

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

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LCAP Year:2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>*Stakeholder Surveys – During the month of February 2014, Maple Administration conducted informational surveys of all stakeholder groups to identify trends, needs, strengths, and desires of each group. These surveys were sent out to Staff, Parents, Board Members and students in grades 4th –8th. The district had a 75% participation rate overall.</p> <p>*Informational Parent Meeting – An informational parent meeting was held on Wednesday, 2/19/14. In this meeting the Superintendent presented a Powerpoint that highlighted the Local Control Funding Formula and the LCAP plan that will accompany the new approach to funding. The Superintendent again approached the attendees and urged them to ask questions and submit input for things that the LCAP plan should include.</p> <p>*Bargaining Unit Meeting - Principal and Academic Coach met with bargaining unit representatives on May 6, 2014 to review the LCAP implementation for 2014 – 2017.</p> <p>*Draft presented to Parent Advisory Group – On May 12, 2014, the District presented the LCAP plan to the School Site Council to review and suggest changes or additions to the plan.</p> <p>*Public Hearing – On June 17, 2014 a public hearing regarding the Maple Elementary School LCAP plan was held.</p> <p>*Adoption – On June 19, 2014 the Maple School Board adopted the LCAP plan as presented.</p>	<p>*Information gathered to identify trends, strengths, weaknesses, desirable services, and tools. This information helped to develop the goals for the LCAP which focused on Technology and Intervention help for struggling students.</p> <p>*Consultation with those in attendance allowed an opportunity to talk through issues that arose due to implementation of LCAP.</p> <p>*Consultation with bargaining unit representatives allowed an opportunity for feedback prior to finalizing the plan.</p> <p>*Opportunity to receive feedback from Parent Advisory Group before finalizing plan.</p> <p>*Final opportunity for public input before LCAP is approved. *No questions from the community require written response.</p>

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?

- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
65% of 3 rd grade EL students are reading, writing, speaking, and listening proficiently in English by the end of their grade based upon CELDT scores, district benchmark testing and teacher grade.	80% of the district's 3 rd grade students will read, write, speak and listen proficiently in English by the end of 3 rd grade based upon CELDT scores, district benchmark testing and teacher grades.	TK-3 rd English learners	Maple Elementary		70% EL language proficiency rates by the end of 3 rd grade	75% EL language proficiency rates by the end of 3 rd grade	80% EL language proficiency rates by the end of 3 rd grade	Priorities #2, #4, #7, and #8
55% of Maple students are proficient in ELA as based	TK-8 th students will increase ELA proficiency by	All TK-8 th Students	Maple Elementary		Students will increase ELA proficiency	Students will increase ELA proficiency	Students will increase ELA proficiency	Priorities #1, #2, #4, #7, and #8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
upon 12-13 Star results, classroom grades, and district benchmark testing.	10% annually based upon multiple local and state measures such as classroom grades, AimsWeb, Renaissance Place Star and Early Literacy testing, CAASSP when available, and district benchmark testing.				by10% over prior year	by10% over prior year	by10% over prior year	
60% of Maple students are proficient in Math as based upon 12-13	TK-8 th students will increase Math proficiency by 10% annually	All TK-8 th Students	Maple Elementary		Students will increase Math proficiency by10% over	Students will increase Math proficiency by10% over	Students will increase Math proficiency by10% over	Priorities #1, #2, #4, #7, and #8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Star results, classroom grades, and district benchmark testing.	based upon multiple local and state measures such as classroom grades, AimsWeb data, CAASSP when available and district benchmark testing.				prior year	prior year	prior year	
The Maple attendance rate is currently at 96.93% and needs to maintain. The suspension rate currently sits at 3.26% and referrals total approximately	The Maple School attendance rate will maintain at 97%, while suspension rates will drop to 2.5% and the total number of referrals will drop by 10%.	All TK-8 th Students	Maple Elementary		Attendance rates will maintain at 97%. Suspension rates will drop to 3.0%. Referrals will drop to 106 annually.	Attendance rates will maintain at 97%. Suspension rates will drop to 2.75%. Referrals will drop to 102 annually.	Attendance rates will maintain at 97%. Suspension rates will drop to 2.5%. Referrals will drop to 99 annually.	Priorities #5 & #6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
110 per year.	These will be measured by review of SchoolWise student information reports.							
Maple parents are involved and engaged in school sponsored activities 60% of the school year as measured by sign-in sheets.	Maple parents will be involved in 75% of all school sponsored activities and parent advisory group meetings throughout the school year as measured by sign-in sheets.	All TK-8 th Students	Maple Elementary		Maple parents will be involved in school sponsored activities 65% of the time	Maple parents will be involved in school sponsored activities 70% of the time	Maple parents will be involved in school sponsored activities 75% of the time	Priorities #3 & #6
Based upon classroom observation	The district will fully implement the Common	All TK-8th Students	Maple Elementary		Maple teachers will	Maple teachers will	Maple teachers will	Priorities: #1, #2, #4, #7, and #8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
data, the current level of Common Core State Standards implementation is minimal.	Core State Standards as measured by APS results and classroom observation data.				partially implement Common Core State Standards	substantially implement Common Core State Standards	fully implement Common Core State Standards	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will

serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
80% of the district’s 3 rd grade students will read, write, speak and listen proficiently in English by the end of 3 rd grade based upon CELDT scores, district benchmark testing and teacher grades.	Priorities #2, #4, #7, and #8	<p>1. Provide PD and support to classroom teachers who will implement EL Achieve program.</p> <p>2. Purchase curriculum aligned to CCSS.</p> <p>3. Partner with KCSOS to conduct student shadowing activity / needs assessment.</p> <p>4. Provide PD and support to classroom teachers based upon needs assessment data.</p> <p>5. Comprehensive PD in CELDT</p>	School Wide (for all actions and services)		<p>1. \$6,000 LCFF</p> <p>2. \$5,000 LCFF</p> <p>3. No addl. cost</p> <p>4. No addl. cost</p> <p>5. No addl. cost</p>	<p>1. \$1,000 LCFF</p> <p>2. \$1,000 LCFF</p> <p>3. No addl. cost</p> <p>4. No addl. cost</p> <p>5. No addl. cost</p>	<p>1. \$1,000 LCFF</p> <p>2. \$1,000 LCFF</p> <p>3. No addl. cost</p> <p>4. No addl. cost</p> <p>5. No addl. cost</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		language proficiency levels and implementation in classrooms. 6. Train teachers in “New” ELD standards and framework. 7. Provide part-time academic coach to assist students and teachers as needed. 8. Provide 3.75 hour classroom aides to support student learning.			6. No addl. cost 7. \$3,500 LCFF 8. \$26,400 LCFF	6. No addl. cost 7. \$3,500 LCFF 8. \$26,400 LCFF	6. No addl. cost 7. \$3,500 LCFF 8. \$26,400 LCFF
TK-8 th students will increase ELA proficiency by 10% annually as measured by various local and state measures such as classroom	Priorities #1, #2, #4, #7, and #8	1. Create district-wide grade level rubrics for writing. 2. Provide PD and support to classroom teachers as needed to support the writing process. 3. Provide part-time academic coach to	School Wide (for all actions and services)		1. No addl. cost 2. No addl. cost 3. \$3,500 LCFF	1. No addl. cost 2. No addl. cost 3. \$3,500 LCFF	1. No addl. cost 2. No addl. cost 3. \$3,500 LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
grades, AimsWeb, Renaissance Place Star and Early Literacy testing, CAASSP when available, and district benchmark testing.		<p>assist students and teachers as needed.</p> <p>4. Provide 3.75 hour classroom aides to support student learning.</p> <p>5. Purchase eBeamTechnology and software to help create interactive lessons.</p> <p>6. Purchase class sets of books.</p> <p>7. Purchase non-fiction book sets to promote various types of reading.</p> <p>8. Purchase AimsWeb program to create baseline school norms and provide data for progress monitoring.</p> <p>9. Purchase CCSS aligned curriculum.</p>			<p>4. \$26,400 LCFF</p> <p>5. \$6,000 LCFF</p> <p>6. \$1,000 LCFF</p> <p>7. \$1,000 LCFF</p> <p>8. \$600 LCFF</p> <p>9. N/A</p>	<p>4. \$26,400 LCFF</p> <p>5. N/A</p> <p>6. \$1,000 LCFF</p> <p>7. \$1,000 LCFF</p> <p>8. \$600 LCFF</p> <p>9. \$18,000 LCFF</p>	<p>4. \$26,400 LCFF</p> <p>5. N/A</p> <p>6. \$1,000 LCFF</p> <p>7. \$1,000 LCFF</p> <p>8. \$600 LCFF</p> <p>9. N/A</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		10. Provide PD and support as needed to ensure the new ELA curriculum is being used to fidelity.			10. N/A	10. No addl. cost	10. N/A
TK-8 th students will increase Math proficiency by 10% annually as measured by various local and state measures such as classroom grades, AimsWeb data, CAASSP when available and district benchmark testing.	Priorities #1, #2, #4, #7, and #8	<p>1. Purchase CCSS aligned curriculum.</p> <p>2. Provide PD and support as needed to ensure the new Math curriculum is being used to fidelity.</p> <p>3. Provide part-time academic coach to assist students and teachers as needed.</p> <p>4. Provide 3.75 hour classroom aides to support student learning.</p> <p>5. Purchase eBeam Technology and software to help create interactive lessons.</p>	School Wide (for all actions and services)		1. \$14,000 LCFF	1. N/A	1. N/A
					2. No addl. cost	2. N/A	2. N/A
					3. \$3,500 LCFF	3. \$3,500 LCFF	3. \$3,500 LCFF
					4. \$26,400 LCFF	4. \$26,400 LCFF	4. \$26,400 LCFF
					5. \$6,000 LCFF	5.N/A	5. N/A

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		6. Purchase AimsWeb to create baseline school norms and provide data for progress monitoring.			6. \$600 LCFF	6. \$600 LCFF	6. \$600 LCFF
The Maple School attendance rate will maintain at 97%, while suspension rates will drop to 2.5% and the total number of referrals will drop by 10%. These will be measured by review of SchoolWise student information reports.	Priorities #5 & #6	<p>1. Implement “Caught Being Good” tickets to all staff to reinforce good behavior.</p> <p>2. Purchase Engrade web-based software program to allow students to access grades, homework, and other resources. Parents also have access to attendance and behavior data.</p> <p>3. Create staff/student “buddies” to foster connections between staff members and students who need extra support or</p>	School Wide (for all actions and services)		<p>1. \$500 LCFF</p> <p>2. \$1,500 LCFF</p> <p>3. No addl. cost</p>	<p>1. \$500 LCFF</p> <p>2. \$1,500 LCFF</p> <p>3. No addl. cost</p>	<p>1. \$500 LCFF</p> <p>2. \$1,500 LCFF</p> <p>3. No addl. cost</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		assistance.					
Maple parents will be involved in 75% of all school sponsored activities and parent advisory group meetings throughout the school year as measured by sign-in sheets.	Priorities #3 & #6	<ol style="list-style-type: none"> 1. Implement Parent Institute for Quality Education (PIQE). 2. Create and distribute parent survey to determine "Family Night" topics for year. 3. Create opportunities for family engagement through "Family Nights" needs assessment. 4. Purchase Engrade web-based software program to allow parents access to an array of student and school information. 	School Wide (for all actions and services)		<ol style="list-style-type: none"> 1. \$2,000 LCFF 2. No addl. cost 3. \$1,000 LCFF 4. \$1,500 LCFF 	<ol style="list-style-type: none"> 1. \$2,000 LCFF 2. No addl. cost 3. \$1,000 LCFF 4. \$1,500 LCFF 	<ol style="list-style-type: none"> 1. \$2,000 LCFF 2. No addl. cost 3. \$1,000 LCFF 4. \$1,500 LCFF
The district will fully implement the Common Core State Standards as	Priorities: #1, #2, #4, #7, and #8	<ol style="list-style-type: none"> 1. Purchase of CCSS aligned Math curriculum. 2. Purchase of CCSS aligned ELA 	School Wide (for all actions and services)		<ol style="list-style-type: none"> 1. \$14,000 LCFF 2. N/A 	<ol style="list-style-type: none"> 1. N/A 2. \$18,000 LCFF 	<ol style="list-style-type: none"> 1. N/A 2. N/A

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
measured by APS results and classroom observation data.		<p>curriculum.</p> <p>3. Purchase of manipulatives to support full CCSS implementation.</p> <p>4. Purchase AimsWeb to create baseline school norms and provide data for progress monitoring.</p> <p>5. Purchase Engrade web-based software program to allow teachers and administration to easily identify students who are at risk based on CCSS assessments and create intervention pieces to support students.</p> <p>6. Provide part-time academic coach to assist students and teachers as needed.</p>			<p>3. \$500 LCFF</p> <p>4. \$600 LCFF</p> <p>5. \$1,500 LCFF</p> <p>6. \$3,500 LCFF</p>	<p>3. \$500 LCFF</p> <p>4. \$600 LCFF</p> <p>5. \$1,500 LCFF</p> <p>6. \$3,500 LCFF</p>	<p>3. \$500 LCFF</p> <p>4. \$600 LCFF</p> <p>5. \$1,500 LCFF</p> <p>6. \$3,500 LCFF</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		7. Provide PD and support to classroom teachers as needed.			7. No addl. cost	7. No addl. cost	7. No addl. cost

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
80% of the district’s 3 rd grade students will read, write, speak and listen proficiently in English by the end of 3 rd grade based upon CELDT scores, district benchmark testing and teacher grades.	Priorities #2, #4, #7, and #8	<p>For low income pupils/Foster Youth:</p> <p>1. Provide an additional 1.75 classroom aide hours for intervention groups.</p> <p>2. Extend library hours to provide adequate access of books and technology for all students.</p> <p>3. Provide 45 minutes of before school tutoring and homework help for students who need extra support.</p>	School Wide (for all actions and services)		<p>1. \$5,750 Supp./Conc.</p> <p>2. \$2,500 Supp./Conc.</p> <p>3. \$2,000 Supp./Conc.</p>	<p>1. \$5,750 Supp./Conc.</p> <p>2. \$2,500 Supp./Conc.</p> <p>3. \$2,000 Supp./Conc.</p>	<p>1. \$5,750 Supp./Conc.</p> <p>2. \$2,500 Supp./Conc.</p> <p>3. \$2,000 Supp./Conc.</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
80% of the district's 3 rd grade students will read, write, speak and listen proficiently in English by the end of 3 rd grade based upon CELDT scores, district benchmark testing and teacher grades.	Priorities #2, #4, #7, and #8	<p>For English Language Learners/re-designated EL's:</p> <p>1. Additional 1 hour of after school ELD support to targeted primary aged students TK-3rd.</p> <p>2. Additional Academic Coach hours to support ELD intervention.</p>	School Wide (for all actions and services)		<p>1. \$2,000 Supp./Conc.</p> <p>2. \$13,500 Supp./Conc.</p>	<p>1. \$2,000 Supp./Conc.</p> <p>2. \$13,500 Supp./Conc.</p>	<p>1. \$2,000 Supp./Conc.</p> <p>2. \$13,500 Supp./Conc.</p>
TK-8 th students will increase ELA proficiency by 10% annually as measured by various local and state measures	Priorities #1, #2, #4, #7, and #8	<p>For low income pupils/English Language Learners/Foster Youth/ re-designated EL's:</p> <p>1. Provide an additional 1.75 classroom aide</p>	School Wide (for all actions and services)		<p>1. \$5,750 Supp./Conc.</p>	<p>1. \$5,750 Supp./Conc.</p>	<p>1. \$5,750 Supp./Conc.</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
such as classroom grades, AimsWeb, Renaissance Place Star and Early Literacy testing, CAASSP when available, and district benchmark testing.		<p>hours for intervention groups.</p> <p>2. Extend library hours to provide adequate access of books and technology for all students.</p> <p>3. Provide 45 minutes before school tutoring and homework help for students who need extra support.</p> <p>4. Additional Academic Coach hours to support ELA interventions.</p> <p>5. Contract with Pond School District for a half-time technology teacher.</p> <p>6. Purchase Chromebooks, computer cart, and</p>			<p>2. \$2,500 Supp./Conc.</p> <p>3. \$1,500 Supp./Conc.</p> <p>4. \$13,500 Supp./Conc.</p> <p>5. N/A</p> <p>6. N/A</p>	<p>2. \$2,500 Supp./Conc.</p> <p>3. \$1,500 Supp./Conc.</p> <p>4. \$13,500 Supp./Conc.</p> <p>5. \$13,000 Supp./Conc.</p> <p>6. N/A</p>	<p>2. \$2,500 Supp./Conc.</p> <p>3. \$1,500 Supp./Conc.</p> <p>4. \$13,500 Supp./Conc.</p> <p>5. \$16,500 Supp./Conc.</p> <p>6. \$9,300 Supp./Conc.</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		infrastructure to support wireless computing for two classrooms					
TK-8 th students will increase Math proficiency by 10% annually as measured by various local and state measures such as classroom grades, AimsWeb data, CAASSP when available and district benchmark testing.	Priorities #1, #2, #4, #7, and #8	<p>For low income pupils/English Language Learners/Foster Youth/re-designated EL's:</p> <p>1. Provide an additional 1.75 classroom aide hours for intervention groups.</p> <p>2. Provide 45 minutes before school tutoring and homework help for students who need extra support.</p> <p>3. Additional Academic Coach hours to support Math intervention.</p>	School Wide (for all actions and services)		<p>1. \$5,750 Supp./Conc.</p> <p>2. \$1,500 Supp./Conc.</p> <p>3. \$13,500 Supp./Conc.</p>	<p>1. \$5,750 Supp./Conc.</p> <p>2. \$1,500 Supp./Conc.</p> <p>3. \$13,500 Supp./Conc.</p>	<p>1. \$5,750 Supp./Conc.</p> <p>2. \$1,500 Supp./Conc.</p> <p>3. \$13,500 Supp./Conc.</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>4. Contract with Pond School District for a half-time technology teacher.</p> <p>5. Purchase Chromebooks, computer cart, and infrastructure to support wireless computing for two classrooms</p>			<p>4. N/A</p> <p>5. N/A</p>	<p>4. \$13,000 Supp./Conc.</p> <p>5. N/A</p>	<p>4. \$16,500 Supp./Conc.</p> <p>5. \$9,300 Supp./Conc.</p>
The Maple School attendance rate will maintain at 97%, while suspension rates will drop to 2.5% and the total number of referrals will drop by 10%. These will	Priorities #5 & #6	<p>For low income pupils/English Language Learners/Foster Youth/re-designated EL's:</p> <p>1. Provide Art enrichment, Spanish enrichment, Science enrichment classes, etc.</p>	School Wide (for all actions and services)		<p>1. \$5,000 Supp./Conc.</p>	<p>1. \$5,000 Supp./Conc.</p>	<p>1. \$5,000 Supp./Conc.</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
be measured by review of SchoolWise student information reports.		2. Create and implement various clubs based on student surveys. 3. Create and maintain a school-wide behavior contract. 4. Schedule social skills/emotional support classes with school psychologist.			2. \$1,000 Supp./Conc. 3. No addl. expense 4. \$2,500 Supp./Conc.	2. \$1,000 Supp./Conc. 3. No addl. expense 4. \$2,500 Supp./Conc.	2. \$1,000 Supp./Conc. 3. No addl. expense 4. \$2,500 Supp./Conc.
Maple parents will be involved in 75% of all school sponsored activities and parent advisory group meetings throughout the school year as measured by sign-in sheets.	Priorities #3 & #6	For low income pupils/Foster Youth: 1. Create targeted academic education nights for the parents to help reinforce foundational skills.	School Wide (for all actions and services)		1. \$2,000 Supp./Conc.	1. \$2,000 Supp./Conc.	1. \$2,000 Supp./Conc.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Maple parents will be involved in 75% of all school sponsored activities and parent advisory group meetings throughout the school year as measured by sign-in sheets.	Priorities #3 & #6	<p>For English Language Learners/re-designated EL's:</p> <p>1. Provide written translation of outgoing information for parents who speak Spanish in the home.</p> <p>2. Provide Spanish translation at informational events/meetings.</p>	School Wide (for all actions and services)		<p>1. No addl. expense</p> <p>2. No addl. expense</p>	<p>1. No addl. expense</p> <p>2. No addl. expense</p>	<p>1. No addl. expense</p> <p>2. No addl. expense</p>
The district will fully implement the Common Core State Standards as measured by APS results and classroom observation	Priorities: #1, #2, #4, #7, and #8	<p>For low income pupils/English Language Learners/Foster Youth/re-designated EL's:</p> <p>1. Provide an additional 1.75 classroom aide</p>	School Wide (for all actions and services)		<p>1. \$5,750 Supp./Conc.</p>	<p>1. \$5,750 Supp./Conc.</p>	<p>1. \$5,750 Supp./Conc.</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
data.		<p>hours for intervention groups.</p> <p>2. Purchase and implement supplemental ELA support program "Ready Common Core".</p> <p>3. Additional Academic Coach hours to support implementation of CCSS.</p> <p>4. Contract with Pond School District for a half-time technology teacher.</p> <p>5. Purchase Chromebooks, computer cart, and infrastructure to support wireless computing for two classrooms</p>			<p>2. \$1,190 Supp./Conc.</p> <p>3. \$13,500 Supp./Conc.</p> <p>4. N/A</p> <p>5. N/A</p>	<p>2. \$1,190 Supp./Conc.</p> <p>3. \$13,500 Supp./Conc.</p> <p>4. \$13,052 Supp./Conc.</p> <p>5. N/A</p>	<p>2. \$1,190 Supp./Conc.</p> <p>3. \$13,500 Supp./Conc.</p> <p>4. \$16,500 Supp./Conc.</p> <p>5. \$9,293 Supp./Conc.</p>

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

1. Maple Elementary School District's increase in funds from LCFF based on supplemental and concentration grants is \$ 100,690 for the 2014-2015 school year, \$139,742 for the 2015-2016 school year, and \$178,083 for the 2016-2017 school year.

2. The district is expending its LCFF supplemental and concentration grant funds as determined by the district's goals, outlined in Section 2 of this LCAP and its actions for implementing these goals, as outlined in Sections 3A and 3B.

3. District and Schoolwide Justifications:

- 60% of the Maple Elementary District's pupils are identified as either low income, English learners or foster youth, and as these pupils are enrolled proportionally throughout the district, the district determined that the most effective use of its LCFF supplemental and concentration grants would be to enhance intervention services to these students within the district.
- Maple School in the Maple Elementary School District has 60% low income, English learners or foster youth. Therefore, the district determined that the most effective use of the supplemental and concentration grants would be to provide intervention to these students on a school wide needs basis. This will allow more flexible program scheduling and more effective use of staffing and instructional materials.
- The Maple School District has also determined that another effective use of the supplemental and concentration grants would be to provide enrichment programs to targeted student sub-groups on a school-wide needs basis. This will allow more flexible program scheduling and more effective use of staffing and instructional materials.
- The Maple Elementary School District has determined that students would benefit from additional Academic Coach hours who will implement and monitor intervention programs and program data.

- The Maple School District has determined that instructional aide hours will be increased to run intervention programs that will be managed and supported by the Academic Coach. Intervention groups will best support struggling students across the district.
- Additionally Maple School District has determined that students would benefit from additional library and technology lab hours to support their educational process. This will ensure adequate access to additional resources.

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

1. According to the minimum proportionality percentage (MPP) calculation, the percentage by which Maple Elementary School will increase or improve services is 5.73%.

2. Services for low income, foster youth and English learners will be increased/improved as identified in Section 3B of this Local Control Accountability Plan.

Increased Services:

- Additional classroom aide hours for interventions in ELA, Math, and ELD
- Before and after school library hours
- Before school tutoring and homework help
- Additional Academic Coach hour to support intervention
- Schedule social skills/emotional support classes with school psychologist
- Provide Spanish translation at all parent events

Improved Services:

- Contract with Pond School District for half-time technology teacher
- Purchase Chromebooks, computer cart, and infrastructure to support wireless computing
- Provide enrichment electives such as art, Spanish, Science, etc..
- Create clubs based on student surveys
- Create and maintain a school-wide behavior contract
- PIQE Program for parental involvement
- Create targeted academic education nights for the parents to help reinforce foundational skills
- Provide written translation of outgoing information for Spanish speaking parents
- Purchase “Ready Common Core” as a support for CCSS implementation

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