

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Midway Elementary School District Contact (Name, Title, Email, Phone Number): Greg Coker, Superintendent, snoopybeagleboy@yahoo.com 661-768-4344 LCAP Year:2015-2018

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>09/26/14 Reviewed LCAP responsibilities to SSC & DAC. Went over each goal & objective.</p> <p>11/06/14 Held CC ELA Program for Parents 12/11/14 Held CC Writing Program for Parents 01/13/15 Held CC Math Program for Parents</p> <p>03/05/15 SSC: LCAP was previewed for 2015-16. All 5 Goals were reviewed in detail. Surveys were reviewed. 03/11/14 Midway Board meeting; LCAP update on timeline for LCAP submittal to KCSOS.</p>	<p>Participants of SSC & DAC made aware of was expected for 2014-15.</p> <p>Helps parents understand CC ELA program. Helps parents understand CC Writing process. Helps parents understand CC Math program.</p> <p>Agreed that the LCAP format should be condensed so it can be quickly referred to. They also agreed that goals were appropriate for student achievement and school growth. Parent surveys were overall positive with most concerns that the curriculum is confusing for students and parents, making it challenging to assist their children. Parents would also like music and choir</p>

<p>04/08/15 CTA & CSEA LCAP Review: Mr. Coker reviewed the 2014-15 LCAP and previewed the 2015-16 LCAP</p> <p>04/27-29/2015 7th and 8th Grades (ELA & Math) Smarter Balanced Test</p> <p>04/27-29/2015 4th grade (ELA & Math) SBT</p> <p>04/30-05/01-05/-04/2015 5th & 6th Grades (ELA & Math) SBT</p> <p>05/05-07/2015 3rd Grade (ELA & Math) SBT</p> <p>04/30-05/01 5th & 8th Grades Science Test</p> <p>05/18/2015 Begin stakeholder notification of Public Hearing: Two letters sent home to parents, notices posted at the School Office, Post Office, one sent home by student, and automatic phone calls.</p> <p>05/26/15 LCAP First Public Hearing 6PM, School Board room. To meet state requirements & local concerns, attendees were requested to make recommendations in the development of the 2015-16 LCAP.</p> <p>06/03/15 Reviewed input from initial Public Hearing, Survey results & impact on LCAP development; review LCAP Needs Assessment & proposed 2015-16 LCAP and 2015-16 Budget Plan. Second required meeting.</p> <p>06/09/15 Midway Board Meeting combined with LCAP third PublicHearing.</p>	<p>if money allows. Their children’s safety is a major concern. Talked about implementing various aspects of the LCAP at Back to School Night such as surveys, CC Standards and Video of CC Website for each CC subject. Involve parents in day to day and long term plans for their child’s</p> <p>Create a consistency between grade levels as well as expectations of students. For high school prep, make students aware of multiple classes and changing classes.</p> <p>This is the first year for Smarter Balanced Testing. We did the practice tests last spring. This will be the first time for grades 3-8 to take a test completely on the computer.</p> <p>We try to use every avenue possible to get the stakeholders to come to meetings.</p> <p>Suggested changes: more warning for meetings, send out a schedule, and place meetings on web site.</p> <p>I met with a stockholder and explained how LCAP and the 2016-16 Budget work together.</p> <p>2015-16 LCAP and Budget were approved.</p>
<p>Annual Update:</p> <p>09/26/14 Reviewed LCAP responsibilities to SSC & DAC. Went over each goal & objective.</p>	<p>Annual Update:</p> <p>Participants of SSC & DAC are made suggestions for more field trips, better communications from teachers, and updated website.</p>

<p>11/06/14 Held CC ELA Program for Parents 12/11/14 Held CC Writing Program for Parents 01/13/15 Held CC Math Program for Parents</p> <p>01/21/15 Reported to Board on low CC programs for parents.</p> <p>02/11/15 Updated LCAP for Board. Reviewed the State Priorities.</p> <p>03/05/15 SSC: LCAP was reviewed for 2014-15 & previewed upcoming 2015-16. All 5 Goals were reviewed in detail. Surveys were reviewed.</p> <p>03/10/14 Midway Board meeting; LCAP update on timeline for LCAP submittal to KCSOS.</p> <p>04/08/15 CTA & CSEA LCAP Review: Mr. Coker reviewed the 2014-15 LCAP & previewed the 2015-16 LCAP.</p> <p>04/14/15 Smarter Balanced Tests were discussed at Board Meeting: 04/27-29/2015 7th and 8th Grades (ELA & Math) Smarter Balanced Test 04/27-29/2015 4th grade (ELA & Math) SBT 04/30-05/01-05/04/2015 5th & 6th Grades (ELA & Math) SBT 04/30-05/01 5th & 8th Grades Science Test 05/05-07/2015 3rd Grade (ELA & Math) SBT</p> <p>05/12/15 LCAP update: Public Hearing for all Stakeholders will be on 05/26/15.</p> <p>05/18/2015 Begin stakeholder notification of Public Hearing: Two letters sent home to parents, notices posted at the School Office, Post Office, one sent home by student, and automatic phone calls.</p>	<p>Helps parents understand CC ELA program. Helps parents understand CC Writing process. Helps parents understand CC Math program. Parents were encouraged to attend CC programs to help their children.</p> <p>Board recognized the Priorities are important to our LCAP. Agreed that the LCAP format should be condensed so it can be quickly referred to. They also agreed that goals were appropriate for student achievement and school growth. Parent surveys were overall positive with most concerns that the curriculum is confusing for students and parents, making it challenging to assist their children. Parents would also like music and choir if money allows. Their children's safety is a major concern.</p> <p>CTA & CSEA response: Create a consistency between grade levels as well as expectations of students. For high school prep, make students aware of multiple classes and changing classes.</p> <p>This is the first year for Smarter Balanced Testing. We did the practice tests last spring. This will be the first time for grades 3-8 to take a test completely on the computer.</p> <p>Parents are encouraged to take part in all LCAP activities.</p> <p>We try to use every avenue possible to get the stakeholders to come to meetings.</p>
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<p>05/26/15 LCAP First Public Hearing 6PM, School Board room. To meet state requirements & local concerns, attendees were requested to make recommendations in the development of the 2015-16 LCAP.</p>	<p>Suggested changes: more warning for meetings, send out a schedule, and place meetings on web site.</p>
<p>06/03/15 Reviewed input from initial Public Hearing, Survey results & impact on LCAP development; review LCAP Needs Assessment & proposed 2015-16 LCAP and 2015-16 Budget Plan. Second required meeting.</p>	<p>I met with a stockholder and explained how LCAP and the 2016-16 Budget work together.</p>
<p>06/09/15 Midway Board Meeting combined with LCAP third PublicHearing.</p>	<p>2015-16 LCAP and Budget were approved.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory

groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs

must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charter wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupil’s subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 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?

GOAL 1:	100% of students will have access to technologically integrated instruction for the CA Common Core State Standards (CCSS) by highly qualified and CCSS-trained teachers with aligned materials and assessed by Smarter Balanced Assessment Consortium assessments.	Related State and/or Local Priorities: 1X 2X 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Learning conditions – Midway is transitioning to fully implementing the Common Core State Standards for mathematics and reading/language arts. Evaluation will show that mathematics is fully implemented and reading/language arts partially implemented based on the Academic Program Survey, lesson plans, classroom observation and instructional materials adoption and implementation.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16		

Expected Annual Measurable Outcomes:	Metrics Priority 1		EAMO 2015-16	
	Teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching		100% of teachers will be HQ and trained to teach Common Core Reading/ Language Arts and mathematics using the adopted curriculum. 100% of teachers will be fully credentialed and appropriately placed in classrooms.	
	Every pupil in the school district has sufficient access to the standards-aligned instructional materials		100% of classes will be using CCSS-aligned Mathematics and Reading/ Language Arts instructional materials every day.	
	School facilities are maintained in good repair		Excellent rating on FIT	
	Metrics – Priority 2		EAMO 2015-16	
	Implementation of the academic content and performance standards adopted by the state board		Midway School will completely implement CCSS Math and substantially implement CCSS Reading/Language Arts as measured by the Academic Program Survey. All classrooms will implement all state-adopted content standards. Content will be accessible to all students.	
	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		NA	
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supplement the daily core instruction and the daily		School wide	<u>X</u> ALL	

<p>school-wide intervention strategies for all students. At-risk students (FRPM, RSP, Title I, homeless) receive an additional intervention hour 4 times a week from an HQ .28 FTE teacher and an HQ .12 FTE paraprofessional in a 1 to 1 or small group setting, with access to diagnostic & prescriptive software. This program is highly coordinated with core curriculum and special education teachers.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>3000 Base LCFF 51,000 S&C 20,830 EPA 20,000 Title 1 Certificated Salaries Classified Salaries 4,500</p>
<p>Revise intervention program as necessary, based on the student data from the intervention program and the Smarter Balanced Assessment. (CAASP) Time and content aspects will be determined by what is needed to address performance <u>weaknesses</u></p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1,500 Base LCFF 3000 S&C Certificated Salaries</p>
<p>Adopt/Purchase Reading/Language Arts textbooks for 110 students.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>12,000 Base LCFF Instructional Materials 6,000 REAP District 12,000 Textbooks</p>
<p>Technology lab instructor to continue training teachers on supplemental instruction that increases student skills necessary for successful online assessment in Math and Reading/ Language Arts.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>3,000 Base LCFF Certificated Salaries</p>
<p>Determine costs of maintenance efforts if needed for annual</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>REAP 1,000 if</p>

review.	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	needed Certificated Salaries
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Metrics – Priority 1	EAMO 2016-17
	Teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching	100% of teachers will be HQ and trained to teach Common Core Reading/ Language Arts and mathematics using the adopted curriculum. 100% of teachers will be fully credentialed and appropriately placed in classrooms.
	Every pupil in the school district has sufficient access to the standards-aligned instructional materials	100% of classes will be using CCSS-aligned Mathematics and Reading/ Language Arts instructional materials every day.
	School facilities are maintained in good repair	Excellent rating on FIT
	Metrics – Priority 2	EAMO 2016-17
	Implementation of the academic content and performance standards adopted by the state board	Midway School will completely implement CCSS Math and fully implement CCSS Reading/Language Arts as measured by the Academic Program Survey. All classrooms will implement all state-adopted content standards. Content will be accessible to all students.
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	NA	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supplement the daily core instruction and the daily school-	Schoolwide	<u>X</u> ALL	

<p>wide intervention strategies for all students, at-risk students (FRPM, RSP, Title I, homeless) receive an additional intervention hour 4 times a week from an HQ .28 FTE teacher and an HQ .12 FTE paraprofessional in a 1 to 1 or small group setting, with access to diagnostic & prescriptive software. This program is highly coordinated with core curriculum and special education teachers.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>3000 Base LCFF 51,000 S&C 20,830 EPA 20,000 Title 1 Certificated Salaries Classified Salaries 4,500</p>
<p>Revise intervention program as necessary, based on the student data from the intervention program and the Smarter Balanced Assessment. (CAASP) Time and content aspects will be determined by what is needed to address performance <u>weaknesses</u></p>	<p>Schoolwide</p>	<p><u>X</u>ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1,000 Base LCFF 3000 S&C Certificated Salaries</p>
<p>Purchase texts and other books/materials, consumables, software for Reading/Language Arts instruction as recommended for assisting students with achieving success with the Common Core State Standards.</p>	<p>Schoolwide</p>	<p><u>X</u>ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>12,000 Base LCFF Instructional Materials 6,000 REAP District 12,000 Textbooks</p>
<p>Technology lab instructor to continue training teachers on supplemental instruction that increases student skills necessary for successful online assessment in Math and Reading/ Language Arts.</p>	<p>Schoolwide</p>	<p><u>X</u>ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>3,000 Base LCFF Certificated Salaries</p>
<p>Determine what assistance from LCFF funds is needed or</p>	<p>Schoolwide</p>	<p><u>X</u>ALL</p>	

available to supplement district and federal support of LCAP and local goals.

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

1,000 REAP, if needed
 Certificated Salaries

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Metrics - Priority 1	EAMO 2017-18
	Teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching	100% of district teachers will be Highly Qualified and trained to teach Common Core State Standards using the adopted curriculum. 100% of teachers will be fully credentialed and appropriately placed in classrooms.
	Every pupil in the school district has sufficient access to the standards-aligned instructional materials	100% of classrooms will be using CCSS-aligned mathematics and reading/language arts materials every day for all students as measured by a rating of "fully" on the Academic Program Survey.
	School facilities are maintained in good repair	Excellent rating on FIT
	Metrics - Priority 2	EAMO 2017-18
	Implementation of the academic content and performance standards adopted by the state board	100% of classes will be fully implementing the Common Core State Standards for mathematics and language arts according to the Academic Program Survey. All classrooms will implement all state-adopted content standards. Content will be accessible to all students.
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	NA	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Supplement the daily core instruction and the daily school-wide intervention strategies for all students, at-risk students (FRPM, RSP, Title I, homeless) receive an additional intervention hour 4 times a week from an HQ .28 FTE teacher and an HQ .12 FTE paraprofessional in a 1 to 1 or small group setting, with access to diagnostic & prescriptive software. This program is highly coordinated with core curriculum and special education teachers.	Schoolwide	<p><u>X</u>ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	3,000 Base LCFF 51,000 S&C Certificated Salaries EPA 20,830 Title 1 20,000

<p>Revise intervention program as necessary, based on the student data from the intervention program and the Smarter Balanced Assessment. (CAASP) Time and content aspects will be determined by what is needed to address performance <u>weaknesses</u></p>	<p>Schoolwide</p>	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>1,000 Base LCFF 3,000 S&C Certificated Salaries</p>
<p>Purchase texts and other books/materials, consumables , software for Reading/Language Arts instruction as recommended for assisting students in achieving the Common Core State Standards.</p>	<p>Schoolwide</p>	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>12,000 Base LCFF Instructional Materials 6,000 REAP District 12,000 Textbooks</p>
<p>Lab instructor to continue training teachers on supplemental instruction that increases student skills necessary for successful online assessment in Math and Reading/Language Arts.</p>	<p>Schoolwide</p>	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>3,000 S&C Certificated Salaries</p>
<p>Determine costs of continued tech for teachers.</p>	<p>Schoolwide</p>	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>1,000 REAP Certificated Salaries, if needed</p>

<p>GOAL 2:</p>	<p>Midway School's annual attendance rate will be 96% or higher. MESD survey will document that 70% of parents will be satisfied with the relay of home to school & attendance information as measured by parent surveys completed twice annually. Staff, parent and student surveys will document that MESD has a positive school climate.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5 X 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
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Identified Need :	ADA was 94.5%
	ADA records will document rates each year.
Goal Applies to:	The most successful implementation of CCSS is linked to consistent attendance plus the maintenance of local programs that enhance the school climate and encourage attendance.
	New surveys will be made for staff, parents and students using SurveyMonkey.
	Schools: All
	Applicable Pupil Subgroups: All
LCAP Year 1: 2015-16	

Expected Annual Measurable Outcomes:	Metrics - Priority 3		EAMO 2015-16	
	Efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite		Surveys will show that parents are more involved in decision making, volunteering and helping their students with homework. Parents will be notified about opportunities for participation by automatic calls/text messages, website, messages sent with kids, School Board agenda, monthly letters.	
	How the school district will promote parental participation in programs for unduplicated pupils		Surveys will show that 70% of parents will be satisfied by the modernization of our parent notification system. Parents will be notified about opportunities for participation by automatic calls/text messages, website, messages sent with kids, School Board agenda, monthly letters. Special meetings will be held when needed and parents will be given information at Back to School Night.	
	How the school district will promote parental participation in programs for individuals with exceptional needs		Above methods will be used to promote parental participation in programs for individuals with exceptional needs plus special education teachers will personally contact parents.	
	Metrics – Priority 5		EAMO 2015-16	
	School attendance rates		96%	
	Chronic absenteeism rate		3%	
	Middle school dropout rates		0	
	High school dropout rates		NA	
	High school graduation rates		NA	
	Metrics – Priority 6		EAMO 2015-16	
	Pupil suspension rates		4%	
	Pupil expulsion rates		0	
Other local measures, including surveys of pupils, parents, and teacher son the sense of safety and school connectedness.		75% of MESD staff, parents and students will be satisfied with the school climate.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

<p>Modernize the parent notification system to allow systematic, consistent and timely notice to parents of student absences and/or discipline issues using an electronic call system. Include up-to-date information on policies, school reports, common core progress and others as needed.</p>	<p>Schoolwide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1,500 Base LCFF S&C Classified Salaries</p>
<p>Contract with MMARS for SARC revision and update of Web page.</p>	<p>Schoolwide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>200 Base</p>
<p>Continue to fun parent requests to support programs or events addressed in the SPSA by allocating additional funds. Renaissance Program Technology Plan Fieldtrips Safety plan Classroom environment Electives Events such as Participation activities for parents of at-risk students (FRPM, RSP, Title 1, homeless) After school sports Christmas program Camp KEEP Assemblies</p>	<p>Schoolwide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>8,000 Erate 25,000 Base LCFF 6,000 S&C Certificated 5,000 Classified Salaries 1,000</p>
<p>Contract with SurveyMonkey to make staff, parent, and student surveys.</p>		<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>200 Base</p>
<p>Revise Parent-School Compact & Title 1 focusing on</p>		<p><u>X</u> ALL -----</p>	<p>200 Base</p>

<p>mathematics, LCAP, CCSS and attendance</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Certificated</p>
<p>Contract for teachers and consultants to improve areas the data shows is weak.</p>		<p><u>X</u>ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>11,603 Base LCFF Contracts</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Metrics - Priority 3	EAMO 2016-17	
	Efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite	Surveys will show that parents are more involved in decision making, volunteering and helping their students with homework. Parents will be notified about opportunities for participation by automatic calls/text messages, website, messages sent with kids, School Board agenda, monthly letters.	
	How the school district will promote parental participation in programs for unduplicated pupils	Surveys will show that 70% of parents will be satisfied by the modernization of our parent notification system. Parents will be notified about opportunities for participation by automatic calls/text messages, website, messages sent with kids, School Board agenda, monthly letters. Special meetings will be held when needed and parents will be given information at Back to School Night.	
	How the school district will promote parental participation in programs for individuals with exceptional needs	Above methods will be used to promote parental participation in programs for individuals with exceptional needs plus special education teachers will personally contact parents.	
	Metrics – Priority 5	EAMO 2016-17	
	School attendance rates	96% or higher	
	Chronic absenteeism rate	2%	
	Middle school dropout rates	0	
	High school dropout rates	NA	
	High school graduation rates	NA	
	Metrics – Priority 6	EAMO 2016-17	
	Pupil suspension rates	3%	
	Pupil expulsion rates	0	
	Other local measures, including surveys of pupils, parents, and teacher son the sense of safety and school connectedness.	85% of students, parents and staff will approve of school climate.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Modernize the parent notification system to allow systematic,	Schoolwide	XALL	1,000 Base

<p>consistent and timely notice to parents of student absences and/or discipline issues using an electronic call system.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF 1,000 S&C Classified Salaries</p>
<p>Contract with MMARS for SARC revise, update Web.</p>	<p>Schoolwide</p>	<p><u>X</u>ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>200 Base</p>
<p>Continue to fun parent requests to support programs or events addressed in the SPSA by allocating additional funds. Renaissance Program Technology Plan Fieldtrips Safety plan Classroom environment Electives Events such as Participation activities for parents of at-risk students (FRPM, RSP, Title 1, homeless) After school sports Christmas program Camp KEEP Assemblies</p>	<p>Schoolwide</p>	<p><u>X</u>ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>8,000 ERATE 25,000 Base LCFF 6,000 S&C Classified 5,000 Certificated Salaries. 1,000</p>
<p>Revise Parent-School Compact and Title I focusing on Common Core mathematics, LCAP, CCSS and attendance</p>	<p>Schoolwide</p>	<p><u>X</u>ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>300 Base LCFF Certificated</p>
<p>Contract for teachers and consultants to improve areas the data shows is weak.</p>		<p><u>X</u>ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>10,103 S&C Contracts</p>

Contract with SurveyMonkey to make staff, parent, and student surveys.		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	200 Base SurveyMonkey
LCAP Year 3: 2017-18			

Expected Annual Measurable Outcomes:	Metrics - Priority 3	EAMO 2017-18	
	Efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite	Surveys will show that parents are more involved in decision making, volunteering and helping their students with homework. Parents will be notified about opportunities for participation by automatic calls/text messages, website, messages sent with kids, School Board agenda, monthly letters.	
	How the school district will promote parental participation in programs for unduplicated pupils	Surveys will show that 70% of parents will be satisfied by the modernization of our parent notification system. Parents will be notified about opportunities for participation by automatic calls/text messages, website, messages sent with kids, School Board agenda, monthly letters. Special meetings will be held when needed and parents will be given information at Back to School Night.	
	How the school district will promote parental participation in programs for individuals with exceptional needs	Above methods will be used to promote parental participation in programs for individuals with exceptional needs plus special education teachers will personally contact parents.	
	Metrics – Priority 5	EAMO 2017-18	
	School attendance rates	96% or better	
	Chronic absenteeism rate	1%	
	Middle school dropout rates	0	
	High school dropout rates	NA	
	High school graduation rates	NA	
	Metrics – Priority 6	EAMO 2015-16	
	Pupil suspension rates	2%	
	Pupil expulsion rates	0	
	Other local measures, including surveys of pupils, parents, and teacher son the sense of safety and school connectedness.	85% of students, parents and staff will approve of school climate.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Modernize the parent notification system to allow systematic,	Schoolwide	<u>X</u> ALL	1,000 Base

<p>consistent and timely notice to parents of student absences and/or discipline issues using an electronic call system.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF 1,000 S&C Classified salaries</p>
<p>Contract with MMARS for SARC revise, update Web page.</p>	<p>Schoolwide</p>	<p><u>X</u>ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>500 Base LCFF SARC</p>
<p>Continue to fun parent requests to support programs or events addressed in the SPSA by allocating additional funds. Renaissance Program Technology Plan Fieldtrips Safety plan Classroom environment Electives Events such as Participation activities for parents of at-risk students (FRPM, RSP, Title 1, homeless) After school sports Christmas program Camp KEEP Assemblies</p>	<p>Schoolwide</p>	<p><u>X</u>ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>8,000 ERATE 25,000 Base LCFF 6,000 S&C Classified 5,000 and Certificate Salaries 1,000</p>
<p>Revise Parent-School Compact and Title I focusing on Common Core mathematics, LCAP, CCSS and attendance.</p>	<p>Schoolwide</p>	<p><u>X</u>ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>200 Base LCFF Certificated</p>
<p>Contract for teachers and consultants to improve areas the</p>	<p>Schoolwide</p>	<p><u>X</u>ALL</p>	<p>10,103 S&C</p>

data shows is weak.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Contracts
Contract with SurveyMonkey to make staff, parent, and student surveys.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	200 Base LCFF SurveyMonkey

GOAL 3:	Midway School survey results will document that 85% of parents will be knowledgeable about Common Core State Standards and Smarter Balanced Assessment as measured by parent surveys completed twice annually.	Related State and/or Local Priorities: 1__ 2X 3X 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Goal established by public and staff input. Participants on the DAC, school surveys and public hearings asked for help with understanding CCSS, how to help students, and better home-school relay of all types of information. Successful student performance is linked by research to knowledgeable parents and their support Supporting student performance levels during implementation of CCSS and Smarter Balanced Assessment is dependent on parent education. Metric: survey data	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
LCAP Year 1: 2015-16		

85% of parents will be satisfied with their level of knowledge about Common Core instruction and Smarter Balanced assessment, including how to assist their student with learning requirements.

Metrics – Priority 2	EAMO 2015-16
Implementation of the academic content and performance standards adopted by the state board	Midway School will completely implement CCSS Math and substantially implement CCSS Reading/Language Arts as measured by the Academic Program Survey. All classrooms will implement all state-adopted content standards. Content will be accessible to all students.
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	NA

Metrics – Priority 3	EAMO 2015-16
Efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite	Surveys will show that parents are more involved in decision making, volunteering and helping their students with homework. Parents will be notified about opportunities for participation by automatic calls/text messages, website, messages sent with kids, School Board agenda, monthly letters.
How the school district will promote parental participation in programs for unduplicated pupils	Surveys will show that 70% of parents will be satisfied by the modernization of our parent notification system. Parents will be notified about opportunities for participation by automatic calls/text messages, website, messages sent with kids, School Board agenda, monthly letters. Special meetings will be held when needed and parents will be given information at Back to School Night.
How the school district will promote parental participation in programs for individuals with exceptional needs	Above methods will be used to promote parental participation in programs for individuals with exceptional needs plus special education teachers will personally contact parents.

Metrics – Priority 4	EAMO 2015-16
Statewide assessments	CST: ELA 50.7% proficient; Math 73.9% proficient Growth of 2% ELA and 1% Math CAASPP
The Academic Performance Index	NA previously 825
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	NA
The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of college preparedness	NA
The English learner reclassification rate	NA
The percentage of pupils who have passed and advanced placement examination with a score of 3 or higher	NA
The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness	NA

Expected Annual
Measurable
Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Revise standard information packets for school binder	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	500 Base LCFF Certificated
Provide Common Core and Smarter Balanced trainings for parents (including parents of Title I students) and parent leadership group for CC Mathematics, reading/language arts, science...	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1,000 Base Certificated Salaries
Make revisions on Survey to reflect the thoughts of parents, staff, and students.	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	300 Base LCFF Certificated

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>87% of parents will be satisfied with their level of knowledge about Common Core instruction and Smarter Balanced assessment, including how to assist their student with learning requirements.</p>	
	<p>Metrics – Priority 2</p>	<p>EAMO 2016-17</p>
	<p>Implementation of the academic content and performance standards adopted by the state board</p>	<p>Midway School will fully implement CCSS Math and fully implement CCSS Reading/Language Arts as measured by the Academic Program Survey. All classrooms will implement all state-adopted content standards. Content will be accessible to all students.</p>
	<p>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</p>	<p>NA</p>
	<p>Metrics – Priority 3</p>	<p>EAMO 2016-17</p>
	<p>Efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite</p>	<p>Surveys will show that parents are more involved in decision making, volunteering and helping their students with homework. Parents will be notified about opportunities for participation by automatic calls/text messages, website, messages sent with kids, School Board agenda, monthly letters.</p>
	<p>How the school district will promote parental participation in programs for unduplicated pupils</p>	<p>Surveys will show that 70% of parents will be satisfied by the modernization of our parent notification system. Parents will be notified about opportunities for participation by automatic calls/text messages, website, messages sent with kids, School Board agenda, monthly letters. Special meetings will be held when needed and parents will be given information at Back to School Night.</p>
	<p>How the school district will promote parental participation in programs for individuals with exceptional needs</p>	<p>Above methods will be used to promote parental participation in programs for individuals with exceptional needs plus special education teachers will personally contact parents.</p>
	<p>Metrics – Priority 4</p>	<p>EAMO 2016-17</p>
	<p>Statewide assessments</p>	<p>CST 50.7% ELA; 73.9% Math Growth of 4% ELA and 2% Math CAASPP</p>
<p>The Academic Performance Index</p>	<p>NA previously 825</p>	
<p>The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks</p>	<p>NA</p>	
<p>The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of college preparedness</p>	<p>NA</p>	
<p>The English learner reclassification rate</p>	<p>NA</p>	
<p>The percentage of pupils who have passed and advanced placement examination with a score of 3 or higher</p>	<p>NA</p>	
<p>The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness</p>	<p>NA</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to revise standard information packets for school binders.	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	500 Base LCFF Certificated
Provide Common Core and Smarter Balanced trainings for parents (including parents of Title 1 students) and parent leadership group for CC math, reading language/arts, science...	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1,000 Base Certificated Salaries
Continue to make revisions in survey to reflect changing attitudes of parents, staff, and students.	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	300 Base LCFF Certificated
LCAP Year 3: 2017-18			

87% of parents will be satisfied with their level of knowledge about Common Core instruction and Smarter Balanced assessment, including how to assist their student with learning requirements.

Metrics – Priority 2	EAMO 2017-18
Implementation of the academic content and performance standards adopted by the state board	Midway School will fully implement CCSS Math and CCSS Reading/Language Arts as measured by the Academic Program Survey. All classrooms will implement all state-adopted content standards. Content will be accessible to all students.
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	NA

Metrics - Priority 3	EAMO 2017-18
Efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite	Surveys will show that parents are more involved in decision making, volunteering and helping their students with homework. Parents will be notified about opportunities for participation by automatic calls/text messages, website, messages sent with kids, School Board agenda, monthly letters.
How the school district will promote parental participation in programs for unduplicated pupils	Surveys will show that 70% of parents will be satisfied by the modernization of our parent notification system. Parents will be notified about opportunities for participation by automatic calls/text messages, website, messages sent with kids, School Board agenda, monthly letters. Special meetings will be held when needed and parents will be given information at Back to School Night.
How the school district will promote parental participation in programs for individuals with exceptional needs	Above methods will be used to promote parental participation in programs for individuals with exceptional needs plus special education teachers will personally contact parents.

Metrics – Priority 4	EAMO 2017-18
Statewide assessments	CST 50.7% ELA; 73.9% Math Growth of 6% ELA and 3% Math CAASPP
The Academic Performance Index	NA previously 825
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	NA
The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of college preparedness	NA
The English learner reclassification rate	NA
The percentage of pupils who have passed and advanced placement examination with a score of 3 or higher	NA
The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness	NA

Expected Annual
 Measurable
 Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to revise standard information packets for school binders as needed.	Schoolwide	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	500 Base LCFF Certificated
Provide Common Core and Smarter Balanced trainings for parents (including parents of Title 1 students) and parent leadership group for CC math, reading language/arts, science...	Schoolwide	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	1,000 Base LCFF Certificated salaries
Continue to make revisions in surveys to reflect changing attitudes of parents, staff, and students.	Schoolwide	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	300 Base LCFF Certificated

GOAL 4	Midway will maintain 2012-13 student performance levels Math: 73.9% proficient and above Language Arts 50.7% proficient and above. By the end of 2017-18, performance levels will indicate an increased percentage of pupils scoring at proficient or above, as follows: Math, 3% increase of pupils scoring proficient or above (76.9%); Reading/language arts, 6% increase of pupils scoring proficient or above (56.7%).	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____
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<p>Identified Need :</p>	<p>Federal alignment was and is to increase numbers of children achieving proficiency. That is the focus of all of Midway School District's goals/actions described in all of its plans (LEAP/SPSA, Technology Master Plan, Safety Master Plan, ELL Master Plan, Task Force, and LCAP) That effort has been successfully documented by 2012-2013 STAR data: API – 825 AYP goals met Mathematics – District: 73.9 proficient and advanced Mathematics - SED subgroup: 63% proficient and advanced Language Arts – District: 50.7% proficient and advanced Language Arts SED subgroup: 44.4% proficient and advanced.</p>
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups: All</p>
<p>LCAP Year 1: 2015-16</p>	

Expected Annual Measurable Outcomes:	Metrics – Priority 4	EAMO 2015-16	
	Statewide assessments	CST: Math 73.9% proficient; 50.7% ELA Growth of 2% ELA and 1% Math - CAASPP	
	The Academic Performance Index	NA previously 825	
	The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	NA	
	The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of college preparedness	NA	
	The English learner reclassification rate	NA	
	The percentage of pupils who have passed and advanced placement examination with a score of 3 or higher	NA	
	The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness	NA	
	Metrics – Priority 7	EAMO 2015-16	
	A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.	All students are provided a broad course of study that includes reading/language arts, mathematics, science, social studies and physical education. All students participate in the full program. Electives provided s guitar lessons.	
Programs and services developed and provided to unduplicated pupils	Unduplicated students participate in the regular program. Title I services are provided to unduplicated pupils. At-risk students receive supplemental intervention services beyond services provided to all students.		
Programs and services developed and provided to individuals with exceptional needs	Students with special needs participate in the regular program with support from Resource Specialist Program and Speech pathology.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish local annual assessments (Accelerated Reader and grades) until data is available for the Smarter Balanced assessment in reading and math.	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	500 Base LCFF Certificated salaries 2,000 district
Contract with MMARS to provide disaggregated assessment	Schoolwide	<input checked="" type="checkbox"/> ALL	300 Base LCFF

data for reading and math		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Contracts
Implement infrastructure and hardware upgrades to the computer lab and classrooms. Based on the SSC and Board-approved technology plan.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	30,000 Base LCFF 16,500 S&C Contracts and Equipment 6,000 REAP
Provide data analysis that makes recommendations drawn from MMARS disaggregated reports that indicate percent of growth for various sub-groups within the at-risk population covering the LCAP and SPSA. Mail to parents and staff. This data will be evaluated by the DAC, the Administration and forwarded to the Board.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1,300 S&C Certificated Salaries

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Metrics – Priority 4		EAMO 2016-17	
	Statewide assessments		CST: Math 73.9% proficient; 50.7% ELA Growth of 4% ELA and 2% Math - CAASPP	
	The Academic Performance Index		NA previously 825	
	The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks		NA	
	The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of college preparedness		NA	
	The English learner reclassification rate		NA	
	The percentage of pupils who have passed and advanced placement examination with a score of 3 or higher		NA	
	The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness		NA	
	Metrics – Priority 7		EAMO 2016-17	
	A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.		All students are provided a broad course of study that includes reading/language arts, mathematics, science, social studies and physical education. All students participate in the full program. Elective provided is guitar lessons.	
Programs and services developed and provided to unduplicated pupils		Unduplicated students participate in the regular program. Title I services are provided to unduplicated pupils. At-risk students receive supplemental intervention services beyond services provided to all students.		
Programs and services developed and provided to individuals with exceptional needs		Students with special needs participate in the regular program with support from Resource Specialist Program and Speech pathology.		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor local annual assessments (Accelerated Reader and grades) until data is available for the Smarter Balanced assessment in reading and math.		Schoolwide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	500 Base LCFF Certificated salaries District 500
Contract with MMARS to provide disaggregated assessment		Schoolwide	<u>X</u> ALL	300 Base LCFF

data for reading and math		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Contracts
Implement infrastructure and hardware upgrades to the computer lab and classrooms. Based on the SSC and Board-approved technology plan.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	29,000 Base LCFF 16,500 S&C Contracts and equipment REAP 6,000
Provide data analysis that makes recommendations drawn from MMARS disaggregated reports that indicate percent of growth for various sub-groups within the at-risk population covering the LCAP and SPSA. Mail to parents and staff.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1,300 S&C Certificated salaries

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Metrics – Priority 4		EAMO 2017-18	
	Statewide assessments		CST: Math 73.9% proficient; 50.7% ELA Growth of 2% ELA and 1% Math - CAASPP	
	The Academic Performance Index		NA previously 825	
	The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks		NA	
	The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of college preparedness		NA	
	The English learner reclassification rate		NA	
	The percentage of pupils who have passed and advanced placement examination with a score of 3 or higher		NA	
	The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness		NA	
	Metrics – Priority 7		EAMO 2017-18	
	A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.		All students are provided a broad course of study that includes reading/language arts, mathematics, science, social studies and physical education. All students participate in the full program. Elective provided is guitar lessons.	
Programs and services developed and provided to unduplicated pupils		Unduplicated students participate in the regular program. Title I services are provided to unduplicated pupils. At-risk students receive supplemental intervention services beyond services provided to all students.		
Programs and services developed and provided to individuals with exceptional needs		Students with special needs participate in the regular program with support from Resource Specialist Program and Speech pathology.		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor local annual assessments (Accelerated Reader and grades) until data is available for the Smarter Balanced assessment in reading and math.		Schoolwide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	500 Base Certificated Salaries 500 District
Contract with MMARS to provide disaggregated assessment		Schoolwide	<u>X</u> ALL	300 Base LCFF

data for reading and math		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Contracts
Implement infrastructure and hardware upgrades to the computer lab and classrooms. Based on the SSC and Board-approved technology plan.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	29,000 Base LCFF 16,500 S&C Contracts and equipment 6,000 REAP
Provide data analysis that makes recommendations drawn from MMARS disaggregated reports that indicate percent of growth for various sub-groups within the at-risk population covering the LCAP and SPSA. Mail to parents and staff.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1300 S&C Certificated Salaries

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

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL 1 from prior year LCAP:	Midway School will fully implement the Common Core State Standards by 2017. Local alignment: 100% of student will have access to technologically integrated instruction for the CA Common Core State Standards (by highly qualified and CCSS trained teacher with aligned materials), and Smarter Balanced assessment in reading/language arts and mathematics. Goal evaluation is measured by the degree of SPSA goals achieved and by a score of "fully" on the Academic Program Survey EPC test items. (#1 assesses Instructional Program, #2 assesses Instructional Time and #5 assesses Credentialed Teachers and Professional Development Opportunity.)	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

<p>Expected Annual Measurable Outcomes:</p>	<p>MESD will have partially implemented CCSS Math and initiated reviewing CCSS Reading/Language Arts Texts</p> <p>Local alignment: 100% of classes will be using CCSS-aligned Math program adopted by district. 100% of teacher will be Highly Qualified and trained to teach Common Core Math using adopted curriculum. Staff and SSC will continue to identify and remediate transition weakness for core, technology and intervention programs. Staff will review instructional materials for CCSS reading/language arts.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 1 – Basic Services Credentialed Teacher Teaching Outside of Subject Area Rate-0% Most Recently Adopted Textbooks Rate: 100% Overall all Facility Rating –Excellent Students Lacking own copy of text book rate -0% Teacher Misassignment Rate - 0% Teacher of English Learner Misassignment rate -NA</p> <p>Priority 2 – Implementation of State Standards MESD has partially implemented CCSS Math and initiated reviewing CCSS Reading Language arts texts. State Standards are taught in all classrooms. How programs and services enable EL students to access standards for purposes of gaining academic content knowledge and EL proficiency. NA</p> <p>Priority 3 – Parental Involvement 10/13 API & AYP sent to parents, staff, and SSC. 03/03/14 Parent & Staff meetings: opportunity for input into LCAP, established LCAP District Advisory Committee. 03/10/14 Surveys sent to all stakeholders; return of very low%. Letters were mailed home, phone calls were made & letters sent with students. Held 3 common core classes 1. Common Core Math in October (6) attended; CC Writing in December (3) attended; CC Math in January 2015 (0) attended. 03/05/2015 SSC met and went over 2014/15 goals explained that we have several years to make goals. Went over @2nd survey. Students would like music/choir if money allows. Parent survey only 10 were returned.</p> <p>Priority 4 – Student Achievement API Growth 2013 -18 API score 2013 - 825 STAR/CAASPP ELA Proficient or Advanced - 2013, 50.7% STAR/CAASPP Mathematics Proficient or Advanced -2013, 73.9% STAR>CAASPP History/Social Science Proficient or Advanced English Learner Reclassification Rate -NA Percent Making Progress Towards English Proficient AMAO 1- NA Percent in cohort attaining English Proficiency AMAO 2 <5 years - NA Percent in cohort attaining English Proficiency ANAO 2 > 5years- NA Early Assessment Program (EAP) College Ready Rate –NA EAP Math College Ready Rate -NA Percent Completing UC/CSU Require Courses -NA Percent AP Exam Score of 3 or higher -NA Percent Completing a CTE Course Sequence - NA AP Course Enrollment Rate-NA UC/CSU Required Course Enrollment Rate –NA</p> <p>Priority 7 – Access to Programs and Broad Range of Study All pupils have access to and are enrolled in, a broad course of study including programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, such as special education through the RSP program, speech pathology, and supplemental intervention services that are provided to benefit these pupils as a result of the funding through LCFF.</p>	
<p>LCAP Year: 2014-15</p>			<p style="text-align: center;">Planned Actions/Services</p>	<p style="text-align: center;">Actual Actions/Services</p>

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Common Core Standards continued training in math and reading/language arts for all teachers and administrator.		District 1,000 LCFF 1,000 Title IIA 1,000	Follow-up on-site mentoring 7 in-class in-service for CCSS math. Teacher - \$50.00/hour for 40 hours.	District base 1,000 Title IIA 1,000 \$2,000 Teacher salaries
Scope of service:	Schoolwide		Scope of service:	Schoolwide
<u>X</u> ALL			<u>X</u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Adopt/purchase math and reading/language arts instructional materials for all students.		LCFF 11,000	Math materials for all students & R/LA available.	11,000 LCFF Math & R/LA Material/Texts
Scope of service:	Schoolwide		Scope of service:	School Wide
<u>X</u> ALL			<u>X</u> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Adopt/purchase materials that will help students learn writing skills that were observed as necessary by the lab instructor during Smarter Balances Pilot online assessment in spring, 2014.		District 500 LCFF 1,000	Technology lab instructor to continue training teachers on supplemental instruction that increases student skills necessary for successful online assessment in math and reading/language arts.	LCFF 5,000 teacher salary/benefits
Scope of service:	Schoolwide		Scope of service:	
<u>X</u> ALL			<u>X</u> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Acquire supplementary materials for transition into Common Core instruction and Smarter Balanced assessment for all students.		District 1,200 LCFF 1,500	Buy supplementary materials for CC Math & CC R/LA. Also SBA instructions for all students.		1,200 District Supplemental & 1,500 LCFF SBA
Scope of service:	Schoolwide		Scope of service:	School Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Maintain SPSA elements that are basic to our changing instructional environment (100% compliance with requirements for highly qualified teachers and paraprofessionals, policies, safety, course of study, time and funding support of technology program and staff coordination). Costs vary from none to amounts available at the time from District, Title I, Title II, REAP, E-Rate, Technology sources and now in-lieu of categorical, LCFF monies		District 300, 5,000 REAP 6,000	Determined costs of maintenance efforts needed for annual review. Determined what assistance from LCFF funds is needed or available to supplement district and federal support of LCAP and local goals.		LCFF S&C 5,000 teacher salary/benefits REAP S&C 6,000 chrome books and headsets (equipment)
Scope of service:	Schoolwide		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

Supplement the daily core instruction and the daily schoolwide intervention strategies for all students; at-risk students, (FRPM, RSP, Title I, homeless) will receive an additional intervention hour 4 times per week from a highly qualified .28 FTE teacher and a highly qualified .12 FTE paraprofessional in a 1 to 1 or small group setting with access to diagnostic and prescriptive software. This program is high coordinated with core curriculum and special education teachers.		District 3,000 LCFF 51,000 EPA 20,830 Title I 20,000	Expanded intervention program service by increasing teacher time to .34 FTE and paraprofessional time to .20 FTE.	LCFF S&C 51,000 – teacher time in lab EPA 20,287 teacher salary and benefits Title I 16,907 teacher salary and benefits 3,025 paraprofessional
Scope of service:	Schoolwide		Scope of service:	Schoolwide
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will have less State Priorities. Priorities 4 and 7 will no longer be applicable. Priorities 1 and 2 will be applied.		

Original GOAL 2 from prior year LCAP:	Midway School's annual attendance rate will be 99% or better.	Related State and/or Local Priorities: 1__ 2X 3__ 4__ 5X 6X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____	

Expected Annual Measurable Outcomes:	The annual attendance rate will be 93% or better.	Actual Annual Measurable Outcomes:	<p>Priority 2 – Implementation of State Standards MESD has partially implemented CCSS Math and initiated reviewing CCSS Reading Language arts texts. State Standards are taught in all classrooms. How programs and services enable EL students to access standards for purposes of gaining academic content knowledge and EL proficiency. NA</p> <p>Priority 5 – Pupil Engagement School Attendance Rate: 94.5% Chronic Absenteeism Rate: 1.6% High School Graduation Rate: NA High School Dropout Rate: 0 Middle School Dropout Rate: NA</p> <p>Priority 6 – School Climate Suspension Rate: 11% Expulsion Rate: 0% Truancy Rate: 2% Teachers, parents, and students generally agree that they feel safe on campus. This is according to surveys which will be reformed next year and administered differently</p>	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Modernize the parent notification system to allow systematic, consistent and timely notice to parents of student absences and/or discipline issues.		District 1,500 LCFF 1,500	Installed electronic parent phone call system. Purchased School Reach. District 500 LCFF S&C 1,000 equipment	
Scope of service:	Schoolwide		Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other SubgroupsⓈSpecify)_____	
Continue county-wide process for addressing chronic absences.		No cost	Continued the School Attendance Review Board program. No cost	

Scope of service:	Schoolwide		Scope of service:	Schoolwide	
X ALL			X ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Continue Parent-School participation activities for parents of at-risk students (FRPM, RSP, Title I, homeless) and revise standard forms of communications (including representation on SSC, and compliance with policy requirements).		No cost	Parent-School Compact revised: includes focus on Math Common Core instruction and attendance. Add LCAP and CCSS Math education to the annual Title 1 Parent meeting.		No cost
Scope of service:	Schoolwide		Scope of service:		
X ALL			X ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Continue to fund parent requests to support program or events addressed in the SPSA by allocating additional funds for implementing the Renaissance Program, poolside events, the technology plan, classroom environment, electives and other events as feasible.		District 2,000 LCFF 5,000 District 15,000 for replacing classroom desks and chairs	Supported Renaissance Program, poolside events, fieldtrips as identified in evaluation. Replaced all old classroom desks and chairs.		District 2,000 fieldtrips/ technology for lab LCFF base 5,000 Renaissance program District base 15,000 equipment – new desks and chairs
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
X ALL			X ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will combine goal #2 with Goal #3. Priorities will be 3, 5, and 6. A questionnaire will be posted on the website.		

Original GOAL 3 from prior year LCAP:	Midway School survey results will document that 100% of parents will be satisfied with the relay of home-school and attendance information as measured by parent surveys completed twice annually.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All	

<p>Expected Annual Measurable Outcomes:</p>	<p>75% of parents will indicate satisfaction with timely notice related to absences, information regarding all school events and timely reports of school-wide programs and intervention programs.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 3 – Parental Involvement 10/13 API & AYP sent to parents, staff, and SSC. 03/03/14 Parent & Staff meetings: opportunity for input into LCAP, established LCAP District Advisory Committee. 03/10/14 Surveys sent to all stakeholders; return of very low%. Letters were mailed home, phone calls were made & letters sent with students. Held 3 common core classes 1. Common Core Math in October (6) attended; CC Writing in December (3) attended; CC Math in January 2015 (0) attended. 03/05/2015 SSC met and went over 2014/15 goals explained that we have several years to make goals. Went over @2nd survey. Students would like music/choir if money allows. Parent survey only 10 were returned. Survey results – Need percentage - timely notice related to absences, information regarding all school events and timely reports of school-wide programs and intervention programs.</p> <p>Priority 4 – Student Achievement API Growth 2013 - 18 API score 2013 - 825 STAR/CAASPP ELA Proficient or Advanced - 2013, 50.7% STAR/CAASPP Mathematics Proficient or Advanced -2013, 73.9% STAR->CAASPP History/Social Science Proficient or Advanced English Learner Reclassification Rate -NA Percent Making Progress Towards English Proficient AMAO 1- NA Percent in cohort attaining English Proficiency AMAO 2 <5 years - NA Percent in cohort attaining English Proficiency ANAO 2 > 5years- NA Early Assessment Program (EAP) College Ready Rate -NA EAP Math College Ready Rate -NA Percent Completing UC/CSU Require Courses -NA Percent AP Exam Score of 3 or higher -NA Percent Completing a CTE Course Sequence - NA AP Course Enrollment Rate-NA</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>Expand the electronic notification system to allow a variety of messages that will reach all parents in a timely manner.</p>	<p>District 500 LCFF 500</p>	<p>Used electronic call system for weekly/monthly announcements.</p>	<p>LCFF Base 500 District 500 Teacher 10 hours at \$50.00 per hour Secretary 25 hours at \$25.00 per hour</p>	
<p>Scope of service:</p>	<p>Schoolwide</p>	<p>Scope of service:</p>	<p>Schoolwide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Revise the traditional methods of parent communication to include up-to-date information on policies, school reports, Common Core progress and others as needed.		District 1,000 LCFF 500	Contracted with MMARS for SARC revise. Update webpage. Revise parent survey to include CCSS.		District S&C 200 supplies, envelopes, stamps SCFF base 300 SARC contract with MMARS
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will combine Goal #2 with Goal #3. We will keep Priority #3, but move state priority #4 to Goal #5. Surveys will be revamped using SurveyMonkey and distributed at teacher/parent conferences. We will continue to administer surveys to students during class time.			
Original GOAL 4 from prior year LCAP:	Midway School survey results will document that 95% of parents will be knowledgeable about Common Core State Standards and Smarter Balanced Assessment as measured by parent surveys completed twice annually.		Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: All schools	Applicable Pupil Subgroups: All			

<p>Expected Annual Measurable Outcomes:</p>	<p>Survey results will show that 75% of the parents are satisfied with their level of knowledge about Common Core instruction and Smarter Balanced assessment, including how to assist their student with learning requirements.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 2 – Implementation of State Standards Description of the extent to which CCSS is being implemented in all classrooms at all schools. Lesson plans are turned in weekly and Superintendent is in classrooms. Description of how programs and services will enable ELs to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and EL proficiency. NA</p> <p>Priority 3- Parental Engagement 10/13 API & AYP sent to parents, staff, and SSC. 03/03/14 Parent & Staff meetings: opportunity for input into LCAP, established LCAP District Advisory Committee. 03/10/14 Surveys sent to all stakeholders; return of very low%. Letters were mailed home, phone calls were made & letters sent with students. Held 3 common core classes 1. Common Core Math in October (6) attended; CC Writing in December (3) attended; CC Math in January 2015 (0) attended. 03/05/2015 SSC met and went over 2014/15 goals explained that we have several years to make goals. Went over @2nd survey. Students would like music/choir if money allows. Parent survey only 10 were returned. 50% percentage of parents who indicated they were satisfied about their CCSS knowledge..</p> <p>Priority 5 – Pupil Engagement School Attendance Rate: 94.5% Chronic Absenteeism Rate: 1.6% High School Graduation Rate: NA High School Dropout Rate: NA Middle School Dropout Rate: 0</p> <p>Priority 6 – School Climate Suspension Rate: 11% Expulsion Rate: 0% Truancy Rate: 2% Teachers, parents, and students generally agree that they feel safe on campus. This is according to surveys which will be reformed next year and administered differently.</p> <p>Priority 7 - Programs and Broad Range of Study All pupils have access to and are enrolled in, a broad course of study including programs and services developed and provided to unduplicated pupils and individuals with exceptional needs and the program and services that are provided to benefit these pupils as a result of the funding through LCFF. Core courses: mathematics, reading/language arts, science, social studies, physical education. Elective offered: Guitar</p>
<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>

Revise standard information packets.		District 500 LCFF 500	Included CCSS overview handout in August's annual Student Registration packet. Will be placed in the 2015-16 packet.	District 500 LCFF Base 500
Scope of service:	Schoolwide		Scope of service:	Schoolwide
X ALL			X ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Calendar in-services for parents (including parents Title 1) and parent leadership group.		District 500 LCFF 500	One CCSS math in-service was done at a SSC meeting. Two in-services on CCSS math and one on CCSS writing were done at evening meetings.	District 1000 LCFF base 1000 Teacher salaries 4 hours at \$50.00 per hour
Scope of service:	Schoolwide		Scope of service:	Schoolwide
X ALL			X ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will drop State Priorities 5, 6 and 7. We will continue to have Common Core and Smarter Balanced Assessment classes to educate parents.		

<p>Original GOAL 5 from prior year LCAP:</p>	<p>Midway School will maintain all programs that support achievement. Midway will initially maintain 2012-13 student performance levels, and by the end of 2016-17, performance levels will indicate an increased percentage of pupils scoring at proficient or above as follows: In math, there will be a 3% increase in the percentage of pupils scoring proficient or above. In reading/language arts, there will be a 6% increase in the percentage of pupils scoring proficient or above.</p> <p>Local alignment: Midway will maintain its SPSA actions and programs that support student achievement.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__</p> <p>Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All schools Applicable Pupil Subgroups: All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<p>All students will maintain their current performance levels by demonstrating one year's growth or better in mathematics and reading/language arts as documented by local multiple measures. If the new Smarter Balanced Assessment is in place, 74% of all students will score proficient or above in math (It is not anticipated that the state online assessments for reading/language arts will be in place for this year.)</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 3 – Parental Involvement 10/13 API & AYP sent to parents, staff, and SSC. 03/03/14 Parent & Staff meetings: opportunity for input into LCAP, established LCAP District Advisory Committee. 03/10/14 Surveys sent to all stakeholders; return of very low%. Letters were mailed home, phone calls were made & letters sent with students. Held 3 common core classes 1. Common Core Math in October (6) attended; CC Writing in December (3) attended; CC Math in January 2015 (0) attended. 03/05/2015 SSC met and went over 2014/15 goals explained that we have several years to make goals. Went over @2nd survey. Students would like music/choir if money allows. Parent survey only 10 were returned.</p> <p>Priority 4 – Student Achievement API Growth 2013 - 18 API score 2013 - 825 STAR/CAASPP ELA Proficient or Advanced - 2013, 50.7% STAR/CAASPP - No data available from CAASPP Mathematics Proficient or Advanced -2013, 73.9% STAR->CAASPP History/Social Science Proficient or Advanced- English Learner Reclassification Rate -NA Percent Making Progress Towards English Proficient AMAO 1- NA Percent in cohort attaining English Proficiency AMAO 2 <5 years - NA Percent in cohort attaining English Proficiency ANAO 2 > 5years- NA Early Assessment Program (EAP) College Ready Rate -NA EAP Math College Ready Rate -NA Percent Completing UC/CSU Require Courses -NA Percent AP Exam Score of 3 or higher -NA Percent Completing a CTE Course Sequence - NA AP Course Enrollment Rate-NA UC/CSU Required Course Enrollment Rate -NA</p> <p>Priority 5 – Pupil Engagement School Attendance Rate: 94.5% Chronic Absenteeism Rate: 1.6% High School Graduation Rate: NA High School Dropout Rate: NA Middle School Dropout Rate: 0</p> <p>Priority 6 – School Climate Suspension Rate: 11% Expulsion Rate: 0% Truancy Rate: 2% Teachers, parents, and students generally agree that they feel safe on campus. This is according to surveys which will be reformed next year and administered differently.</p> <p>Priority 7 - Programs and Broad Range of Study All pupils have access to and are enrolled in, a broad course of study including programs and services developed and provided to unduplicated pupils and individuals with exceptional needs and the program and services that are provided to benefit these pupils as a result of the funding through LCFF. Core courses: mathematics, reading/language arts, science, social studies, physical education. Elective offered: Guitar</p>
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Establish local annual assessments to use until Smarter Balanced assessment is in place for reading and math.		District 500 LCFF 500	Annual math and reading/language arts assessments using Accelerated Math and Accelerated Reader software and class grades. \$1000 to retain license for Accelerate Reader program. Accelerated math is no longer used. Computer Lab does a better job.
Scope of service:	Schoolwide		Scope of service: Schoolwide
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
Contract with MMARS to provide disaggregated assessment data for reading and math.		District 500 LCFF 500	<u>Step not completed.</u> Assessment information brochures plus MMARS report to be disseminated through multiple mailers to Board, all parents and staff. This information will be sent out as soon as the district gets results from testing. 1000 contract with MMARS.
Scope of service:	Schoolwide		Scope of service:
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
Implement infrastructure and hardware upgrades specified in the Board-adopted Technology Master Plan as approved by SSC and Board.		District 3000 LCFF 14,084 REAP 7000	Upgraded hardware and software for classrooms and computer lab.
			14.064 Lab 3,000 District + 7,000 REAP classrooms

Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Continue the adopted district grade configuration plan for eliminating grade combination classrooms. Equip rooms with standard technology.		LCFF 3000	Due to financial difficulties, this step was discontinued.		No cost
Scope of service:	Schoolwide		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
The district will complete the annual Academic Program Survey and disseminate results to stakeholder groups.		LCFF 100	<u>Step not completed.</u> When the APS is completed, it will be printed and disseminated to all parents and stakeholders.		??
Scope of service:	Schoolwide		Scope of service:	School Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

<p>Maintain and/or expand the second level of the existing districtwide intervention program. The first level addresses all students; the second level address educational deficits of targeted sub-groups (FRPM/educational disadvantaged, special education, homeless, Title I) in both reading/language arts and mathematics.</p>		<p>MESD will supplement the daily core instruction and the daily schoolwide intervention strategies for all students; at-risk students, (FRPM, RSP, Title I, homeless) will receive an additional intervention hour 4 times per week from a highly qualified .28 FTE teacher and a highly qualified .12 FTE paraprofessional in a 1 to 1 or small group setting with access to diagnostic and prescriptive software. This program is high coordinated with core curriculum and special education teachers.</p> <p><u>From goal 1:</u> Expanded intervention program service by increasing teacher time to .34 FTE and paraprofessional time to .20 FTE.</p>	<p><u>From Goal 1:</u> LCFF S&C 51,000 – teacher time in lab EPA 20,287 teacher salary and benefits Title I 16,907 teacher salary and benefits 3,025 paraprofessional</p>
<p>Scope of service:</p>	<p>Schoolwide</p>	<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special education, homeless students, FRPM</u></p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Provide data analysis that makes recommendations drawn from MMARS disaggregated reports that indicate percent of growth for various sub-groups within the at-risk population.</p>	<p>No cost listed</p>	<p><u>Step not completed.</u> As soon as the data is processed, the data will be analyzed and disseminated. Appropriate data to be given to the participating parents and to the DAC and SSC for planning and input to LCAP and SPSA. Intervention strategies are currently based on the 2013-14 local measures.</p>	<p>No cost</p>
<p>Scope of service:</p>	<p>Schoolwide</p>	<p>Scope of service:</p>	<p>Schoolwide</p>
<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special education, homeless students, FRPM.</u></p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

We will have pacing guides for CC Math. Next year, we will have text data to compare. We will drop State Priorities 3, 5 and 6.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 29,456
<p>First, Midway is a single-school school district and thus funding allocations are simultaneously school-wide and LEA- wide; expenditures support the educational program for all students with supplementary assistance to designated students. Midway has no foster or ELL students. There is a 41% low income population. Second, there is no increase in funds; there is only a significant decrease in funds. Last year Midway received a total of \$200,000 in State categorical funds (class size reduction, EIA, Flex, Transportation, CCS, and EPA) and \$44,000 in Federal categorical funds. While the Federal categorical funds will remain about the same, the above itemized have been eliminated; according to LCFF funding, that funding support will be replaced with LCFF funding in the amount of \$95,884. That is a decrease of \$104,116.</p> <p>For a small district, such a decrease could have been overwhelming, resulting in a corresponding reduction of services. Fortunately, Midway will be able to cope with this funding decrease, at least for a time, because Midway’s stakeholders have been pro-active over the years. They have</p>	

already successfully addressed a number of costly services/programs in the milieu of the 8 state priorities (meeting API/AYP growth targets, all class sizes below 24, comprehensive Computer Lab that has stations for an entire class of students, online access throughout the site, technology integrated instruction(core, advanced learning and intervention) , a highly coordinated intervention program for students scoring below basic, renovation of the total site –facility, infrastructure, grounds, a 100% compliance rating for HQ, Safe School and Williams, as well as participation in the field-testing of Smarter Balance Assessment and all teachers trained in Common Core Standards for Math & Reading/Language Arts during the 2013-14 school year).

Midway will expend the 2015-2016 LCFF funding of \$95,884 to assist with each of the goals in the LCAP. Each of the goals will rely on district general fund money as it has in the past. To that base will be added some portion of the \$95,884 to supplement the LCAP Goals' Actions and Services and to that sum will be added Federal categorical grants as appropriate. The percentage of low income population to the total school population is 41%; assuming that this same percentage of the LCAP allocation is to be spent on direct services to that population, then a minimum of \$39,312 would supplement the “additional time” intervention program. Midway will be allocating more than the minimum amount required to improve and/or expand the intervention program because this intervention program is documented by test scores as having been successful in closing the achievement gap for educationally disadvantaged students. To maintain its proven quality, the program must now be able to respond to two other factors. Midway is experiencing enrollment increases that equate to more students needing academic assistance; some percent of the unduplicated population will need additional assistance with changes in instruction and assessment emanating from Common Core’s impact on Math and Reading/Language Arts and that equates to more teacher time. The remaining LCFF monies will support the LCAP’s Actions and Services for its 5 LCAP Goals that together address all 8 State Priorities. Modifications to this approach will occur as a result of the Annual Evaluation and changes in funding allocations for years 2015-2017.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

6.58	%
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Midway School will improve services by:

- Facilities upgrades
- Instruction realignment to Common Core Math & Reading/Language Arts
- Revising methods for communication with parents

Midway School will increase Services with:

- Additional instructional materials
- Additional technological hardware and software
- Additional opportunities for staff training
- Additional opportunities for parent training
- Additional instructional time for the Intervention Program

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

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

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

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