Introduction:

LEA: Midway Elementary School Base **Contact (Name, Title, Email, Phone Number):** Gregory Coker, Superintendent, snoopybeagleboy@yahoo.com,661-768-4344 **LCAP Year:** 2016-2017

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 Bases, pursuant to Education Code section 52060, the LCAP must describe, for the school Base and each school within the Base, 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 Bases and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school Base 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 Bases 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 ofLearning:

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. PupilOutcomes:

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 Base 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 Bases; 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 Codesection42238.01;communitymembers;localbargainingunits;LEApersonnel;countychildwelfareagencies;countyofficeofeducationfoster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners;andothersasappropriate)beenengagedandinvolvedindeveloping,reviewing,andsupportingimplementationoftheLCAP?
2) HowhavestakeholdersbeenincludedintheLEA'sprocessinatimelymannertoallowforengagementinthedevelopmentoftheLCAP?
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 the information was 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 engagementwithrepresentativesofparentsandguardiansofpupilsidentifiedinEducationCodesection42238.01?
6) What specifications were taken to consult with pupils to meet the requirements 5CCR15495 (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

9/17/15 Reviewed and explained LCAP to School Site Council & Development Assistance Committee. Went over each goal & objectives and noted member input.	Participants of the SSC & DAC were made aware of expectations for 2015-16.
10/13/15 Reviewed LCAP goals and expectations with School Board for 2015-16. Meeting. Explained why we went from 5 goals to 4 goals.	Four goals are more precise than the five we had last year. It narrows down what we need to concentrate on. Parents @ meeting agreed with 4 goals.
10/24-28/15 Teacher/Parent Conferences	Parents filled out surveys at the meeting. Surveys showed that parents don't understand common core and how to help their children.
	Students had many ideas: naptime, snacks, suggestion box, better history & science, homework, art, awards, sports.
10/26/15 Students took survey	
11/10/15 Board LCAP update: Board updated on LCAP timeline	Innovative Ed's Jay Westover spoke on how to make data-driven decisions, monitoring for lag and lead metrics, and organizational support structures.
11/19/15 KCSOS in-service for LCAP.	See above.
12/02/15 Spoke with the all staff about what was learned from the KCSOS LCAP meeting. I presented several things such as data-driven decisions, monitoring for lag and lead metrics, and organizational support structures. Bargaining unit's representatives attended.	Staff said they do their own monitoring and I encouraged them to tell me so we can keep the LCAP on track. We make data-driven decisions at the beginning of each school year. Staff suggested that Back to school night would be a great time to communicate LCAP to parents.
12/09/15 Board meeting: updated Board on KCSOS LCAP meeting with Jay Westover.	Went over Framework for Continuous Improvement, reviewed timeline, and talked about Stakeholder Engagement.
01/15/16 KCSOS LCAP Development Series	Went over timeline for the last months of the school year
01/20/16 LCAP Report to the Board	Reported LCAP progress to Board
02/24/16 SSC Went over LCAP Surveys and a summary of our 4 goals.	Went over the 4 goals. What has been completed and what is in progress.
03/01/16 Public LCAP Meeting 6PM, parents, staff, bargaining units & community invited.	Went over the goals, asked for suggestions, and talked about what was in progress. It was suggested that we have perfect attendance award. It was a good suggestion but not for the 2016-17 LCAP.
03/08/16 Board Meeting Update	Updated the Board on the LCAP meeting, timeline, and what is coming next.
03/11/16 KCSOS LCAP Development Series	The LCAP and School Board budgets will be presented to the public.
06/14/16 Board Meeting for LCAP and School Budget	The LCAP and School Board budgets will be approved at this meeting.
06/21/16 Board Meeting for final approval of LCAP and School Budget	

Annual Update:

Staff, parents and students had many ideas for MESD. Suggestions; better explanations, naptime, healthy snacks, student suggestion box, better history & science, more homework, art, awards when goals are met, sports. After school tutoring, explain Common Core better, rotate classes, start school 1 hour later, make schoolwork into games. That sums up what was gathered at meetings and through surveys.

Annual Update:

Some of the suggestions are good like healthy snacks. We provide healthy snacks to K-4th grade but they can also bring their own. A student suggestion box sounds like a good idea. Better history & science sounds like more teacher training which can be done. Better explanation of common core is something we all can use. We already play in a league of 6 other small schools and starting an hour later doesn't work for our schedule. We did have after school tutoring but now most students are either bused in or picked up by their parents after school. We already have many awards through our Renaissance program. In the past we had band, woodshop, home economics, and a reading lab. But, due to lack of money and personnel all those have disappeared. We do have guitar, STEM, and various extracurricular programs. In the plan, Goal 3 includes steps to help parents understand the CCSS better. Website will be updated to include CCSS progress, improve communications to parents, and provide in-service on CCSS for all parents, especially parents of unduplicated pupils.

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 Base 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 Bases, 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., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and Base-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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site 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 school sites 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 Base wide, 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 pupils 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 school sites been evaluated to inform the development of meaningful Base and/or individual school site goals (e.g.,in put from site level advisory groups, staff,parents,community,pupils;reviewofschoollevelplans;in-depthschoolleveldataanalysis,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) WhatarethespecificexpectedmeasurableoutcomesassociatedwitheachofthegoalsannuallyandoverthetermoftheLCAP?
8) What information (e.g., quantitative andqualitativedata/metrics) wasconsidered/reviewedtodevelopgoalstoaddresseachstateorlocalpriority?
9) What information was considered/reviewed for individual school sites?
10) WhatinformationwasconsideredreviewedforsubgroupsidentifiedinEducationCodesection52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, toEnglishlearners,tolow-incomepupils,and/ortofosteryouthtoachievegoalsidentifiedintheLCAP?
12) Howdotheseactions/serviceslinktoidentifiedgoalsandexpectedmeasurableoutcomes?
13) Whatexpendituressupportchangestoactions/servicesasaresultofthegoalidentified?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: 1 _X_ 2 _X_ 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 Reading/Language Arts. CAASPP assessments show that 31% of students are meeting or exceeding standards in math and language arts. This is a drop from the previous STAR testing program. Evaluation will show that Reading/Language Arts is fully implemented based on lesson plans, classroom observation and instructional materials adoption and implemented.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Midway School will have fully implemented CCSS for Reading/Language Arts. 100% of teachers will be HQ and trained to teach Common Core Reading/ Language Arts using the adopted curriculum. 100% of classes will be using CCSS-aligned Reading/ Language Arts every day for all students as determined by lesson plans, classroom observation and instructional materials adoption and implementation. Metrics-Priority 1 100% of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. 100% of pupils in the school base have sufficient access to the standards-aligned instructional materials. School facilities are maintained in good or better repair based on the FIT. Metrics-Priority 2 Implementation of the academic content and performance standards adopted by the state board will be will be evidenced in all classes as measured by walkthroughs, lesson plans, and observations. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. N/A

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	School wide	_X_ All OR: Low Income pupils	1000-1999 Certificated Salaries and Benefits Title I 20,000 2000-2999 Classified Salaries and Benefits S&C 35,000

additional intervention hour, 4 times a week from an HQ .28 FTE teacher and a HQ .12 FTE paraprofessional in a 1 to 1 or small group setting, with access to diagnostic & prescriptive software. This program is highly coordinated with core curriculum and special education teachers.		__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	4000-4999: Books And Supplies S&C 12,000
Revise program as necessary, based on the student data from Accelerated Reader, Lexia Reading, Compass, Audio books and the Smarter Balanced Assessment results. (CAASP) Time and content aspects will be determined by data results, input from home room teacher evaluations and intervention instructor.	School wide	__All OR: X Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	1000-1999: Certificated Personnel Salaries and benefits REAP 4,000 5000-5999: Services And Other Operating Expenditures S&C 5,000 1000-1999: Certificated Salaries and benefits S&C 3000
Purchase online "Think Central" supplemental instruction and videos for Go Math Program.	School wide.	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	4000-4999: Books And Supplies Lottery 16,520 4000-4999: Books And Supplies S&C 4,000
Technology lab instructor to continue training teachers on supplemental instruction that increases student skills in online assessments, Math and Reading/ Language Arts.	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	1000-1999: Certificated Personnel Salaries and benefits, S&C 3,000
Additional teacher training on and off-site for CCSS R/LA instruction and online testing.	School wide	X All OR: __Low Income pupils	1000-1999: Certificated Personnel Salaries and benefits, S&C 5,000

	__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Midway School will have fully implemented CCSS for Reading/Language Arts. 100% of teachers will be HQ and trained to teach Common Core Reading/ Language Arts using the adopted curriculum. 100% of classes will be using CCSS-aligned Reading/ Language Arts every day for all students as determined by lesson plans, classroom observation and instructional materials adoption and implementation. Metrics-Priority 1 100% of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. 100% of pupils in the school district have sufficient access to the standards-aligned instructional materials. School facilities are maintained in good repair. Metrics-Priority 2 Implementation of the academic content and performance standards adopted by the state board will be evidenced in all classes as measured by data from walkthroughs, lesson plans, and observations. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. N/A

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.	School wide	X All ------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	1000-1999: Certificated salaries and benefits Title I 20,000 2000-2999: Classified salaries and benefits S&C 35,000 4000-4999: Books And Supplies Supplemental 12,000

Purchase other books/materials, consumables, software for Reading/Language Arts instruction as recommended for assisting Students with CCSS	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	5000-5999: Services And Other Operating Expenditures Supplemental 5,000 4000-4999 Books and supplies 4,000 S&C
Purchase extra Reading/Language Arts textbooks if necessary.	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	4000-4999: Books And Supplies S&C 4,000 4000-4999: Books And Supplies Lottery 4,000
Technology lab instructor to continue training teachers on supplemental instruction that increases student skills in online assessments, Math and Reading/ Language Arts.	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	1000-1999: Certificated Personnel Salaries and benefits S&C 3,200
Additional teacher training on and off-site for CCSS R/LA instruction and online testing:	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	1000-1999: Certificated Personnel Salaries and benefits S&C 5,000

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	Midway School will have fully implemented CCSS for Reading/Language Arts. 100% of teachers will be HQ and trained to teach Common Core Reading/ Language Arts using the adopted curriculum. 100% of classes will be using CCSS-aligned Reading/ Language Arts every day for all students as determined by lesson plans, classroom observation and instructional materials adoption and implementation. Metrics-Priority 1 100% of teachers of the school Base are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. 100% of pupils in the school Base have sufficient access to the standards-aligned instructional materials. School facilities are maintained in good repair. Metrics-Priority 2 Implementation of the academic content and performance standards adopted by the state board will be will be evidenced in all classes as measured by walkthroughs, lesson plans, and observations. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. N/A

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.	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	1000-1999: Certificated Salaries and benefits Title I 20,000 2000-2999: Classified Salaries and benefits S&C 35,000 4000-4999: Books And Supplies Supplemental 12,000
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 weaknesses	School wide	__All OR: X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English	1000-1999: Certificated Personnel Salaries and benefits REAP 4,000 5000-5999: Services and other Operating Expenditures S&C 5,000 000-1999: Certificated Salaries and benefits S&C 3000

		__Other Subgroups: (Specify)	
Purchase extra Reading/Language Arts textbooks if needed.	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	4000-4999: Books And Supplies Lottery 4,000 4000-4999: Books And Supplies S&C 8,000
Technology lab instructor to continue training teachers on supplemental instruction that increases student skills in online assessments, Math and Reading/ Language Arts.	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries and benefits S&C 3,400
Additional teacher training on and off-site for CCSS R/LA instruction and online testing:	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries and benefits S&C 3,000

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

GOAL 2:	Midway School's annual attendance rate will be 95% or higher. MESD survey will document that parents will be satisfied with the relay of home to school & attendance information as measured by parent surveys completed twice annually. Staff, parent and student surveys will document that MESD has a positive school climate. It will also show that parents are helping children with homework.	Related State and/or Local Priorities: 1__ 2 __3 X 4 __5 X 6 X 7 __8 __ COE only:9__ 10 __ Local :Specify

Identified Need :	EADA was 94.5% ADA records will document rates each year. 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 Survey Monkey

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	Survey shows: 85% of parents are satisfied school to home & attendance info & 80% of staff, parents, and students believe MESD has a positive school climate. Metrics- Priority 3: Parental Involvement: MESD will show involvement through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings and Back to School Night. Parents will also be involved with our Renaissance program, field trips, and community events. Parents will be invited through automated phone calls, flyers, and the webpage. Metrics- Priority 5: Student Engagement: MESD students are engaged through our Renaissance program which rewards grades, attitude, and good behavior. Renaissance takes 3 field trips, motivates students to achieve better grades and positive behavior. We are also involved with a 7 school consortium which competes against each other monthly. Students must have good grades and behavior. The annual attendance rate will be 97% or better and chronic absenteeism will be 5% or less in 2016-17. Middle School Drop Out Rate will be 0. High School Drop Out Rate and Graduation Rate is NA. Metrics- Priority 6: School Climate: MESD will show a decrease from 8 (6%)suspensions to 6 (5%) and the expulsion rate will continue to be 0%. Survey will show that 74% of staff, parents, and students feel safe on campus and are connected to the school. Local Alignment Midway will maintain the student focused programs in Safety & Wellness, Renaissance, Community Poolside Days, electives, and field trips.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to fund parent requests to support programs or events addressed in the SPSA by allocating additional funds for implementing the Renaissance Program, poolside events, Technology Plan, fieldtrips, Safety Plan, classroom environment, electives and other events as feasible.	School wide	X All ------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1000-1999 Certificated salaries and benefits S&C 4,500 5000-5999: Services And Other Operating Expenditures Supplemental 7,000
Continue county-wide process for addressing chronic absences. Continue SARB process for chronic absences. Time to process SARB participants.	School wide	X All ------------------ OR: __Low Income pupils English Learner __Foster Youth	5000-5999: Services And Other Operating Expenditures Supplemental 1,000

		__Redesignated fluent English proficient __Other Subgroups:	
Make surveys for staff, parents, and students using Survey Monkey.	School wide	X All ------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 300

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Survey shows: 87% of parents are satisfied school to home & attendance info & 82% of staff, parents, and students believe MESD has a positive school climate. Metrics- Priority 3: Parental Involvement: MESD will show involvement through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings and Back to School Night. Parents will also be involved with our Renaissance program, field trips, and community events. Parents will be invited through automatic phone calls, flyers, and the webpage.. Metrics- Priority 5: Student Engagement: MESD students are engaged through our Renaissance program which rewards grades, attitude, and good behavior. Renaissance takes 2 field trips, motivates students to achieve better grades and positive behavior. We are part of a 7 school consortium which competes against each other monthly. Students must have good grades and behavior. The annual attendance rate will be 97% or better and chronic absenteeism will be 5% or less in 2017-18. Middle School Drop Out Rate will be 0. High School Drop Out Rate and Graduation Rate is NA. Metrics- Priority 6: School Climate: MESD will show a decrease from 6 (5%) to 4 (3%) suspensions and the expulsion rate will continue to be 0%. Survey will show that 76% of staff, parents, and students feel safe on campus and are connected to the school. Local Alignment Midway will maintain the student focused programs in Safety & Wellness, Renaissance, Community Poolside Days, electives, and field trips.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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, fieldtrips, Safety	School wide	X All ------------------ OR: __Low Income pupils __English Learners	1000-1999 Certificated salaries and benefits S&C 4,500 5000-5999:Services And Other Operating Expenditures

plan, classroom environment, electives and other events as feasible.		__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Supplemental 7,000
Continue county-wide process for addressing chronic absences.	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	Services And Other Operating Expenditures Supplemental 1,000
Make surveys for staff, parents, and students using Survey Monkey.	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Cost to purchase surveys 5000-5999: Services And Other Operating Expenditures Base 300

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	Survey shows: 89% of parents are satisfied school to home & attendance info & 84% of staff, parents, and students believe MESD has a positive school climate. Metrics- Priority 3: Parental Involvement: MESD will show involvement through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings and Back to School Night. Parents will also be involved with our Renaissance program, field trips, and community events. Parents will be invited through automatic phone calls, flyers, and the webpage. Metrics- Priority 5: Student Engagement: MESD students are engaged through our Renaissance program which rewards grades, attitude, and good behavior. Renaissance takes 2 field trips, motivates students to achieve better grades and positive behavior. We are part of a 7 school consortium which competes against each other monthly. Students must have good grades and behavior. The annual attendance rate will be 97% or better and chronic absenteeism will be 5% or less in 2018-19.Middle School Drop Out Rate will be 0. High School Drop Out Rate and Graduation Rate is NA. Metrics- Priority 6: School Climate: MESD will show a decrease from 4 (3%) to 2 (1.5%) suspensions and the expulsion rate will continue to be 0%. Survey will show that 78% of staff, parents, and students feel safe on campus and are connected to the school. Local Alignment Midway will maintain the student focused programs in Safety & Wellness, Renaissance, Community Poolside Days, electives, and field trips.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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,Technology Plan, field trips, Safety plan, classroom environment, electives and other events as feasible.	School wide	X All ------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Cost of Renaissance activities, community games, electives, and field trips. 1000-1999 Certificated salaries and benefits S&C 5,000 5000-5999: Services And Other Operating Expenditures S&C 7,000
Continue county-wide process for addressing chronic		X All	Services and operating expenditures Supplemental 1,000

absences.	School wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	
Make surveys for staff, parents, and students using SurveyMonkey.	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Cost to purchase surveys 5000-5999: Services And Other Operating Expenditures Base 300

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

GOAL 3:	Midway School Survey results will document that 70% of parents will be knowledgeable about Common Core State Standards and Smarter Balanced Assessment as measured by Parent Surveys completed twice annually.	Related State and/or Local Priorities: 1 2 3 X 4 5 6 7 8 __ COE only:910 _____ Local :Specify

Identified Need :	Public & staff input established parents need to learn more about Common Core and State Standards. Input from DAC, Surveys and Public Hearings asked for help with understanding CCSS, how to help students, & 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 on 70% of satisfaction by stakeholders.

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	PRIORITY 3 - PARENT ENGAGEMENT Parents & Staff will have the opportunity for input into LCAP, The SSC will establish the LCAP Base Advisory Committee. Surveys will be given to stakeholders at the Parent/Teacher Conferences. Letters will sent home, phone calls will be made and letters will be sent home with students. MESD will seek parent input through surveys and meetings. District will meet the requirements for stakeholder engagement as described in Ed Code sections 52062 (parent advisory committee input). Promotion of parental participation. Survey results will show that 70% of the parents are satisfied with their level of knowledge about Common Core Instruction and Smarter Balanced assessment, including how to assist their students with learning requirements. See other metrics from Goal 2.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Revise Parent survey to include CCSS R/LA. Update MESD Web page to include CCSS progress	School wide	X All ---- OR: Low Income pupils	Survey Monkey will be used. 5000-5999: Services And Other Operating Expenditures Base, $200

		__English Learners __Foster Youth __Redesignated fluent English proficient __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.	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 300 1000-1999: Certificated salaries and benefits Base 500
Continue Parent-School participation activities for parents of at-risk students (FRPM, RSP, Title I, homeless) and revise standard forms of communication (including representation on SSC, and compliance with policy requirements).	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries and benefits Supplemental 500
Provide in-service needed for parents of students in the intervention program	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	1000-1999: Certificated Personnel Salaries and benefits REAP 500
Provide Common Core & Smarter Balanced in-services	School	X All	1000-1999: Certificated Personnel Salaries and benefits Base

for parents (including parents of Title I) and parent leadership group for CC Math; Reading/Language Arts; Science…	wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated	1,500
		English proficient __Other Subgroups: (Specify)	

LCAP Year 2: 2017-18			

Expected Annual Measurable Outcomes:	PRIORITY 3 - PARENT ENGAGEMENT Parents & Staff will have the opportunity for input into LCAP, The SSC will establish the LCAP Base Advisory Committee. Surveys will be given to stakeholders at the Parent/Teacher Conferences. Letters will sent home, phone calls will be made and letters will be sent home with students. MESD will seek parent input through surveys and meetings. Base will meet the requirements for stakeholder engagement as described in Ed Code sections 52062 (parent advisory committee input). Promotion of parental participation. Survey results will show that 80% of the parents are satisfied with their level of knowledge about Common Core Instruction and Smarter Balanced assessment, including how to assist their students with learning requirements. See other metrics from Goal 2.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Revise Parent survey to include CCSS R/LA. Update MESD Web page to include CCSS progress	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Survey Monkey will be used. 5000-5999: Services And Other Operating Expenditures Base, 200
Revise the traditional methods of parent communication	School	X All	5000-5999: Services And Other Operating Expenditures

to include up-to-date information on policies, school reports, Common Core progress and others as needed.	wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	Base 300 1000-1999: Certificated salaries and benefits Base 500
Continue Parent-School participation activities for parents of at-risk students (FRPM, RSP, Title I, homeless) and revise standard forms of communication (including representation on SSC, and compliance with policy requirements).	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries and benefits Supplemental 500
Provide in-service needed for parents of students in the intervention program	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries and benefits REAP 500
Provide Common Core & Smarter Balanced in services for parents (including parents of Title I) and parent leadership group for CC Math; Reading/Language Arts; Science.	School wide	XAll OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries and benefits Base 1,500

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	PRIORITY 3 - PARENT ENGAGEMENT Parents & Staff will have the opportunity for input into LCAP, The SSC will establish the LCAP Base Advisory Committee. Surveys will be given to stakeholders at the Parent/Teacher Conferences. Letters will sent home, phone calls will be made and letters will be sent home with students. MESD will seek parent input through surveys and meetings. Base will meet the requirements for stakeholder engagement as described in Ed Code sections 52062 (parent advisory committee input). Promotion of parental participation. Survey results will show that 85% of the parents are satisfied with their level of knowledge about Common Core Instruction and Smarter Balanced assessment, including how to assist their students with learning requirements. See other metrics from Goal 2.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Revise Parent survey to include CCSS R/LA. Update MESD Web page to include CCSS progress	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	SurveyMonkey will be used. 5000-5999: Services And Other Operating Expenditures Base 200
Revise the traditional methods of parent communication to include up-to-date information on policies, school reports, Common Core progress and others as needed.	School wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 300 1000-1999: Certificated salaries and Benefits Base 500
Continue Parent-School participation activities for	School	X All	1000-1999: Certificated Personnel Salaries Supplemental 500

parents of at-risk students (FRPM, RSP, Title I, homeless) and revise standard forms of communication (including representation on SSC, and compliance with policy requirements).	wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent	
		English proficient __Other Subgroups: (Specify)	
Provide type of in-service needed for parents of students in the intervention program	School wide	X All ------------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries and benefits REAP 500
provide Common Core & Smarter Balanced in services for parents (including parents of Title I) and parent leadership group for CC Math; Reading/Language Arts; Science…	School wide	X All ------------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries and benefits Base 1,500

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

GOAL 4:	By the end of 2016-17, student performance levels will indicate an increased percentage of pupils scoring at proficient or above, as follows: All students in the Midway Elementary School Base will meet or exceed standards in English/Language Arts and Math on the CAASPP assessment. Local Alignment Midway will maintain its SPSA actions and programs that support student achievement.	Related State and/or Local Priorities: 1 2 3 4 X 5 6 7 X 8 X COE only:910 _____ Local :Specify
Identified Need :	Student Achievement Federal Alignment was and is to increase numbers of children achieving proficiency. That is the focus of all Midway's goals/actions described in all of its plans (LEAP/SPSA, Tech Master Plan, Safety Master Plan, ELL Master Plan, Task Force and the new LCAP). That effort has been successfully documented by 2012-2013 STAR data: API(825) & AYP(met), the number proficient or above in Math was 73.9%, with 63% proficient for the identified subgroup, the number proficient or above in Reading/Language Arts was 50.7% with 44.4% proficient for the identified subgroup. Interim Metric: Multiple Measure MMAR report. State Metric: Smarter Balance State Testing as reported & MMAR reports	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority- 4: CAASPP scores for all students will be Math 35% met or exceeded standards; ELA 35% met or exceeded standards and CST Science 35% proficient or above. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks. N/A The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of college preparedness. N/A The English learner reclassification rate. N/A The percentage of pupils who have passed and advanced placement examination with a score of 3 or higher. N/A The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. N/A Student Achievement: Students will be challenged by the curriculum, quizzes, and testing in the classroom. All students in the Midway Elementary School Base will meet or exceed standards in English/Language Arts and Math on the CAASPP assessment. Priority- 7: All students, including unduplicated students and students with exceptional needs, will be provided a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable. Subjects provided include reading/language arts, mathematics, science, social studies and physical education. Electives provided are guitar lessons and STEM. Unduplicated students participate in the regular program. Title I services are provided to unduplicated pupils. At-risk students will receive supplemental intervention services beyond services provided to all students such as counseling. Students with special needs will participate in the regular program with support from Resource Specialist Program and Speech pathology. Upper grade students, unduplicated students and students with special needs will have an opportunity to participate guitar elective. Priority- 8: All students, unduplicated students and students with special needs will have an opportunity to participate in Physical Education. Scores for physical fitness tests will be: 50% of 5th & 8th graders will meet/exceed standards for physical fitness tests on all tests.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted Expenditures

		service	
Continue to use local annual assessments: Accelerated Reader program, Lexia Reading Program, Compass learning & grades.	School-wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1000-1999: Certificated Salaries and benefits Base 5,000
Contract with MMARS to provide disaggregated assessment data for reading and math.	School-wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base 300
Implement infrastructure and hardware upgrades to the Computer Lab and classrooms. Based on the SSC & Board approved Technology Plan.	School-wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 5,000 5000-5999: Services And Other Operating Expenditures REAP 5,000 5000-5999: Services And Other Operating Expenditures Base 5,000
Provide data analysis that makes recommendations	School-	X All	1000-1999: Certificated Personnel Salaries Base 1,000

drawn from MMARS disaggregated reports that indicate percent of growth for various sub-groups within the at-risk population covering the LCAP & SPSA. Mail to parents & staff. This data will be evaluated by DAC, the Administration and forwarded to the Board.	wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	

LCAP Year 2: 2017-18

| Expected Annual Measurable Outcomes: | Priority- 4: CAASPP scores for all students will be Math 40% met or exceeded standards; ELA 40% met or exceeded standards and CST Science 38% proficient or above.

The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks. N/A

The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of college preparedness. N/A

The English learner reclassification rate. N/A

The percentage of pupils who have passed and advanced placement examination with a score of 3 or higher. N/A

The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. N/A

Student Achievement: Students will be challenged by the curriculum, quizzes, and testing in the classroom. All students in the Midway Elementary School Base will meet or exceed standards in English/Language Arts and math.

Priority- 7: All students, including unduplicated students and students with exceptional needs, will be provided a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable. Subjects provided include reading/language arts, mathematics, science, social studies and physical education. Electives provided are guitar lessons and STEM.

Unduplicated students will participate in the regular program. Title I services will be provided to unduplicated pupils. At-risk students will receive supplemental intervention services beyond services provided to all students such as counseling.

Students with special needs will participate in the regular program with support from Resource Specialist Program and Speech pathology. Upper grade students, unduplicated students and students with special needs will have an opportunity to participate guitar elective.

Priority- 8: All students, unduplicated students and students with special needs will have an opportunity to participate in Physical Education. Scores for physical fitness tests will be: 60% of 5th& 8th graders will meet/exceed standards for physical fitness tests on all tests. |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	School-	X All	

Continue to use local annual assessments: Accelerated Reader reading level tests and goals to guide student in reading and data to help track progress throughout year; Lexia reading intervention used in K-3 grades in classrooms with chromebooks computers, they also collect data that assist teacher with instruction.	wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	1000-1999: Certificated Salaries and benefits Base 5,000
Contract with MMARS to provide disaggregated assessment data for reading and math.	School-wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base 300
Implement infrastructure and hardware upgrades to the Computer Lab and classrooms. Based on the SSC & Board approved Technology Plan.	School-wide	X All OR: __Low Income pupils __English __Learners Foster	5000-5999: Services And Other Operating Expenditures Base 5,000 5000-5999: Services And Other Operating Expenditures REAP 5,000

		__Redesignated fluent English proficient __Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 5,000
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 & SPSA. Mail to parents & staff. This data will be evaluated by DAC, the Administration and forwarded to the Board.	School-wide	X All ----------------------------------- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 1,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Priority- 4: CAASPP scores for all students will be Math 40% met or exceeded standards; ELA 40% met or exceeded standards and CST Science 40% proficient or above. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks. N/A The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of college preparedness. N/A The English learner reclassification rate. N/A The percentage of pupils who have passed and advanced placement examination with a score of 3 or higher. N/A The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. N/A Student Achievement: Students will be challenged by the curriculum, quizzes, and testing in the classroom. All students in the Midway Elementary School Base will meet or exceed standards in English/Language Arts and math. Priority- 7: All students, including unduplicated students and students with exceptional needs, will be provided a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable. Subjects provided include reading/language arts, mathematics, science, social studies and physical education. Electives provided are guitar lessons and STEM. Unduplicated students will participate in the regular program. Title I services will be provided to unduplicated pupils. At-risk students will receive supplemental intervention services beyond services provided to all students such as counseling. Students with special needs will participate in the regular program with support from Resource Specialist Program and Speech pathology. Upper grade students, unduplicated students and students with special needs will have an opportunity to participate guitar elective. Priority- 8: All students, unduplicated students and students with special needs will have an opportunity to participate in Physical Education. Scores for physical fitness tests will be: 70% of 5th& 8th graders will meet/exceed standards for physical fitness tests on all tests.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to use local annual assessments: Accelerated	School-	X All	1000-1999: Certificated Salaries and benefits Base 5,000

Reader, Smarter Reader & grades.	wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	
Contract with MMARS to provide disaggregated assessment data for reading and math.	School-wide	X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	5800: Professional/Consulting Services And Operating Expenditures Base 300

Implement infrastructure and hardware upgrades to the Computer Lab and classrooms. Based on the SSC & Board approved Technology Plan.	School-wide	X All
		OR:
		__Low Income pupils
		__EnglishLearners
		__Foster Youth
		Redesignated fluent English proficient
		___Other
		  Subgroups:
		  (Specify)
			5000-5999: Services And Other Operating Expenditures Base 5,000
			5000-5999: Services And Other Operating Expenditures REAP 5,000

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 & SPSA. Mail to parents & staff. This data will be evaluated by DAC, the Administration and forwarded to the Board.	School-wide	X All ------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 1,000

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) Howhavetheactions/servicesaddressedtheneedsofallpupilsanddidtheprovisionsofthoseservicesresultinthedesiredoutcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limitedto,Englishlearners,low-incomepupils,andfosteryouth;anddidtheprovisionofthoseactions/servicesresultinthedesiredoutcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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:	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: 1 X 2 X 3 _ 4 _5 6 7 8 COE only:910 _____ Local :Specify

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	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 Priority 2 – Implementation of State Standards MESD has totally 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	Actual Annual Measurable Outcomes:	Priority 1 – Basic Services Credentialed Teacher Teaching Outside of Subject Area Rate-0% Most Recently Adopted Textbooks Rate: 100% all students 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 Highly qualified teacher rate 100% Priority 2 - MESD has fully implemented CCSS Math and initiated reviewing CCSS Reading Language arts texts. State Standards are taught in all classrooms as verified by teacher observations and lesson plans. How programs and services enable EL students to access standards for purposes of gaining academic content knowledge and EL proficiency. NA

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Supplement the daily core instruction and the daily	Base $3,000 LCFF	Expanded intervention services by increasing teacher to .28FTE and	
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.	Supplemental 51,000 Cert Salaries Classified Salaries 4,500 EPA 20,830 Title I 20,000	paraprofessional time to .12FTE. Cost to maintain the computer lab and pay for student programs.	1000-1999: Certificated Personnel Salaries and benefits S&C 35,000 2000-2999: Classified Personnel Salaries and benefits EPA20,830 1000-1999: Certificated Personnel Salaries and benefits Title I20,000
Scope of Schoolwide Service All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)		Scope of Schoolwide Service X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)	
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 weaknesses	Base LCFF 1,500 Supplemental 3,000 Certificated Salaries	Based on data, we added more instructor and paraprofessional time to each day. Based on data, we also added oral reading practice books and a read- along program	1000-1999: Certificated Personnel Salaries and benefits Supplemental 1,000 5000-5999: Services And Other Operating Expenditures Supplemental 1,200

	Schoolwide		Schoolwide
Scope of service X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)		Scope of Service X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	
Adopt/Purchase Reading/Language Arts textbooks for 110 students.	Base LCFF 12,000 Instructional Materials 6,000 REAP District 12,000 Textbooks	Purchased supplies for language Arts and new Common Core Lang. Art adoption.	Base LCFF 16,520 4000-4999: Books And Supplies Supplemental 3,785
Scope of Service X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide	Scope of Service X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide
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.	Base LCFF Cert Salaries 3,000	Tech lab instructor trained teachers in CAASP Test taking, and how to increase kids online skills in Math and Reading/Language Arts. Tech trained teachers primarily to assist the unduplicated pupils.	1000-1999: Certificated Personnel Salaries Supplemental 2,400
Scope of Service X All	Schoolwide	Scope of Service X All	Schoolwide

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)	
Determine costs of tech for teachers.	REAP 1,000 Certificated Salaries	Cost of maintenance for the 2015-16 school year was completed. Needed software, head phones, and several replacement computers along with replacement printers. The cost of ink was a major consistent cost.	4000-4999: Services And Other Operating Expenditures REAP1,000
Scope of Service X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide	Scope of Service X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide
What changes in actions, services, and expenditures will be made as a result of reviewing	We will continue our Professional Development, continue to improve CC math for students and visit other schools. We purchased Language Arts/Reading text books, they cost less than budgeted. The district has conducted a qualitative and quantitative analysis of goal 1 actions throughout 2015-16. Based on this analysis, stakeholder feedback, and resources, the district chose to continue many of the actions for the 2016-17 plan implementations.		

| past progress and/or changes to goals? | |

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.

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 2 from prior year LCAP:	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.	Related State and/or Local Priorities: 1 __ 2 __ 3 X 4 __ 5 X 6 X 7 8 __ COE only:9 __ 10 __ Local :Specify

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Metrics Priority 3-Parental Involvement Efforts the school Base makes to seek parent input in making decisions for the school Base and each individual school-site. 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 Base 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. Special meetings will be held when needed and parents will be given information at Back to School Night How the school Base 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	Actual Annual Measurable Outcomes:	Priority 3 – Parental Involvement Parents are encouraged to participate on School Site Council and District Advisory Committee 68% of parents said they volunteered & helped with homework. Parents notified by automatic call/texts messages, website, Messages w/kids, SBA & monthly letters. School promotes parental participation for parents of unduplicated pupils with Title I meetings. 80% of parents were satisfied with the modernization of the notification system. Parents are notified to attend Back to School Night. A special meeting for parents of unduplicated students is included in Back to School Night. MESD will hold IEPs with exceptional students when scheduled. Parent-teacher conferences include distribution of district survey. Parents are always welcome to volunteer, come to Board meetings, IEPs, and any special event: carnival, Christmas

education teachers will personally contact parents.

Metrics – Priority 5
School attendance rates-96% Chronic absenteeism rate-3% High school dropout rates-N/A Middle school dropout rates-N/A High school graduation rates-N/A

Metrics – Priority 6
Pupil suspension rates-4% Pupil expulsion rates-0
Other local measures, including surveys of pupils, parents, and teachers will feel connected and safe at school. 75% of MESD staff, parents, & students will be satisfied with the school climate.

Program, and Renaissance trip.

Priority 5 – Pupil Engagement School Attendance Rate: 91.65% Chronic Absenteeism Rate: 5.0% High School Graduation Rate: NA High School Dropout Rate: NA Middle School Dropout Rate: 0

Priority 6 – School Climate Suspension Rate: 6%
Expulsion Rate: 0%
Truancy Rate: 9.8%
Parents, and students agree at 85% that they feel safe on campus. This is according to surveys which will be reformed and administered and given during teacher/parent conferences.

LCAP Year: 2015-16			
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 using an electronic call system. Include up-to-date information on policies, school reports, common core progress and others as needed.	1,000 District Base LCFF 1,000 S&C Classified Salaries	Expanded electronic call system. Cost of labor to update the current system.	2000-2999: Classified Personnel Salaries and benefits Base 850

Scope of Service X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)	Schoolwide	Scope of Service X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)	Schoolwide
Contract with MMARS for SARC revision and update of Web page.	LCFF SARC 200	Contracted with MMARS for SARC. Revised and updated Web.	5000-5999: Services And Other Operating Expenditures Base 200
Scope of Service All X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)	Schoolwide	Scope of Service All X All OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify)	Schoolwide
Continue to fund 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	E-Rate 8,000 Base LCFF 25,000 6,000 S&C Certificated 5,000 and Classified Salaries 1,000	Raised money through class activities, carnival and movie night. Identified & purchased equipment necessary to assure that all classrooms have standard set of hardware/software and infrastructure.	5000-5999: Services And Other Operating Expenditures E-Rate 6,750 2000-2999: Classified Personnel Salaries Supplemental 4,300 5000-5999: Services And Other Operating Expenditures Base 4,000 6000-6999: Services And Other Operating Expenditures Base 18,400 1000-1999: Certificated Personnel Salaries Concentration 1,000

at-risk students (FRPM, RSP, Title 1, homeless) After school sports Christmas program Camp KEEP Assemblies			
Scope of Service X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide	Scope of Service X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide
Revise Parent-School Compact & Title 1 focusing on mathematics, LCAP, CCSS and attendance.	Base LCFF Certificated 200	Instructor made changes for our Title I program.	1000-1999: Certificated Personnel Salaries Base 300
Scope of Service: XAll OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide	Scope of Service XAll OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide
Contract for teachers and consultants to improve areas the data shows is weak.	11,603 Base LCFF Contracts	Supplemental programs and workshops for certificated.	1000-1999: Certificated Personnel Salaries Supplemental 8,500
Scope of Service	Schoolwide	Scope of Service	Schoolwide

XAll OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)		XAll OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	
Contract with SurveyMonkey to make staff, parent, and student surveys.	• Base LCFF 200 Survey Monkey	Purchased SurveyMonkey surveys.	5000-5999 services and other operating expenditures, Base 200
Scope of Service X_All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide	Scope of Service XAll OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	MESD will continue to be a part of SARB, continue to improve Title I, evaluate data and adjust as needed, continue to support programs, and contract with SARC. Budgeted $3,500 for update to communication but it cost less. Budgeted $45,000 for trips, programs, Camp KEEP…but only spent $26,000. The district has conducted a qualitative and quantitative analysis of goal 2 actions throughout 2015-16. Based on this analysis, stakeholder feedback, and resources, the district chose to continue many of the actions for the 2016-17 plan implementations.		

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 3 from prior year LCAP:	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__ 2 X_ 3 X_ 4 X_ 5__ 6__ 7 8 ___ COE only:9__10 ___ Local :Specify

Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	85% of the 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. Metrics – Priority 2– Implementation of State Standards 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. Metrics – Priority 3– Parental Involvement Efforts the school Base makes to seek parent input in making decisions for the school Base and each individual school site. Surveys will show that parents are more involved in decision making, volunteering and helping their students with homework. How the school Base will promote parental participation in	Actual Annual Measurable Outcomes:	90% of parents indicated satisfaction with the timely notices related to absences, info regarding all school events and timely report of school-wide programs and intervention programs. Priority 2 – Implementation of State Standards MESD has fully implemented CCSS Math and initiated reviewing CCSS Reading Language arts texts. State Standards are taught in all classrooms as verified by classroom walkthroughs and lesson plans. All classrooms with implemented state-adopted content standards are accessible to all students. Programs and services that enable EL students to access standards for purposes of gaining academic content knowledge and EL proficiency are in place but not needed yet. NA Priority 3 – Parental Involvement Parents are encouraged to participate on School Site Council and District Advisory Committee 68% of parents said they volunteered & helped with homework. School promotes parental participation for parents of unduplicated pupils with Title I meetings.

programs for unduplicated students.

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 Base 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– Student Achievement
Statewide assessments-CST, ELA 50.7% proficient; math 73.9% proficient; Growth ELA 2%; MATH 1% CAASP

The Academic Performance Index. N/A

The percentage of pupils who have successfully completed courses that satisfy the requirements
for entrance to the UC or CSU, or career technical education sequences or programs of study
that align with state board approved career technical education standards and frameworks. N/A

The percentage of English learner pupils who make progress toward English proficiency as
measured by the CELDT; or any subsequent assessment of college preparedness. N/A

The English learner reclassification rate. N/A

The percentage of pupils who have passed and advanced placement examination with a score of 3 or higher. N/A

The percentage of pupils who participate in, and demonstrate

MESD makes every effort to reach parents through automatic phone calls/texts messages, website, and messages sent with students, School Board agendas. We do not have a monthly letter home yet.

Special meetings are held at Back to School Night for unduplicated students.

At every Board Meeting I went over the current status of the LCAP. Usually 5 to 15 parents were at the meeting. We would give out awards to 9 children, one per grade. After I updated the Board on LCAP I gave out awards to the students, forcing the parents to stay.

Priority 4 – Student Achievement
API Growth NA
API score NA
2015 CAASPP-ELA met or exceeded standards 31%
2015 CAASPP- Mathematics met or exceeded standards -31%
Science Proficient or Advanced– 63% 5th grade and 8th grade did not have enough students to produce stats.
English Learner Reclassification Rate -NA
Percent Making Progress Towards English Proficient AMAO 1- NA
EAP Math/ ELA 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

college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. N/A	

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Revise standard information packets for school binder.	Base LCFF 500 Certificated	Packets were revised for the 2015-16 school year.	1000-1999: Certificated Personnel Salaries Base 500
Scope of Service X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide	Scope of Service X All OR: Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide
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…	1000-1999: Certificated Personnel Salaries Base 1,000	There was a Title I training but no other trainings for parents.	1000-1999: Certificated Personnel Salaries Base 300

Scope of Service
 	
X All
OR:
  Low Income pupils
	Schoolwide	Scope of Service -
		
		X All
		OR:
		  Low Income pupils
			Schoolwide

__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)		__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	
Make revisions on Survey to reflect the thoughts of parents, staff, and students.	1000-1999: Certificated Personnel Salaries Base 300	Survey was revised.	1000-1999: Certificated Personnel Salaries Base 300
Scope of Service XAll --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide	Scope of Service XAll --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district has conducted a qualitative and quantitative analysis of goal 4 actions throughout 2015-16. Based on this analysis, stakeholder feedback, and resources, the district chose to continue many of the actions for the 2016-17 plan implementations.		

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 4 from prior year LCAP:	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 proficient or above, as follows: Math, 3% increase of students scoring proficient or above (76.9%); Reading/language arts, 6% increase of pupils scoring proficient or above (56.7%). Students will increase in performance of Fitness Standards. 5th grade results were 25% in 4 of 6 standards; 37.5 % in 5 of 6 standards and 0% in 6 of 6 standards. 6th grade results were 25% in 4 of 6 standards; 37.5% in 5 of 6 standards and 12.5% in 6 of 6 standards	Related State and/or Local Priorities: 1__2__3__4X_5__ 6__7 X 8 X_ COE only:9__10 ___ Local :Specify

Goal Applies to:	Schools:	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.
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Metrics – Priority 4 CST math 73.9% proficient; 50.7% ELA. Growth of 2% ELA and 1% math - CAASPP The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks. N/A The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of college preparedness. N/A The English learner reclassification rate. N/A The percentage of pupils who have passed and advanced placement examination with a score of 3 or higher. N/A	Actual Annual Measurable Outcomes:	CST: Science 35% Priority 4 – Student Achievement API score NA 2015 CAASPP-ELA met or exceeded standards 31% 2015 CAASPP- Mathematics met or exceeded standards - Science Proficient or Advanced– 63% 5th grade and 8th English Learner Reclassification Rate -NA Percent Making Progress Towards English Proficient AAMAO 1- NA EAP Math/ ELA 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 Priority 7 – Course Access

The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. N/A

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 include guitar lessons and STEM. Unduplicated students participate in the regular program and electives.

Students with special needs participate in the regular program with support from Resource Specialist Program and Speech pathology

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 such as counseling.

Metrics – Priority 7

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.

Unduplicated students participate in the regular program. Programs and services developed and provided to unduplicated pupils. Electives provided s guitar lessons.

Programs and services developed and provided to individuals with exceptional needs. Title I services are provided to unduplicated pupils. At-risk students receive supplemental intervention services beyond services provided to all students such as counseling.

Students with special needs participate in the regular program with support from Resource
Specialist Program and Speech pathology

Metrics – Priority 8
5th grade: 4 of 6 20%, 5 of 6 42%, 6 of 6 5%
6th grade: 4 of 6 20%, 5 of 6 42%, 6 of 6 17%.

Priority 8: Other Student Outcomes
Physical Fitness Test:
5th grade: 4 of 6:72%; 5 of 6: 64%; 6 of 6: 55%
7th grade: 4 of 6: 75%; 5 of 6: 68%; 6 of 6 38%

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Establish local annual assessments (Accelerated Reader and grades) until data is available for the Smarter Balanced assessment in reading and math.	500 Base LCFF Cert Salaries 2,000 district	Goals were set for Accelerated Reader and students worked to achieve their individual goals.	1000-1999: Certificated Personnel Salaries and benefits Base 1,400 1000-1999: Certificated Personnel Salaries and benefits S&C 500
Scope of Schoolwide Service X All		Scope Schoolwide Services X All	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		OR: __Low Incomepupils __English Learners __Foster Youth __Redesignated fluent English proficient	
__Other Subgroups: (Specify)		__Other Subgroups: (Specify)	
Contract with MMARS to provide disaggregated assessment data for reading and math.	LCFF contracts Base 300	Contract for 2015-16 was signed.	5000-5999: Services And Other Operating Expenditures Base 300
Scope of Service XAll OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide	Scope of Service XAll OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide
Implement infrastructure and hardware upgrades to the computer lab and classrooms. Based on the SSC and Board-approved technology plan.	30,000 Base LCFF 5,000 S & C Contracts 11,500 Equipment 6,000 REAP	Computers were replaced throughout the school. Computers were purchased for Smarter Balanced Testing. Printers, hardware, and ink was purchased for school. Software was purchased for K-8th grade class rooms, the computer lab and the office. Consulting for new programs: lab and classrooms.	Equipment Base 21,000 Contracts Supplemental 11,000 5800: Professional/Consulting Services And Operating Expenditures REAP 4,000

Scope of Service X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide	Scope of Service X All OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	Schoolwide
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.	1,300 S&C Certificated Salaries	Data analysis was taken from MMARS and showed to the teachers concerning various subgroups within the at-risk population covering LCAP and SPSA. This data will be evaluated by the DAC and forwarded to the Board.	1,300 S&C Certificated Salaries

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	MESD will continue to implement and upgrade technology in the classrooms and lab, use information from MMARS to provide data to teachers then act on it, continue to use AR and grades to assess progress and bring in the CAASP testing results. We overestimated our budget for new technology and computers.

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 theamountoffundsintheLCAPyearcalculatedonthebasisofthenumberandconcentrationoflowincome,fosteryouth,andEnglishlearner pupilsasdeterminedpursuantto5CCR15496(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 Base wide, schoolwide, countywide, or charter wide manner as specified in 5 CCR 15496.

For school Bases with below 55 percent of enrollment of unduplicated pupils in the Base 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 Base wide or schoolwide manner, the school Base must additionally describe how the services provided are the most effective use of funds to meet the Base'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:	$79,648

Midway will expend the 2016-2017 LCFF funding of $95,884 to assist with each of the goals in the LCAP. Each of the goals will rely on Base general fund money as it has in the past with Supplemental and Concentration expenditures of at least $79,648. 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. Midway is a single school district, the percentage of low income population to the total school population is 56.38%; the district will utilize the Supplemental and Concentration funds for districtwide services with actions primarily directed to the unduplicated population. 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 4 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 2016-2017.

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 LCAPyearascalculatedpursuantto5CCR15496(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.

| 10.7 | % |

Midway School will improve services by:
•   Instruction realignment to Common Core Math & Reading/Language Arts
•   Revising methods for communication with parents
•   Facilities upgrades

Midway School will increase Services with:
•   Additional technological hardware and software
•   Additional opportunities for staff training
•   Additional opportunities for parent training
•   Additional instructional time for the Intervention Program
•   Additional instructional materials

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 thetotalnumberofdaysapupilisabsentisdividedbythetotalnumberofdaysthepupilisenrolledandschoolwasactuallytaughtinthe total number of days the pupil is enrolled and school was actually taught in the regular day schools of the Base, exclusive of Saturdays andSundays.

   (2) Theunduplicatedcountofpupilswithaprimary,secondary,orshort-termenrollmentduringtheacademicyear(July1–June30).

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

(b) "MiddleSchooldropoutrate"shallbecalculatedassetforthinCaliforniaCodeofRegulations,title5,section1039.1.

(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, and4.

   (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, and4.

   (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 – June30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July1–June30).

    (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 – June30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July1–June30).

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

01-13-15