 2017-18 school year. We also spent time training Aides with cafeteria and recess supervision. TIGER Program also continued to help build a positive school culture and curb behavioral misconduct with quarterly recognition and field trips. We will continue the above actions into the 18-19 school year.

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.

## Increased or Improved services

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 and 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

\$1,976,832.62

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

\$338,900

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 2018-19 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.

### DESCRIPTION

### AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$1,019,659

# Annual Update

LCAP Year Reviewed: 2017-18

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

## Goal 1

Increase student achievement with high expectations for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 and 8

Local Priorities: No Local Priorities

## Annual Measureable Outcomes

Expected	Actual
Priority 4A - Statewide Assessments CAASPP ELA : 60% High Level CAASPP Math 45% Medium Level	CAASPP ELA: 50% Medium CAASPP Math: 40% Low
Priority 4B API	API: NA
Priority 4C Percentage of pupils Completing A-G sequences programs	API - NA
Priority 4D Percentage of EL pupils making progress toward English Proficiency	NA: No EL Students
Priority 4E English Learner Reclassification Rate	NA: No EL Students

Expected	Actual
Priority 4F Percentage of pupils passing AP exam with 3 or higher	NA
Priority 4G Percentage of pupils who participate in and demonstrate college preparedness on EAP	NA
Priority 8 Other Student Outcomes to be determined	Accelerated Reader Program – 80% of all 1 <sup>st</sup> through 8 <sup>th</sup> grade students met their reading goals for all four quarters.

## 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 1-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide instructional teacher and aide to support unduplicated students in classrooms	Three Instructional Aides supported unduplicated students in grades K-4	A) \$10,000 Title I Classified Salaries and Benefits B) \$47,000 Supplemental Classified Salaries and Benefits	A) \$2,000 Title I Classified Salaries and Benefits B) \$58,000 Supplemental Classified Salaries and Benefits

## Action 1-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to use Accelerated Reader and Lexia programs for reading comprehension skills and as intervention programs school wide.</p>	<p>Accelerated Reader and Lexia programs were used for K-8 grades. We also purchased IXL and Reflex Math programs to strengthen math facts and support common core standards.</p>	<p>\$5,000 REAP Services and Other</p>	<p>\$650 REAP Materials and Supplies \$2600 REAP Services and Other \$500 Base Supplies</p>

## Action 1-3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Strengthen student writing by scheduling a period and purchasing necessary resources.</p>	<p>1st-8th grades were scheduled a daily 40 minute period.</p>	<p>\$5,000 Lottery Materials and Supplies</p>	<p>\$1700 Lottery Materials and Supplies \$30 REAP Materials and Supplies \$60 Base Services and Other</p>

## Action 1-4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide for instructional aides in Combination classes to support unduplicated students.	Aides supported unduplicated students k-4 grades	See Action 1-1	

## Analysis (Goal 1)

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.

Three classroom aides supported unduplicated students in K-4 grades. Aides focused on helping individual students and small groups for intervention support. We continued Accelerated Reader and Lexia reading programs for reading intervention for all grades K-8. We purchased online programs Reflex Math for math facts (2-8 grades) and IXL Learning for math common Core standards support (2-8).

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

Instructional aides helped with individual students and small groups for intervention support in K-4 grades combination classes. 5-8 grades used the scheduled writing period to improve overall basic writing and grammar skills. Writing rubrics from CAASPP testing and adopted textbooks were used to guide instruction. We also purchased Writing without Tears supplementary workbooks for 2-4 grades to help with penmanship and cursive writing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.



We added Writing Without Tears, IXL Learning and Reflex Math for standards-based intervention and support. Estimated expenditures were \$2,500

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.

We included supplies and awards needed to promote student achievements during quarterly awards assemblies.

## 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 Priorities: 1, 2, 7

Local Priorities:

### Annual Measureable Outcomes

Expected

Actual

Priority 1A  
Teachers appropriately assigned and fully credentialed for assignment

100% of teachers were appropriately assigned and fully credentialed to teach Common Core Reading/ Language Arts and Math using the adopted curriculum.

Expected

Actual

<p>Priority 1B Pupil access to standards aligned materials: 100% of students will have access to standards aligned materials.</p>	<p>Maintained 100% of students had access to standards aligned materials.</p>
<p>Priority 1C School facilities to be maintained in good repair.</p>	<p>School facilities were maintained in good or better repair.</p>
<p>Priority 2A Implementation of CA academic and performance standards to move to substantial implementation.</p>	<p>Status: moved to substantial 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 enrolled this school year.</p>
<p>Priority 7A Extent to which pupils have access to and are enrolled in a broad course of study: 100% of students to have access to a broad course of study.</p>	<p>Status maintained: 100% of students had 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: 100% of all unduplicated students to be enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.</p>	<p>Maintained 100% of all unduplicated students were 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. 100% of students with special needs will participate in the regular program with support from Resource Specialist Program and Speech pathology.</p>	<p>Maintained 100% of students with special needs participated in the regular program with support from Resource Specialist Program and Speech pathology.</p>

Expected

Actual

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### 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 2-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in Social studies.	Did not purchase newly adopted Social Studies Instructional materials	\$15,000 Lottery Books and Supplies	\$1,800 Lottery Materials and Supplies

#### Action 2-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Professional development support was provided during monthly In-service training and classroom support.	\$10,000 Educator Effectiveness Travel and Conference	\$10,000 Educator Effectiveness Travel and Conference

### Action 2-3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Explore strategies to extend learning opportunities for all students that include STEM, Camp KEEP and educational field trips.	Camp KEEP, California Science Center, Wind Wolves, Stemposium, Science for Kern and Museum of Tolerance.	\$8,000 Base Materials and Supplies	\$103 Base Materials and Supplies \$700 Lottery Services and Other

### Action 2-4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Kept 2 additional teachers to maintain a 18:1 teacher to student ratio.	\$207,190 Supplemental and Concentration Certificated Salaries and Benefits	184,696 Supplemental and Concentration Certificated Salaries and Benefits

### Action 2-5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve and/or maintain school facilities. Ensure that school is modernized, safe, clean, and in good	Kept MOT employee to ensure that school facilities were maintained at a safe and clean level.	\$77,412 Base	\$70,000 Base

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
repair that fosters academic achievement.		Classified Salaries and Benefits	Classified Salaries and Benefits

## Analysis (Goal 2)

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.

We decided to spend more time evaluating Social Studies adopted textbooks and expect to fully adopt Social Studies and Science in 2018-19. We used our monthly In-service days for professional development and classroom support. Superintendent attended SSDA conference and other KCSOS training to support staff. Students went on educational field trips to supplement classroom instruction. We kept six teachers to keep teacher to student ratio below 18:1.

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

Staff professional development days were productive in preparation to Caaspp testing and school emergencies. Technology supported student interventions through the access of online sites.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Social Study text books will be adopted in 2018-19 school year as they were not purchased this year.

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.

Did not purchase Social Studies textbooks – will purchase next year. See Goal 2 Action 1 in Section 4.

# 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 Priorities: 3, 5 6

Local Priorities:

## Annual Measureable Outcomes

Expected	Actual
Priority 3A - 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.	Parental Involvement/input occurred via 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.
Priority 3B Maintain 100% of parents of unduplicated students will be invited through automated phone calls, flyers, and school website.	100% of unduplicated parents were invited to participate in all activities through automated phone calls, flyers, and school website.
Priority 3C 100% of parents with exceptional needs students with IEP's and 504's will be invited to participate at school via 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 were invited to participate via making confirmation phone calls and being flexible by making time for necessary meetings.
Priority 5A School attendance rates to maintain at least 96%.	Decreased to 94.4%

Expected	Actual
Priority 5B Chronic absenteeism rates: Decrease by 1% from baseline of 12%.	Increased 1% from baseline
Priority 5C Middle school dropout rates 0%	Maintained 0% middle school dropout rate
Priority 5D High school dropout rates: NA	N/A
Priority 5E High school graduation rates: NA	N/A
Priority 6A Pupil suspension rates decrease from 5%.	Status: 3% suspension rate
Priority 6B Pupil expulsion rates maintain at 0%	0% expulsion rate
Priority 6C Administer student surveys annually and maintain Renaissance Program that promotes connectedness.	Baseline being established at this time.

## 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 3-1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to fund School Messenger, school website, Jupiter Ed and parent	Continued services for school messenger, school website (KCSOS), Jupiter Ed, and parent surveys.	\$3,000 REAP Books and Supplies	\$325 REAP Books and Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
surveys that help with parent communication.			\$625 REAP Services and Other

### Action 3-2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to encourage parent involvement through parent volunteers, SSC/DAC and Renaissance program - Monthly meetings.	Parent involvement was successful with seven total meetings that resulted in organizing many events and feedback for LCAP.	\$2,000 Student Fund (Renaissance) Books and Supplies	\$2,000 Student Fund (Renaissance) Books and Supplies

### Action 3-3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue county-wide process for addressing chronic absences through SARB.	Did not need to use SARB services	\$1,000 Base Services and Other	\$0

## Analysis (Goal 3)

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.



Parent surveys came back with mostly positive feedback and were reviewed by SSC and Parent volunteer group. We continued to use School Messenger and Jupiter Education to communicate information and student grades. We changed our Renaissance Program to T.I.G.E.R program as the recognition/reward system for students and encourages parent participation as well.

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

It was a successful year with parent involvement and feedback to improve overall services for students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

We started an Instagram school site that shared images of student successes/experiences which helped build a positive school climate.

## Stakeholder Engagement

LCAP Year: 2018–19

### 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 Member Meetings - Mr. Quezada discussed 2017-18 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.

September - November 2017: Parent Volunteer Group Meetings – Reviewed the 4 goals and priorities. The SBAC scores for 2016-17 were discussed and how to best serve students. They had valuable input that was noted.

Ongoing August – May 2018: All Midway Staff (including bargaining units) – In-services – Reviewed goals and assessed if we were meeting them. We also discussed how we could strengthen goals for 2018-19 school years. School Dashboards and SBAC data was evaluated to assess school needs.

August 2017: Parents and community – Back to School Night – 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.

August 2017: Board Members – Board members were presented the LCAP and 10 priorities. School Dashboard data was also presented to evaluate if goals aligned with student needs.

May 2018: Student surveys were completed – results were evaluated. Students were also allowed to communicate directly to administration for productive feedback.

## **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 2018-19 LCAP. 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 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

Increase student achievement with high expectations for all students.

### State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8  
Local Priorities:

### Identified Need:

We need to continue support with Title I program, Accelerated Reader/Lexia programs and implement schoolwide writing program. Support student intervention with classroom aides in all combination classes and a 16:1 student to teacher ratio for overall student achievement.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 4A</b> Statewide Assessments	CAASPP ELA: 56% CAASPP Math: 41%	CAASPP ELA : 60% CAASPP Math 45% ACTUAL: CAASPP ELA : 60%	CAASPP ELA : 65% CAASPP Math : 50%	CAASPP ELA: 70% CAASPP Math: 55%

Percent Met/Exceeded		CAASPP Math 45%		
<b>Priority 4B</b> API	API - NA	API - NA	API - NA	API - NA
<b>Priority 4C</b> Percentage of pupils completing A-G sequences/programs	API - NA	API - NA	API - NA	API - NA
<b>Priority 4D</b> Percentage of EL pupils making progress toward English Proficiency	NA – No EL Students	NA – No EL Students	NA – No EL Students	NA – No EL Students
<b>Priority 4E</b> English Learner Reclassification Rate	NA – No EL Students	NA – No EL Students	NA – No EL Students	NA – No EL Students
<b>Priority 4F</b> Percentage of pupils passing AP exam with 3 or higher	NA	NA	NA	NA
<b>Priority 4G</b> Percentage of pupils who participate in and demonstrate college	NA	NA	NA	NA

preparedness on EAP				
<b>Priority 8</b> Other Student Outcomes Physical	Not Measureable – establishing baseline for AR goals percentage of students who meet individual goal.	80% percent of all students met their AR Goal.	85% percent of all students will meet their AR goal.	90% percent of all students will meet their AR goal.

## 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:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A) \$10,000 B) \$47,000	A) \$13,300 B) \$56,000	A) \$13,400 B) \$57,000
Source	A) Title I B) Supplemental	A) REAP B) Supplemental	A) REAP B) Supplemental
Budget Reference	A) Classified Salaries and Benefits B) Classified Salaries and Benefits	A) Classified Salaries and Benefits B) Certificated Salaries and Benefits	A) Classified Salaries and Benefits B) Certificated Salaries and Benefits

## Action 1-2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue to use Accelerated Reader and Lexia programs for reading comprehension skills and as an incentive programs school wide.

2018-19 Actions/Services

Continue Accelerated Reader, IXL Learning and Compass Learning for reading comprehension skills and as incentive programs school wide.

2019-20 Actions/Services

Continue Accelerated Reader, IXL Learning and Compass Learning for reading comprehension skills and as incentive programs school wide.

**Budgeted Expenditures**

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



## Action 1-3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Strengthen student writing by scheduling a period and purchasing necessary resources.

2018-19 Actions/Services

Strengthen student writing by scheduling a period and purchasing necessary resources.

2019-20 Actions/Services

Strengthen student writing by scheduling a period and purchasing necessary resources.

## Budgeted Expenditures

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

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Provide for instructional aides in Combination classes to support unduplicated students. Ties to Goal 1, Action 1.

2019-20 Actions/Services

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	See Action 1-1	See Action 1-1	See action 1-1
Source	See Action 1-1	See Action 1-1	See Action 1-1
Budget Reference	See Action 1-1	See Action 1-1	See Action 1-1

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## 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 Priorities: 1, 2, 7

Local Priorities:

### Identified Need:

Adopt most current instructional materials and provide a safe environment for all staff and students. Students will be required to test on Next Generation Science Standards on CAASPP test for 2018-19. Social Studies/History are also at the mandatory scheduled adoption cycle that will update and insure material to be relevant to all students. Remodeled facilities from 10 years ago need to be maintained at a safe level.

### Expected Annual Measureable 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 appropriately assigned and fully credentialed and trained to teach Common Core Reading/ Language	100% of teachers will be appropriately assigned and fully credentialed and trained to teach Common Core Reading/ Language Arts and Math	100% of teachers will be appropriately assigned and fully credentialed and trained to teach Common Core Reading/ Language

		Arts and Math using the adopted curriculum.	using the adopted curriculum.	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.
Priority 2A Implementation of CA academic and performance standards	Administrative walk through observations note partial implementation of CA academic and performance standards in classrooms on a regular basis.	Status to substantial implementation	Status to full implementation	Maintain full implementation.
Priority 2B How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language proficiency	No English Learners	No English Learners	No English Learners	No English Learners
Priority 7A Extent to which pupils have access to and are	100% of students will have access to a broad course of study.	100% of students will have access to a broad course of study.	100% of students will have access to a broad course of study.	100% of students will have access to a broad course of study.

enrolled in a broad course of study				
<b>Priority 7B</b> Extent to which pupils have access and are enrolled in programs/services for unduplicated pupils	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.
<b>Priority 7C</b> Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs.	100% of students with special needs will participate in the regular program with support from Resource Specialist Program and Speech pathology.	100% of students with special needs will participate in the regular program with support from Resource Specialist Program and Speech pathology.	100% of students with special needs will participate in the regular program with support from Resource Specialist Program and Speech pathology.	100% of students with special needs will participate in the regular program with support from Resource Specialist Program and Speech pathology.

## 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:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

NA

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Modified

## 2017-18 Actions/Services

Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in Social studies.

## 2018-19 Actions/Services

Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in Social Studies.

## 2019-20 Actions/Services

Replacing supplemental materials and consumables.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	4000-4999 Lottery	Lottery	Lottery
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

## Action 2-2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**



Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Educator Effectiveness	Base	Base
Budget Reference	Travel and Conference	Travel and Conference	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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

NA

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

**2017-18 Actions/Services**

Explore strategies to extend learning opportunities for all students that include STEM, Camp KEEP and educational field trips.

**2018-19 Actions/Services**

Explore strategies to extend learning opportunities for all students that include STEM, Camp KEEP and educational field trips.

**2019-20 Actions/Services**

Explore strategies to extend learning opportunities for all students that include STEM, Camp KEEP and educational field trips.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$8,000

Year	2017-18	2018-19	2019-20
Source	Base	Base	Base
Budget Reference	Materials and Supplies	Materials and Supplies	Materials and Supplies

## Action 2-4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

NA

NA

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth, Homeless, and Low Income

LEA Wide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/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.

2018-19 Actions/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.

2019-20 Actions/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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	207,190	185,000	186,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	Certificated Salaries and Benefits

**Action 2-5**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	77,412	86,000	87,000
Source	Base	Base	Base
Budget Reference	Classified Salaries and Benefits	Classified Salaries and Benefits	Classified Salaries and Benefits

## 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 Priorities: 3, 5, 6

Local Priorities: None

### Identified Need:

Continue to improve on communication between home/school and promote positive exchanges with all stakeholders. Limited staff members require parent participation to assist with special activities/programs outside of classroom. Students need the TIGER program that helps create a positive and rewarding environment that is safe. TIGER program also helps with limiting student suspensions and curbing student misconduct.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3A Efforts to seek parent input in decision making for district and school sites	Parental Involvement/input: MESD will show involvement/input through programs for unduplicated students and special needs groups with Title I meetings, Special	Parental Involvement/input: MESD will show involvement/input through programs for unduplicated students and special needs groups with Title I meetings, Special	Parental Involvement/input: MESD will show involvement/input through programs for unduplicated students and special needs groups with Title I meetings, Special	Parental Involvement/input: MESD will show involvement/input through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings,

	Education meetings, SSC/DAC, parent volunteers, Jupiter Ed, Renaissance program and Back to School Night.	Education meetings, SSC/DAC, parent volunteers, Jupiter Ed, Renaissance program and Back to School Night.	Education meetings, SSC/DAC, parent volunteers, Jupiter Ed, Renaissance program and Back to School Night.	SSC/DAC, parent volunteers, Jupiter Ed, Renaissance program and Back to School Night.
Priority 3B How district promotes participation of parents for unduplicated pupils	100% of Parents will be invited through automated phone calls, flyers, and school website.	100% of Parents will be invited through automated phone calls, flyers, and school website.	100% of Parents will be invited through automated phone calls, flyers, and school website.	100% of 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	0% middle school dropout	0% middle school dropout	0% middle school dropout	0% middle school dropout

Middle school dropout rates				
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:



**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

## 2017-18 Actions/Services

Continue to fund School Messenger, school website, Jupiter Ed and parent surveys that help with parent communication.

## 2018-19 Actions/Services

Continue to fund School Messenger, school website, Jupiter Ed and parent surveys that help with parent communication.

## 2019-20 Actions/Services

Continue to fund School Messenger, school website, Jupiter Ed and parent surveys that help with parent communication.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000

Year	2017-18	2018-19	2019-20
Source	REAP	Lottery	Lottery
Budget Reference	Books and supplies	Books and supplies	Books and supplies

## 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 3-2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Continue to encourage parent involvement through parent volunteers, SSC/DAC and TIGER program - Monthly meetings.

2018-19 Actions/Services

Continue to encourage parent involvement through parent volunteers, SSC/DAC and TIGER program - Monthly meetings.

2019-20 Actions/Services

Continue to encourage parent involvement through parent volunteers, SSC/DAC and TIGER program - Monthly meetings.

### Budgeted Expenditures

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

### 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 **3-3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

NA

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

## 2017-18 Actions/Services

Continue county-wide process for addressing chronic absences through SARB.

## 2018-19 Actions/Services

Continue county-wide process for addressing chronic absences through SARB

## 2019-20 Actions/Services

Continue county-wide process for addressing chronic absences through SARB

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000

Year	2017-18	2018-19	2019-20
Source	Base	Base	Base
Budget Reference	Services and Other	Services and Other	Services and Other

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$45,884

9.37 %

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).

Supplemental funds provided to the Midway School District through the Local Control Funding Formula are being expended on actions and services that are principally directed toward meeting the needs of unduplicated students and student groups for the 2018-19 school year. Our unduplicated students will receive added support through smaller class sizes 16:1 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 for supplemental instructional teacher and aide to support unduplicated students in classrooms.

Goal 1(1-3) Action/Services

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

# 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](mailto: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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “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 entering “Specific Schools” and identifying 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 the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

**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 enter “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 entering “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:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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. A 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?