

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Midway School

CDS Code: 15636696009781

School Year: 2021-22

LEA contact information:

Al Quezada

District Superintendent

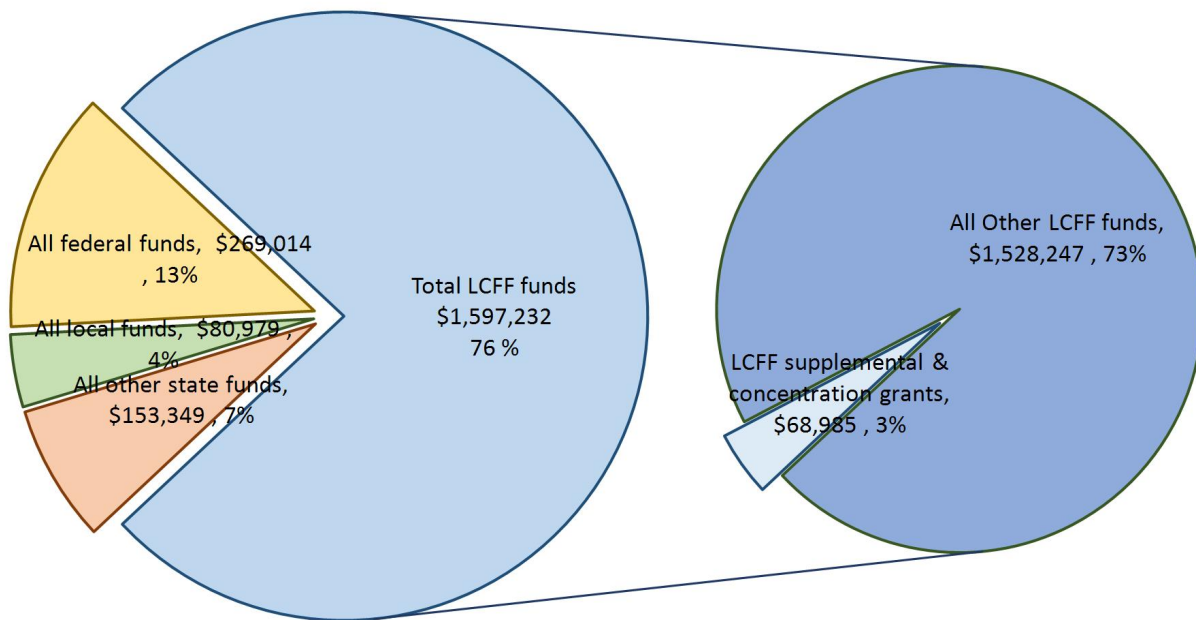
alquezada@midwaytigers.com

661-768-4344

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



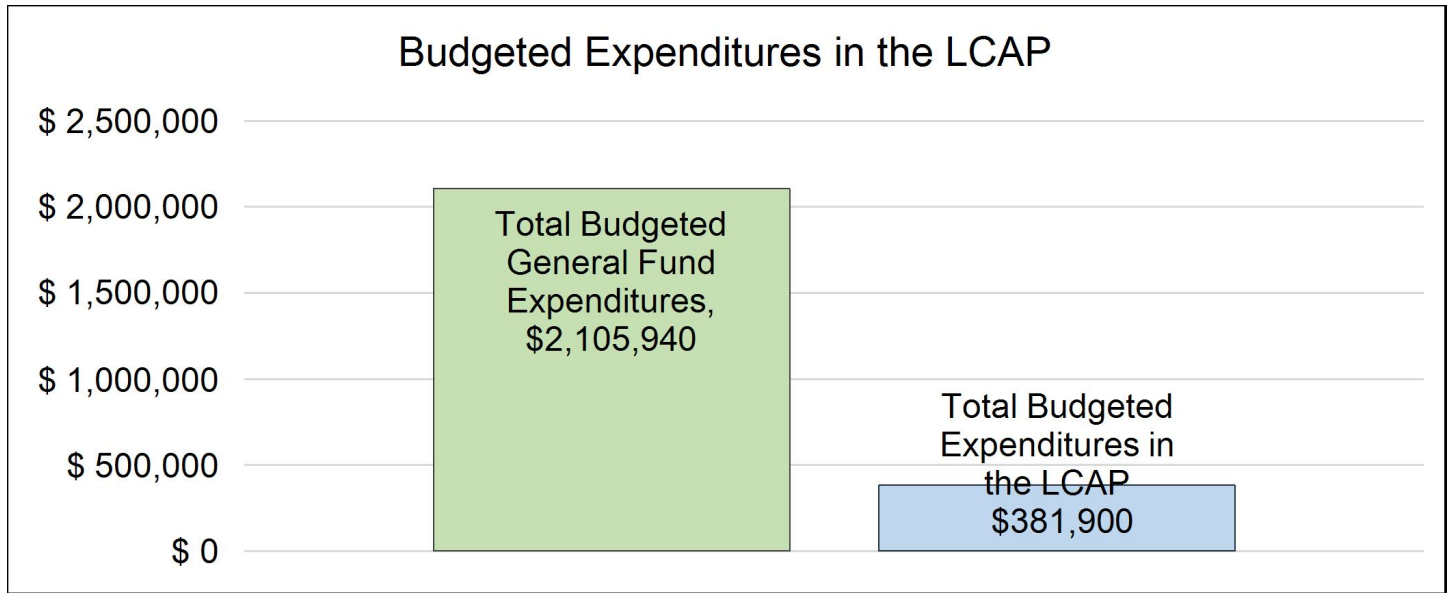
This chart shows the total general purpose revenue Midway School expects to receive in the coming year from all sources.

The total revenue projected for Midway School is \$2,100,574, of which \$1,597,232 is Local Control Funding Formula (LCFF), \$153,349 is other state funds, \$80,979 is local funds, and \$269,014 is federal

funds. Of the \$1,597,232. in LCFF Funds, \$68,985 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Midway School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Midway School plans to spend \$2,105,940 for the 2021-22 school year. Of that amount, \$381,900 is tied to actions/services in the LCAP and \$1,724,040 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Dues and memberships, insurance, district oversight fees, staff recruiting and onboarding expenses; legal fees; loan, financing, bond, payroll, and accounting fees; property taxes; licensing fees; security fees; business services; special education encroachment; misc operating expenses; postage and delivery; contracted substitute teachers; utilities; repairs and maintenance; staff development; student activities; payroll taxes; communications.

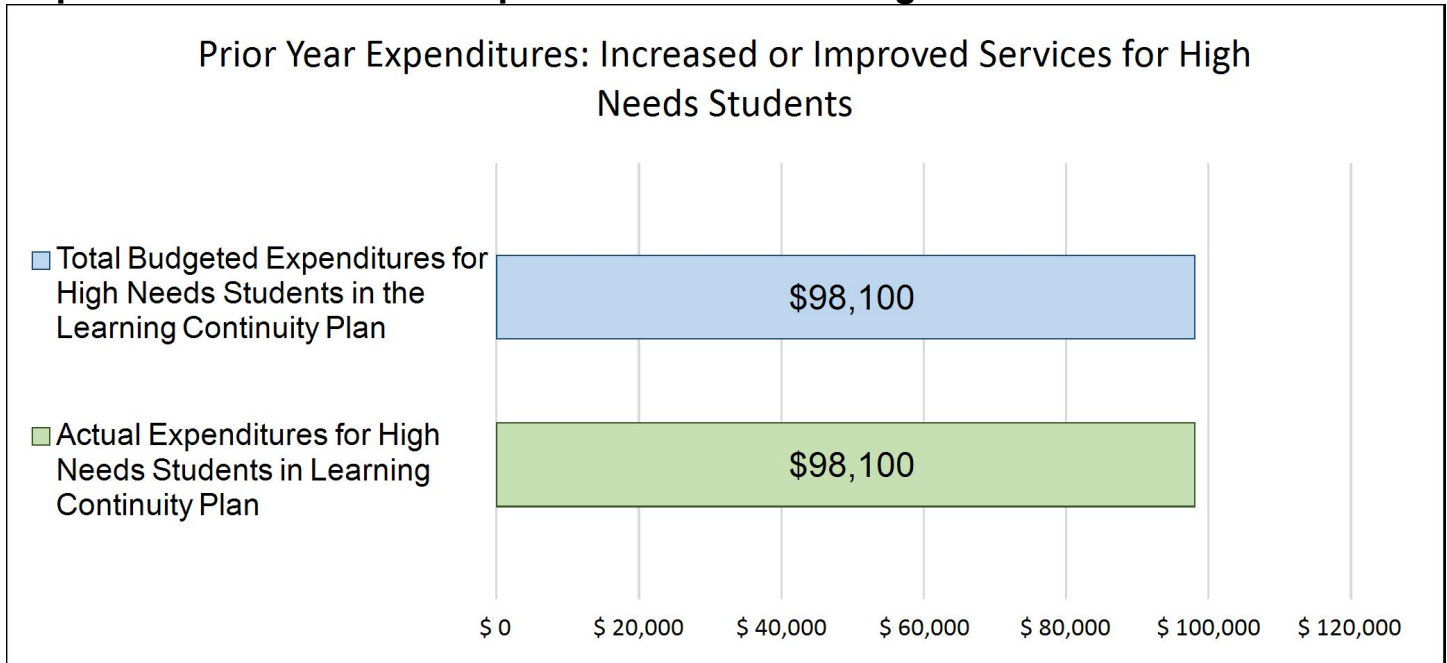
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Midway School is projecting it will receive \$68,985 based on the enrollment of foster youth, English learner, and low-income students. Midway School must describe how it intends to increase or improve services for high needs students in the LCAP. Midway School plans to spend \$220,900 towards meeting this requirement, as described in the LCAP.

N/A

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Midway School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Midway School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Midway School's Learning Continuity Plan budgeted \$98,100 for planned actions to increase or improve services for high needs students. Midway School actually spent \$98,100 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Increase student achievement with high expectations for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 4A: Statewide Assessments 19-20 CAASPP ELA: 70% CAASPP Math: 55%	CAASPP ELA: 52.24% CAASPP Math: 44.78%
Metric/Indicator Priority 4B: API 19-20 NA	NA
Metric/Indicator Priority 4C: % of pupils completing A-G 19-20 NA	NA
Metric/Indicator Priority 4D: % pupils making progress toward English proficiency 19-20 Establishing Baseline	0% One EL student this year - initial testing was completed.
Metric/Indicator	0%.One EL student this year - initial testing was completed.

Expected	Actual
Priority 4E: English Learner Reclassification Rate 19-20 Establishing Baseline	
Metric/Indicator Priority 4F: % of pupils passing AP Exam with 3 or higher. 19-20 NA	NA
Metric/Indicator Priority 4G: % of pupils who participate in and demonstrate college preparedness as per EAP 19-20 NA	NA
Metric/Indicator Priority 8: Other Pupil Outcomes 19-20 90% percent of all students will meet their AR goal.	85% of students met their AR goal.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Provide supplemental instructional aide principally directed to support unduplicated students in classrooms.	Classified Salaries and Benefits REAP \$13,400 Certificated Salaries and Benefits Supplemental \$57,000	Classified Salaries and Benefits REAP \$13,400 Certificated Salaries and Benefits Supplemental \$57,000
1.2 Continue Accelerated Reader, IXL Learning and Compass Learning for reading comprehension skills and as incentive programs school wide.	5000-5999: Services And Other Operating Expenditures REAP \$5,000	5000-5999: Services And Other Operating Expenditures REAP \$2,100
1.3 Strengthen student writing by scheduling a period and purchasing necessary resources.	Materials and Supplies Lottery \$5,000	Materials and Supplies Lottery \$3,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.4 Provide for instructional aides in Combination classes to support unduplicated students.	See action 1-1	See action 1-1

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Supplemental and concentration funds budgeted within this goal that were expended as planned. Remaining funds from other sources that were not used / implemented were used to directly impact student achievement including online resources, materials for distance learning, purchased Chromebook computers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Three classroom aides supported unduplicated students in K-8 grades. Aides focused on helping individual students and small groups for intervention support. We continued the Accelerated Reader program reading intervention for all grades K-8. We purchased online IXL Learning for math, ELA, History, and Science for common Core standards support (2-8). Distance Learning: At first, a challenge we experienced was logging on to our on line learning resources for staff and students. As a result of this, we started using the online platform CLEVER to help students and teachers with a single sign-on for all online sites used for core curriculum or resources. Distance Learning: "Canvas" Learning Management System was purchased to allow teachers and students to participate in distance learning during the COVID-19 pandemic. All purchased resources assisted with increasing student writing time and practice.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1A :Teachers appropriately assigned and fully credentialed for assignment 19-20 100% of teachers will be appropriately assigned and fully credentialed and trained to teach Common Core Reading/ Language Arts and Math using the adopted curriculum.	100% of teachers were appropriately assigned / 80% of teachers were fully credentialed
Metric/Indicator Priority 1B: Pupil access to standards aligned materials 19-20 Maintain 100% of students having access to standards aligned materials.	Maintained 100% of students had access to standards aligned materials.
Metric/Indicator Priority 1C: School facilities maintained in good repair 19-20 School facilities are maintained in good or better repair.	School facilities were maintained in good or better repair.
Metric/Indicator Priority 2A: Implementation of CA academic and performance standards	Status: moved to “Substantial” Implementation and maintained.

Expected	Actual
19-20 Maintain full implementation.	
Metric/Indicator Priority 2B: How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language proficiency 19-20 100% of English Learners will have access to CCSS and ELD standards for academic content knowledge and English Language proficiency	100% of EL students received access to CCSS and ELD standards for academic content knowledge and English Language Proficiency.
Metric/Indicator Priority 7A: Extent to which pupils have access to and are enrolled in a broad course of study. 19-20 100% of students will have access to a broad course of study.	Status maintained: 100% of students had access to a broad course of study.
Metric/Indicator Priority 7B: Extent to which pupils have access and are enrolled in programs/services for unduplicated pupils 19-20 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.	Maintained 100% of all unduplicated students were enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.
Metric/Indicator Priority 7C: Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs. 19-20 100% of students with special needs will participate in the regular program with support from Resource Specialist Program and Speech pathology.	100% of students with special needs participated in the regular program with support from Resource Specialist Program and Speech pathology

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Replacing supplemental materials and consumables.	4000-4999: Books And Supplies Lottery \$15,000	4000-4999: Books And Supplies Lottery \$15,000
2.2. Provide ongoing professional development support for the implementation of the Common Core State Standards in ELA, math, History- social science and science - targeting low income students.	Travel and Conference Base \$10,000	Travel and Conference Base \$2,000
2.3. Explore strategies to extend learning opportunities for all students that include STEM, Camp KEEP and educational field trips.	Materials and Supplies Base \$8,000	Materials and Supplies Base \$1,000
2.4. Continue to pay salaries and benefits for two additional TK-8 grade teachers to maintain class sizes of 18:1. This service supports instructional strategies that allow for more individual attention for unduplicated students.	Certificated Salaries and Benefits Supplemental and Concentration 186,000	Classified Salaries and Benefits Supplemental and Concentration \$186,000
2.5. Improve and/or maintain school facilities. Ensure that school is modernized, safe, clean, and in good repair that fosters academic achievement.	Classified Salaries and Benefits Base 87,000	Classified Salaries and Benefits Base \$87,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budgeted funds for this goal were expended as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One of our successes was to continue to pay for two additional teachers to maintain combination classes under the 18:1 ratio. This allowed for the much-needed extra attention and support that our students received as we navigated through distance learning and transitioning back into in-person instruction. Teachers, along with our paraprofessionals, supported smaller cohorts and also allowed for individual attention when required. We were also able to adopt and purchase a new science curriculum that was well suited for online learning with a well developed web-based platform. The clear challenge affecting our planned actions was the inability to travel for professional development and student educational field trips. COVID limited us to stay on campus.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3A: Efforts to seek parent input in decision making for district and school sites.</p> <p>19-20 Parental Involvement/input: MESD will show involvement/input through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent volunteers, Jupiter Ed, TIGER program and Back to School Night.</p>	Parental Involvement/input occurred via video conferencing (due to COVID-19 restrictions), through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent volunteers, TIGER program, and Back to School Night.
<p>Metric/Indicator Priority 3B: How district promotes participation of parents for unduplicated pupils</p> <p>19-20 100% of Parents will be invited through automated phone calls, flyers, and school website.</p>	100% of unduplicated parents were invited to participate in all activities through automated phone calls, video conferencing, flyers, and school website.
<p>Metric/Indicator Priority 3C: How district promotes participation of parents with exceptional needs.</p>	100% of parents with exceptional needs students with IEP's and 504's were invited to participate via video conferencing, making confirmation phone calls and being flexible by making time for necessary meetings.

Expected	Actual
19-20 100% of parents with exceptional needs students with IEP's and 504's by making confirmation phone calls and being flexible by making time for necessary meetings.	
Metric/Indicator Priority 5A: School attendance rates 19-20 Maintain 96% or better	Decreased to 94.7% (COVID-19)
Metric/Indicator Priority 5B: Chronic absenteeism rates 19-20 Decrease 3% from baseline	Current rate is 11.25%, it increased by 4.75% from prior school year.
Metric/Indicator Priority 5C: Middle school dropout rates 19-20 0% middle school dropout	0%
Metric/Indicator Priority 5D: High school dropout rates 19-20 N/A	NA
Metric/Indicator Priority 5E: High school graduation rates: 19-20 N/A	NA
Metric/Indicator Priority 6A: Pupil suspension rates 19-20 3% suspension rate	0% Suspension Rate
Metric/Indicator Priority 6B: Pupil expulsion rates	0% Expulsion Rate

Expected	Actual
19-20 0% expulsion rate	
Metric/Indicator Priority 6C: Other local measures of sense of safety and school connectedness 19-20 Administer student surveys annually and maintain TIGER program that promotes connectedness	Surveys were administered through Survey Monkey / TIGER program was limited because of COVID guidelines

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1.Continue to fund School Messenger, school website, Jupiter Ed and parent surveys that help with parent communication.	4000-4999: Books And Supplies Lottery \$3,000	4000-4999: Books And Supplies Lottery \$2,600
3.2 Continue to encourage parent involvement through parent volunteers, SSC/DAC and TIGER program - Monthly meetings.	4000-4999: Books And Supplies Student Fund (TIGER) \$2,000	4000-4999: Books And Supplies Student Fund (TIGER) \$0
3.3. Continue county-wide process for addressing chronic absences through SARB.	5000-5999: Services And Other Operating Expenditures Base \$1,000	5000-5999: Services And Other Operating Expenditures Base \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Supplemental and concentration funds were not utilized within this goal, However, other funds that were not used as planned for implementation of goals were used for: Student mental well being when students returned for for in-person instruction starting October 26, 2021. Funds were also used to improve student attendance during COVID-19 distance learning period.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The obvious challenge was of course COVID-19 Pandemic that forced students to stay home for part of the school year and limited opportunities for: Parent participation, student engagement because of lack of internet connectivity, and positive experiences through our TIGER program. Some successes were that we were able to offer in-person instruction to all K-8 students for 5 days a week from

7:50 AM - 1:30 PM starting on October 26, 2021. This allowed for students to participate with higher engagement, limiting chronic absences.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase PPE for students and staff	\$1,500	\$1,500	No
Hire extra staff for helping with social distancing and deep cleaning	\$10,000	\$10,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

No substantive differences between planned actions and/or budget and what was implemented.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Classroom Aides / custodians were flexible with extending and flexing their hours to accommodate student achievement during in-person instruction including additional / extra cleaning associated with COVID-19. PPE and safety signage was purchased for students and staff and was very helpful as students returned to in person instruction in October 2020. We successfully implemented school safety protocols to keep all students and staff safe, including but not limited to physical distancing, mask wearing and hand washing. Challenges included adapting to school with the masks and all the other safety precautions we put in place to ensure safety of students and staff. The fact that we returned in October 2020 and continued the rest of the school year in person is a huge success for our students and staff.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Lightspeed content filtering for Chromebooks for student use.	\$600	\$600	No
Purchase Chromebook Computers for student use at home.	\$14,000	\$14,000	Yes
Purchase Kajeet hotspots for student use at home.	\$1,000	\$1,000	Yes
Purchase Canvas Learning Management System for distance teaching and learning.	\$600	\$600	Yes
Extra duty for certificated and classified staff to learn how to support the technology and connectivity for students and their families – EX: Clever.	\$1,000	\$1,000	No
Student Learning Packet printing for those with connectivity issues and those who are behind with their work and learning.	\$2,500	\$2,500	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

No substantive differences between the planned actions and what was implemented.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Distance learning was limited because the majority of the students came back to in-person instruction after the first quarter, October 2020. In order to provide continuity of instruction and learning to ensure that pupils have access to devices and connectivity as well as a full curriculum, we purchased Chromebooks as well as Kajeet Hotspots for student use at home. Additionally we utilized “Clever” as our single sign-on landing page for all our students. This site helps organize all our online resources, grading, and textbooks, making it efficient and easier for staff to organize and students to access. This was an important addition; parents and students were discouraged with access during the spring school closure. Students can simply use a badge that quickly allows them access to all

their resources. Within Clever is the “Canvas” Learning Management System where students go to receive their daily instruction via video conferencing. They also use this platform to post their work and access their grades. Teachers understand that the goal is to make every attempt to duplicate instruction and use board-approved curriculum materials that would be used in the physical classroom. To help with this process we sent home all physical textbooks along with access to digital textbooks. Our entire core board-adopted curriculum has digital platforms that allow teachers to assign and access student work. Clever single sign-on has made this transition a success, allowing students to simply click and be at the website without having to remember usernames and passwords.

Pupil participation and progress was addressed as students and staff were held accountable to a schedule from 8:00 am-1:30 pm. It was a challenge for daily attendance to be taken during Distance Learning for both teachers and students. Student attendance and engagement was recorded daily with “Schoolwise” student system and CDE engagement template. Teachers were required to work in their classrooms, ensuring they have connectivity and access to their resources for successful instructional opportunities. Students also gain the routine and structure that is necessary for a successful learning environment for both groups. Teachers were instructing and supporting in a synchronous manner for all subjects. Paper packets with schoolwork were sent home when required as additional resources or if a student was not able to access them because of connectivity issues.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Maintained additional certificated staff hired to keep class sizes lower. This action enables teachers to better address student learning loss and accelerating learning, especially during the COVID 19 crisis.	\$80,000	\$80,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

No substantive differences between the planned actions and what was implemented.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Our greatest success was when our students were given the option to be back in-person on 10/28/21. While teachers taught from school every day of the school year, feedback from parents, teachers, students and staff told us that everyone was excited to get back to learning at school! This allowed for the majority of our student population to be back Monday-Friday from 7:50 am-1:30 pm., limiting student inequity that was occurring from distance learning. The school supported their English Learner by visiting the house, ensuring the wireless router was in working condition and that this student's education could proceed. Communication for this student was done in Spanish. Budgeted funds continued to keep additional certificated staff, allowing for 18:1 student to teacher ratio, which allowed for higher levels of support for small groups and one-to-one intervention. This includes our low income students and students with disabilities. Additionally, this helped with keeping students mental well being as a priority to support against COVID-19 related issues.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

We had high success with our students returning to in person instruction at the beginning of the school year and, as a result, teachers and staff noticed that students social and emotional well-being remained positive with limited problems. We feel that the fact that students were able to be together, play at recess, and in general reconnect safely (PPE) their social emotional well being did not suffer like it might have with a later return to school. As stated previously, most students returned for in-person instruction on October 28, 2020, Monday - Friday from 7:50 am- 1:30 pm, allowing for our students to return to most of their learning routines. They also had opportunities to play and socialize during recess, swimming and organized social activities. Students that required intervention in this area were offered in-school counseling. All K-8 students returned to in-person instruction as of March 2021. All staff were aware of possible challenges with unique COVID-19 circumstances, and to communicate directly to administration with any concerns associated with students social and emotional well-being.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We are a small school with a total of 75 students and keeping track of student engagement or participation is quickly identified and acted on by teacher or office staff. Our re-engagement procedures were successful, requiring the classroom teacher to initially make a phone call to parents for all pupils who were absent from distance learning for more than three school days or 60 percent of the instructional day in a school week in order to attempt to resolve issues and or challenges. The teacher would document and refer to the administration if a student does not improve with participation within two days and who is at risk of additional learning loss. Our absence rate is currently at 94%, with all students presently opting for in-person instruction.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Midway School was able to partner up with Taft City School District and Taft High School to provide lunches to all our students "Seamless Summer" during the distance learning portion. The only challenge was that we had to schedule an employee to supervise drop-off locations.

Distance Learning:

When participating in distance learning (or hybrid learning) all of our students had the opportunity to receive a FREE "Grab & Go" lunch meals at 11:30 a.m. Monday – Friday.

In-Person Instruction:

All K-8 students are participating in in-person instruction, daily meals are delivered to our campus cafeteria from the Taft City Schools on a regular schedule.



Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	NA	NA	NA	

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

NA

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We learned that we need to insure that our technology infrastructure and Chromebook devices are updated and developed into our future goals. We also need to continue to offer professional development in all things technology, management of online resources, grading and communication. We have to make sure we include student evaluation and intervention support for possible learning loss that will need to be addressed in the 2021-2023 years.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to utilize Star Math, Star Reading, state adopted curriculum to evaluate students status and needs. Benchmarks will be set and intervention will be administered as needed for unduplicated students as well as all students. We will continue to keep student to teacher ratio at 18:1, this will help with addressing the possible learning loss that occurred over the COVID-19 period. Students with unique needs will also be evaluated and offered small group support or one-to-one intervention. IEP's will help address needed support and intervention.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

No substantive differences between the planned actions and what was implemented throughout this plan.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Student evaluation and Student outcomes will be at the forefront of our 2021-24 LCAP development. We understand the significant challenges and impact of COVID-19 on our staff, students and community. In saying that, we were fortunate that our small student population made it possible to quickly transition from distance learning to in-person instruction. Student engagement was high through-out distance learning and in-person instruction. The LCP also helped with insuring that our students and staff were fully engaged in the day to day schedule and with the new learning environment. We are planning on continuing to use best practices from our previous our 2019-20 LCAP and explore new resources and assessments that will address the possible learning loss associated with COVID-19 period. Overall, Midway is optimistic about the upcoming 2021-22 school year and proud that we were able to bring all students back to in-person instruction for most of 2020-21.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	392,400.00	369,100.00
Base	106,000.00	90,000.00
Lottery	23,000.00	20,600.00
REAP	18,400.00	15,500.00
Student Fund (TIGER)	2,000.00	0.00
Supplemental	57,000.00	57,000.00
Supplemental and Concentration	186,000.00	186,000.00
	186,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	392,400.00	369,100.00
4000-4999: Books And Supplies	20,000.00	17,600.00
5000-5999: Services And Other Operating Expenditures	6,000.00	2,100.00
Certificated Salaries and Benefits	243,000.00	57,000.00
Classified Salaries and Benefits	100,400.00	286,400.00
Materials and Supplies	13,000.00	4,000.00
Travel and Conference	10,000.00	2,000.00
	10,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	392,400.00	369,100.00
4000-4999: Books And Supplies	Lottery	18,000.00	17,600.00
4000-4999: Books And Supplies	Student Fund (TIGER)	2,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	1,000.00	0.00
5000-5999: Services And Other Operating Expenditures	REAP	5,000.00	2,100.00
Certificated Salaries and Benefits	Supplemental	57,000.00	57,000.00
Certificated Salaries and Benefits	Supplemental and Concentration	186,000.00	0.00
Classified Salaries and Benefits	Base	87,000.00	87,000.00
Classified Salaries and Benefits	REAP	13,400.00	13,400.00
Classified Salaries and Benefits	Supplemental and Concentration	0.00	186,000.00
Materials and Supplies	Base	8,000.00	1,000.00
Materials and Supplies	Lottery	5,000.00	3,000.00
Travel and Conference	Base	10,000.00	2,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	80,400.00	75,500.00
Goal 2	306,000.00	291,000.00
Goal 3	6,000.00	2,600.00
Goal 4		0.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$11,500.00	\$11,500.00
Distance Learning Program	\$19,700.00	\$19,700.00
Pupil Learning Loss	\$80,000.00	\$80,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$111,200.00	\$111,200.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$11,500.00	\$11,500.00
Distance Learning Program	\$1,600.00	\$1,600.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$13,100.00	\$13,100.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$18,100.00	\$18,100.00
Pupil Learning Loss	\$80,000.00	\$80,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$98,100.00	\$98,100.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Midway School encourages and celebrates high academic achievement for all students. We are a small single school/district with approximately 87 students in grades Transitional Kindergarten through Eighth. We are located in Fellow's, California, with a proud hard-working rural community on the west end of Kern County. We have over a hundred-year history with a beautiful safe campus and a reputation for high expectations for student behavior. Midway's small-school setting allows for reduced class sizes and individualized attention for all students. Our students participate in academic, athletic, and social events with other similar small schools throughout the school year. In addition, all students participate in a variety of grade-level-appropriate educational field trips. We also have a strong accountability program (TIGER) that encourages all students to achieve high expectations with built-in recognition and rewards: rallies, field trips, homework clubs, and academic award assemblies.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Our greatest success was re-opening our school for in-person instruction on October 26, 2020. This allowed for students and staff to finally be in the most unrestricted and equitable environment. We were able to offer 5 days a week of direct in-person instruction, allowing our staff to begin the process of evaluating and administering needed intervention. Students with a lack of technology for distance learning from home were able to receive necessary materials, additional help, and direct instruction. Our teaching staff very quickly accepted the challenge of learning and adopting a new model of teaching with technology being the centerpiece. It's been impressive to witness the commitment of our staff to adapt to the ever-changing environment of COVID-19 guidelines and protocols.

Our current reading programs and the low teacher-to-student ratio is working, with more students receiving the necessary support. Because of this, we've been able to have our students become successful readers. Our students benefit from having an instructional aide that can support students and teachers with small groups or in a one-to-one setting. Teachers have benefited from our ongoing weekly and monthly professional development sessions. Supporting our teachers offers our students the best opportunity to learn and succeed. Our teaching staff has also communicated how invaluable these work sessions are in their preparation and growth as a professional and we plan on building from this practice in the next few years by doing more intentional reflection. Reflection on daily instruction as well as on formative and summative assessments will continue to develop our staff and the practices we employ for teaching and learning. The district has also recognized the benefits of maintaining the teacher-to-student ratio at 1:16. This allows our teachers to have the best opportunity to support all students with a variety of instructional strategies. The lower numbers have contributed to a better social-emotional and mental well-being student population. This has also contributed to a more positive, safer, and productive school environment. We are proud to mention that our school was named a Distinguished School (one of only eight from Kern County) for 2019 by the state superintendents office back in December 2019.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

65% of our students live in a rural community with 58% of them unduplicated. Typically our students come into school requiring more support with their reading in our elementary grades. We purposefully have developed and supported strong reading programs, extra support from instructional aides, and a lower teacher-to-student ratio. Our 2019 CAASPP scores have our students declining in our math scores with 6.1 below standard and our ELA achievement remains high, with 15.6 above standard. Of concern to us is our SED students and the fact that their Math scores declined by almost 17 points on CAASPP for the 2019 California School Dashboard. We plan on adding additional math professional learning this coming school year so that staff are prepared to support these students in their learning.

According to the 2019 California School Dashboard, our SED students were in the Orange performance level for Chronic Absenteeism. This was an increase over the prior year of 3.6 % for a current rate of over 10% for this group which is considered at the high level. We understand that parent engagement is an important part of student success at school and in the community. We also understand that communication, messaging and relationships are vital components that allow for a more connected school-to-home experience. This allows for consistent dialogue between district, teacher, and parent that directly influences student educational and behavioral outcomes. Developing and maintaining a recognition program that promotes academic success, anti-bullying and positive behavior is critical to ensuring student safety and learning.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Midway's LCAP goals Identify parent Involvement, student achievements, broad access to standards-aligned instructional materials, safe and positive school climate, and attendance rate.

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

Student to Teacher ratio continues at 16:1. Paraprofessionals assist in combination classes. Our suspensions and attendance rates are in a good range. School Climate has been positive with students and staff. TIGER Program guides our student behavior and recognizes student accomplishments through award assemblies and field trips. Productive staff in-services have been the centerpiece for setting expectations and building strong support systems for growth.

Fall 2019 results from California School Dashboards identify our students tested on the Smarter Balanced Test as "High Status" in Language Arts and "Medium Status" in Math. Our suspensions and attendance rates are in a good range. Facilities are safe and provide a comfortable/positive learning environment for all stakeholders.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Midway School District has not CSI eligible schools.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Midway School District has not CSI eligible schools.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Midway School District has not CSI eligible schools.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

We sent messages via the “Schoolwise” messaging system that allows us to send text and emails that assisted with quickly informing all families of scheduled LCAP meetings. We also used “Survey Monkey” to send out surveys to parents, students, teachers and other school staff that assisted in understanding the most pressing challenges with COVID-19 related issues and input in the development of the current LCAP. We made sure to make phone calls and send emails to our families who speak a language other than English.

Weekly meetings were held with certificated and classified staff in an effort to adjust to COVID-19 pandemic guidelines throughout the 2020-21 school year. We made sure to continuously evaluate students to gain information on possible learning loss from the effects of COVID-19 and then evaluating our current programs with the intent to adjust and add necessary strategies and programs for the upcoming 2021-22 school year. Technology infrastructure and devices need were also considered. We also evaluated staffing needs to best support all students with best practices in the classroom.

The administration joined Kern County Superintendent of Schools meetings and training to gain the latest information and most current guidelines regarding COVID-19 and funding, food distribution, and in-person and distance learning. Best practices to combat possible learning loss were shared amongst districts for the current 2020-21 school year and looking forward to 2021-22. Many of our ongoing plans and public hearings were presented for public comment and approved by our local school board. All meetings were made available via Zoom video conferencing.

Regarding the LCAP and LCAP development, the district communicated regularly with the general community, our labor unions (including CTA - teachers and CSEA - other school personnel representatives, allowing for conversations and updates to address ongoing changes with COVID-19 and a development plan addressing how to best support students moving forward with the LCAP and possible learning loss in 2021-22. Regular communications occurred monthly via Zoom, emails, phone calls, and in-person meetings. Feedback was solicited via Zoom meetings starting back in January from parents and the community as well as from SELPA. Student and teacher input was taken regularly at school as we were back to in person learning during the fall of 2020. Midway has one superintendent / principal that communicated with his Parent Advisory Committee quarterly to keep the representative group informed on COVID related issues as well as LCAP related news. The Parent Advisory Committee reviewed the LCAP on May 27th and there were no questions or comments for which the superintendent needed to respond in writing.

A summary of the feedback provided by specific stakeholder groups.

Community and parents feedback focused on COVID-19 related items: Students wearing masks and social distancing, teacher and paraprofessional support regarding the student to teacher ratio, funding for possible learning loss, technology devices and infrastructure improvements in classrooms, social and mental well-being. LCAP feedback from parents, staff, and the community have returned positive responses and the desire to continue our "Tiger" recognition program that celebrates academic successes and positive behavior. Our

certificated staff discovered at one of our In-service training that most teachers felt that writing was not receiving enough attention in our daily schedule. It was suggested that we adopt a writing program that would be shared by all grades, bringing uniformity throughout all grades. During our parent volunteer meetings, it was voiced that our students attending Camp KEEP have an incredible experience during their week-long field trip. Parent surveys had an 85% positive response to the accelerated reading program and would like to continue it in the future. Building a positive school culture with student safety was a priority for our parents when surveyed.

Other general LCAP feedback throughout the year from parents, students, teachers, other school personnel and local bargaining units as well as the community and our Parent Advisory Committee feedback all focused on the following:

- professional development with technology-related programs and resources
- paraprofessional support for student intervention
- adopt local assessment programs that will evaluate students (NWEA & I-Ready)
- continue to support teacher to student ratio to 16:1

COVID related feedback for all groups focused on allowing for small groups and individual support for possible learning loss during the COVID-19 period.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Feedback received from various stakeholder groups confirms that the school community and general community stakeholders are in agreement that we continue the following actions in our 2021-2024 LCAP:

- Continue to provide supplemental instructional aides to support unduplicated students in classrooms in order to continue to meet their unique needs and improve local and state academic outcomes.
- Continue TK-8 grade class sizes of 16:1 teacher to student ratio in order to meet the unique needs of our unduplicated students. This service supports instructional strategies that allow for more individual attention for unduplicated students and supports the learning for all students.

Goals and Actions

Goal

Goal #	Description
1	Accelerate learning and close achievement gaps in order to become prepared for high school as measured by student outcomes.

An explanation of why the LEA has developed this goal.

65% of our students live in a rural community with 58% of them unduplicated. Typically our students come into school requiring more support with their reading in our elementary grades. We purposefully have developed and supported strong reading programs, extra support from instructional aides, and a lower teacher-to-student ratio. Our 2019 CAASPP scores have our students declining in our math scores with 6.1 below standard and our ELA achievement remains high, with 15.6 above standard. Our current reading programs and the low teacher-to-student ratio is working, with more students receiving the necessary support. Because of this, we've been able to have our students become successful readers. Our students benefit from having an instructional aide that can support students and teachers with small groups or in a one-to-one setting. We plan to accelerate learning and close achievement gaps through actions such as maintaining additional instructional aides and other additional supplemental supports and will be measured with state and local student outcome metrics as identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A Pupil Achievement % Met/Exceeded Statewide Assessments - English Language Arts	2019 CAASPP ELA: 55% of students met/exceeded standard for ELA.				CAASPP ELA: at least 70% of students will have met/exceeded standard.
Priority 4A Pupil Achievement % Met/Exceeded as per CAASPP Results. Statewide Assessments - Math	2019 CAASPP Math: 44% of students met/exceeded standard for Math.				CAASPP Math: at least 55% of students will have met/exceeded standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide Assessments - Science (CAST)	2019 (CAST) Science 25.93% of students met/exceeded standard for Science.				(CAST) Science at least 33% of students will have met/exceeded standard.
Priority 4B: % pupils who have successfully completed courses that satisfy the requirements for career technical education sequences and programs of study that align with SBE-approved career technical education standards and frameworks.	NA				NA
Priority 4C: % pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.	NA				NA
Priority 4D: % of pupils who have	NA				NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
successfully completed both types of courses described in subparagraphs (B) and (C).					
Priority 4E: % of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	(We have one English learner) 0% made progress toward English proficiency as per ELPAC. (Initial testing)				100% of English learners make progress toward English proficiency as per the ELPAC.
Priority 4F: The English learner reclassification rate as per local criteria/data.	(We have one English learner) 0% English learners reclassified.				At least 50% of English learners will be reclassified.
Priority 4G: % of pupils who have passed an advanced placement examination with a score of 3 or higher	NA				NA
Priority 4H: % of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	NA				NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: Pupil Outcomes % of students who meet their AR Goals	85% of students met their AR goal as of end of year 2019.				At least 95% of students will have met their AR goal by end of year 2024.

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Instructional Aides	Provide supplemental instructional aides to support unduplicated students in classrooms in order to continue to meet their unique needs and improve local and state academic outcomes.	\$70,400.00	Yes
2	1.2 Supplemental Reading Supports	Continue with Accelerated Reader, audiobooks, and IXL Learning seek out other web based sites for reading comprehension skills and as incentive programs school wide.	\$5,000.00	No
3	1.3 Supplemental Writing Initiative	Strengthen student writing by adding an additional period and purchasing writing program and supplies.	\$5,000.00	No
4	Technology Refresh	Maintain student Chromebooks and connectivity devices in order to ensure that unduplicated students and all students have access to their education for distance learning and in person learning.	\$20,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Students have access to standards-aligned curriculum, instruction, instructional materials and to facilities maintained in good repair.

An explanation of why the LEA has developed this goal.

Teachers have benefited from our ongoing weekly and monthly professional development sessions. Supporting our teachers offers our students the best opportunity to learn and succeed. Our teaching staff has also communicated how invaluable these work sessions are in their preparation and growth as a professional. The district has also recognized the benefits of maintaining the teacher-to-student ratio at 1:16. This allows our teachers to have the best opportunity to support all students with a variety of instructional strategies. The lower numbers have contributed to a better social-emotional and mental well-being student population. This has also contributed to a more positive, safer, and productive school environment and this goal is designed to ensure continued standards aligned teaching and learning with lower class sizes and other additional supports that support the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A Teachers appropriately assigned and fully credentialed for assignment as per staffing report.	100% of teachers are appropriately assigned and fully credentialed for assignment as per staffing report.				Maintain 100% of teachers appropriately assigned and fully credentialed for assignment as per staffing report.
Priority 1B Pupil access to standards aligned materials as per school wide textbook and instructional materials log.	100% of students have access to standards aligned materials.				Maintain 100% of students have access to standards aligned materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1C School facilities maintained in good repair as measured by the FIT report.	School facilities are maintained in good or better repair.				Maintain school facilities maintained in good or better repair.
Priority 2A Implementation of CA academic and performance standards as per CA State Standards Implementation Matrix.	Administrative walk through observations note "Developing Awareness" as per the CA State Standards Implementation Matrix.				Progress to Full Awareness as per the CA State Standards Implementation Matrix.
Priority 2B How programs/services enable English learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency as per review of designated and integrated ELD implementation.	100% of English Learners have access to CCSS and ELD standards for academic content knowledge and English Language proficiency.				Maintain 100% of English Learners have access to CCSS and ELD standards for academic content knowledge and English Language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7A Extent to which pupils have access to and are enrolled in a broad course of study as per review of daily schedules.	100% of students will have access to a broad course of study.				Maintain 100% of students have access to a broad course of study.
Priority 7B Extent to which pupils have access and are enrolled in programs/services for unduplicated pupils as per review of daily schedules.	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.				Maintain 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.
Priority 7C Programs and services developed and provided to students with disabilities as per IEP review.	100% of students with disabilities participate in programs and receive services developed to provide additional supports as per IEP review.				Maintain 100% of students with students with disabilities are participating in programs and receive services developed to provide additional supports as per IEP review.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Materials	Purchase and implement state adopted standards-based CCSS instructional materials (textbooks, supplemental, consumables, etc.) in all subjects	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Certificated Professional Development	Provide ongoing professional development support for the implementation of the Common Core State Standards in ELA, math, History- social science and science - targeting low income students.	\$15,000.00	No
4	Educational Field Trips	Explore strategies to extend learning opportunities for all students that include STEM, Camp KEEP and educational field trips.	\$8,000.00	No
5	Maintain smaller class size	Continue TK-8 grade class sizes of 16:1 teacher to student ratio in order to meet the unique needs of our unduplicated students. This service supports instructional strategies that allow for more individual attention for unduplicated students and supports the learning for all students.	\$150,000.00	Yes
6	Improve and/or Maintain School Facilities	Improve and/or maintain school facilities. Ensure that school is modernized, safe, clean, and in good repair that fosters academic achievement.	\$86,000.00	No
7	English Learner additional resources.	Provide our English learners with additional resource and supports to increase his language proficiency.	\$500.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Provide and maintain a safe, positive school climate that engages all stakeholders every day as measured by increased attendance, decreased chronic absenteeism and efforts to engage stakeholders.

An explanation of why the LEA has developed this goal.

We understand that parent engagement is an important part to student success at school and in the community. We also understand that communication, messaging and relationships are vital components that allow for a more connected school to home experience. This allows for consistent dialogue between district, teacher and parent that directly influences student educational and behavioral outcomes. Developing and maintaining a recognition program that promotes academic success, anti-bullying and positive behavior is critical to ensuring student safety and learning. Through this goal we will ensure a safe and positive school climate that engages all stakeholders through engagement oriented actions as measured by parent engagement, school attendance and school climate metrics as identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A Efforts to seek parent input in decision making for district and school sites.	100% of parents of students will receive invitations to give input for school wide decision making through automated phone calls, flyers, and school website.				Maintain 100% of parents of students will receive invitations to give input for school wide decision making through automated phone calls, flyers, and school website.
Priority 3B How district promotes participation of parents for unduplicated pupils.	100% of Parents of unduplicated students will be invited to all campus student and parent events via additional notification and phone call reminders / emails /				Maintain 100% of Parents of unduplicated students will be invited to all campus student and parent events via additional notification and phone call

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	electronic text messaging.				reminders/emails/electronic text messaging.
Priority 3C How district promotes participation of parents of students with disabilities.	100% of parents of students with disabilities receive additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)				Maintain 100% of parents of students with disabilities receive additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)
Priority 5A School attendance rates as per local data.	96% student attendance rate.				Maintain at least 96% student attendance rate.
Priority 5B Chronic absenteeism rates as per CA School Dashboard	12% of All Students were Chronically Absent.				Reduce to 6% All Students Chronically Absent.
Priority 5C: Middle school dropout rates as per DataQuest.	0%				Maintain 0%
Priority 5D:	NA				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school dropout rates as per DataQuest.					
Priority 5E: High school graduation rates as per CA School Dashboard.	NA				N/A
Priority 6A: Pupil suspension rates as per CA School Dashboard.	6% Suspension rate				at or below 3%
Priority 6B: Pupil expulsion rates as per DataQuest.	0%				Maintain 0%
Priority 6C: Other local measures of sense of safety and school connectedness as per local data.	Baseline survey data came in at 75% where students felt safe with a positive school environment.				90% where students will feel safe with a positive school environment.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Communication and Involvement	Continue to fund School Messenger, school website, parent volunteers meetings, SSC/DAC, Jupiter Ed and parent surveys that help with parent communication and involvement.	\$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	TIGER Program for Student Recognition and Positive Culture	Purchase awards and supplies for "Tiger" school-wide program that promotes connectedness, student recognition, anti-bullying behavior, academic excellence and positive school culture.	\$3,000.00	No
3	Chronic Absences / SARB	Continue county-wide process for addressing chronic absences through SARB.	\$1,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.98%	\$68,985

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Supplemental funds provided to the Midway School District through the Local Control Funding Formula are being expended on actions and services that are principally directed toward meeting the needs of unduplicated students and student groups for the 2021-22 school year. The school community is rural and lacks community resources such as access to pre-schools, libraries, parks, and recreational services, as well as health clinics and healthy food choices. Furthermore, our unduplicated students enter school lacking background experiences and academic language, general life experiences, and skills which require that we provide additional supports in the form of smaller class sizes and additional instructional aides. As per the 2019 California School Dashboard, Socioeconomically Disadvantaged students showed a decrease in Math by 3.8 points and were at the Yellow performance level. The district's Chronic Absenteeism increased to 8.8%. Socioeconomically Disadvantaged Students Chronic Absenteeism rates increased by 3.6% to a level of "High" at 10.9%.

Goal #1 (1-1) Provide supplemental instructional aides to support unduplicated students in classrooms in order to continue to meet their unique needs and improve local and state academic outcomes.

This action has been determined successful from the 2017-2020 LCAP as per an overall increase in ELA and Math outcomes since 2017 of almost 20 points distance from standard (DFS). (ELA growth was 19.1 points and Math growth was 20.2 points). Additionally, SED students have grown in ELA 5.6 points DFS in part, due to this action we believe.

Goal #2 (2-5) Actions/Services: Continue to pay salaries and benefits for two additional TK-8 grade teachers to maintain class sizes of 16:1 in order to meet the unique needs of our unduplicated students. This service supports instructional strategies that allow for more individual attention for unduplicated students and supports the learning for all students.

This action has been determined successful from the 2017-2020 LCAP as per an overall increase in ELA and Math outcomes since 2017 (ELA growth was 19.1 points and Math growth was 20.2 points) as well as from stakeholder perception data including students, teachers, other school staff, and parents.

We expect the above-mentioned actions to continue to improve state and local assessment outcomes in ELA and Math as well as in Science. Additionally, we believe our actions will increase student and parent engagement, reducing our SED student group's Chronic Absenteeism rate, and we expect an increase in the overall feeling of connectedness between students and teachers.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the actions and services being provided LEA-wide or School wide, the action described below is increased or improved and will meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

Goal #2 (2-7)

- Provide our English learner with additional resource and supports to improve conversational and academic English language proficiency.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$293,500.00	\$38,400.00		\$50,000.00	\$381,900.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$220,400.00	\$161,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	1.1 Instructional Aides	\$57,000.00	\$13,400.00			\$70,400.00
1	2	All	1.2 Supplemental Reading Supports		\$5,000.00			\$5,000.00
1	3	All	1.3 Supplemental Writing Initiative		\$5,000.00			\$5,000.00
1	4	All	Technology Refresh				\$20,000.00	\$20,000.00
2	1	All	Instructional Materials		\$15,000.00			\$15,000.00
2	3	All	Certificated Professional Development				\$15,000.00	\$15,000.00
2	4	All	Educational Field Trips				\$8,000.00	\$8,000.00
2	5	English Learners Foster Youth Low Income	Maintain smaller class size	\$150,000.00				\$150,000.00
2	6	All	Improve and/or Maintain School Facilities	\$86,000.00				\$86,000.00
2	7	English Learners	English Learner additional resources.	\$500.00				\$500.00
3	1	All	Parent Communication and Involvement				\$3,000.00	\$3,000.00
3	2	All	TIGER Program for Student Recognition and Positive Culture				\$3,000.00	\$3,000.00
3	3	All	Chronic Absences / SARB				\$1,000.00	\$1,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$207,500.00	\$220,900.00
LEA-wide Total:	\$207,500.00	\$220,900.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	1.1 Instructional Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,000.00	\$70,400.00
2	5	Maintain smaller class size	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$150,000.00
2	7	English Learner additional resources.	LEA-wide	English Learners	All Schools	\$500.00	\$500.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.