

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Middletown Unified School District		
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2017-20 Plan Summary

THE STORY

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

The Middletown Unified School District (MUSD) encompasses the communities of Middletown, Cobb, and Hidden Valley Lake. MUSD is located in rural southern Lake County, north of Napa County. Lake County is one of the poorest counties in CA, and is challenged by access to health care, unemployment, and other issues of poor rural communities.

Middletown USD consists of Middletown High School, Loconoma Valley Continuation High School, Middletown Middle School, Cobb Mountain Elementary School, Coyote Valley Elementary School, and Minnie Cannon Elementary School. The District also oversees 2 charter schools: Lake County International Charter School and California Connections Academy North Bay. Of the almost 1500 students, 62% qualify for free or reduced price lunch. This rate has been steadily growing, and was markedly increased by the Valley Fire in September, 2015. The student population is 69% white, 24% Hispanic/Latino, and 7% other races. Approximately 7% of the District’s students are English Learners, with an additional 4% who have been reclassified as fluent English proficient.

The MUSD communities are very supportive of their schools. They’ve funded school bonds several times, and support the numerous student activities at all sites. Each school has a vibrant Booster Club/PTO, and Athletics has its own Booster Club. Parents frequently volunteer in all sorts of capacities: chaperones on field trips, drivers for athletics, or being a member of a school site council or English Learner Advisory Council.

MUSD students graduate ready to lead a productive adult life. There is a very low drop out rate, with 56.6% (2015-16 data) of students completing A-G requirements for UC/CSU. Most students plan to continue their education after high school, whether at a 4-year college or university, a community college, or a trade school.

MUSD is committed to creating a community of knowledgeable and responsible life-long learners through challenging learning experiences and mastery of a standards-based curriculum.

Unfortunately, in September of 2015, the Middletown Unified School District communities were ravaged by the Valley Fire, a national disaster. The whole community had to evacuate as the flames roared down the mountain from Cobb and into Middletown and Hidden Valley Lake. Twenty percent of our families and staff members lost their homes and everything they owned in the fire. To say that our students were traumatized is an understatement. The District's priority needed to shift from academic achievement to student support. It is our belief that student achievement has suffered and will continue to suffer due to the trauma of the fire (and there is ample research to support this). While our focus has returned to student achievement, the impact of trauma will be felt for years.

CORE VALUES OF MUSD:

- Student Centered: We value cultivating the unique potential of every child, ensuring a productive life after high school.
- Integrity: We value truth and honesty in every personal interaction throughout the District.
- Engagement: We value learning and teaching that engages and enriches all students, and the highest quality staff that can instill a love of learning in all students.
- Partnership: We value strong parent, school, and community partnerships including respectful and timely two-way communication between home and school.
- Respect: We value providing a safe and supportive environment for students.

LCAP HIGHLIGHTS

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

This year's LCAP is a continuation of last year's successful LCAP with four overarching goals that address all state and local priorities. Very little changed as we are seeing positive results from most of our actions. The key features of this year's LCAP are continued focus on Student Achievement, particularly students who are underperforming, student services, and college and career readiness.

As mentioned above, our students are still suffering from trauma due to the Valley Fire. Embedded within this LCAP are a variety of student supports that will help students cope and heal through the trauma.

A third key feature is the support for professional development for teachers. The shift in standards, new curricula, a changing population, and higher expectations create a need for ongoing professional development. Professional development is embedded throughout this LCAP. Grade-level and content area articulation time is also part of the LCAP. There was tremendous benefit appreciated by this action this year and it will continue in years to come.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Based on the LCFF Evaluation Rubrics, our greatest progress has been made in Graduation Rate, English Learner Progress, and in fewer suspensions at 3 school sites. Middletown High School also saw a significant increase in A-G completion rate (based on raw data).

Hispanic/Latino students, Socioeconomically Disadvantaged students, English Learning students are no longer exhibiting a significant gap in achievement based on data in the CA Assessment Model.

We are also very proud of the progress made by Minnie Cannon Elementary, our school with the highest poverty levels and most English Learners. After years of stagnation, Minnie Cannon has shown dramatic growth, particularly in English Language Arts and English Language Development.

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

GREATEST NEEDS

Based on the LCFF Evaluation Rubrics, our greatest District needs are in mathematics and college and career preparedness. In each of these, the District is in the orange performance category. The LEA has also determined a need for significant improvement in reading based on our review of CAASPP and STAR Reading data.

The District is reviewing math curriculum, with the thought of replacing the current program. The District is also implementing Accelerated Math/STAR Math this year, increasing the graduation requirement to 3 years of math, and providing teachers with professional development in teaching math.

The District is continuing with its focus on reading achievement as reading is critical to being able to access Common Core math.

The LEA is going to increase awareness among students and staff of the indicators for college/career readiness, increase academic counseling, and add a third year math requirement. The District increased dual enrollment options last year, and this should increase college and career readiness as well.

We are curious to see this year’s testing results, however, as the test scores which yielded the results above may have been heavily impacted by the Valley Fire, a national disaster early in the school year that caused loss of weeks of school, loss of numerous students’ and staff homes, and trauma in the whole community.

Based on the School indicator data, our greatest needs (areas in red or orange) are: Minnie Cannon and Middletown High School in suspension (red), Cobb ES (orange), Coyote Valley ES (red) and the District (orange) in Math and Coyote Valley ES (orange) and Middletown Middle School (orange) in ELA.

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

PERFORMANCE GAPS

Middletown Unified School District has demonstrated performance gaps two or more levels below “all student” performance in Suspension Rate and English Language Arts for our Students with Disabilities.

The District is implementing PBIS, which should reduce the Suspension Rate. The District will also work with special education staff to review the ELA goals in Students with Disabilities’ IEPs to assure maximal progress.

INCREASED OR IMPROVED SERVICES

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

The most significant ways the LEA will increase or improve services for low-income students, English learners, and foster youth are found in the actions in Goal 2 (Closing the Achievement Gap), and Goal 4 (School Climate, Parent Involvement, Pupil Engagement). Supplemental and concentration funds are principally directed towards supporting the needs of at risk students. By combining funds with other restricted resources (Title I, Title II, Title III), we are able to provide a broader range of services such as counselors, health professionals, parent education, intervention teachers, supplemental sections (tutoring, credit recovery, English language development), after school and extended year programs.

Academically, strategic and intensive needs supported by supplemental and concentration funds include the following research-based programs and services: Accelerated Reader, Accelerated Math, Early Literacy, and Read Naturally. These interventions approved by the California Department of Education provide additional differentiated tracking of student progress for extended day or year services. Supplemental funds also provide training, tracking, additional staffing (intervention teacher, reading specialists, and counselors), devices for online intervention programs and increased instructional time, which principally benefits disadvantaged students. In addition, supplemental and concentration funds are being used to support ongoing professional development targeted at student achievement, principally for unduplicated pupils.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 16,206,285

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

\$ 4,058,536

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

not included in the LCAP.

The LCAP does not include the majority of salaries (with associated benefits) paid via the general fund.

Certificated salaries and benefits not in LCAP = \$7,995,239

Classified salaries and benefits = \$3,898,017

\$ 12,763,228

Total Projected LCFF Revenues for LCAP Year