

# Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year       2017-18       2018       2019

[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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Maple Elementary School District		jboesch@mapleschool.org
Contact Name and Title	Julie Boesch, Ed.D. Superintendent	Email and Phone	661-746-4439

## 2017-20 Plan Summary

### THE STORY

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

Maple School District is a single school, school district. The district has approximately 295 students including Transitional Kindergarten through Eighth grade. Maple is located in a rural, agricultural setting in Shafter, California between the two farming communities of Shafter and Wasco. We are located in the middle of almond orchards, which provides a beautiful, peaceful atmosphere for our staff and students.

Maple has a history spanning over one hundred years of high academic achievement. 100% of our teachers are fully certificated and highly qualified. Our classified staff members are highly trained and have longstanding relationships with the school and the community. We also have very active parent participation which helps establish great foundations and support high expectations of student behavior. We are committed to serving our students and helping each of them achieve growth both academically and socially. Maple is committed to partnering with the community by encouraging open communication and excellent service to our families.

In 1999 Maple School became a District of Choice. Approximately two-thirds of our student population is here through the District of Choice program. We have an extensive waiting list of families that would like to send their children to Maple as space becomes available.

The district poverty rate based upon free and reduced lunch eligibility is 60.07%. Based upon current year enrollment, 44 students at Maple are English Language Learners or 15.1% of our student population. According to the criteria established by the California Department of Education, the three significant subgroups found in our district are: White (not of Hispanic origin), Hispanic or Latino, and socioeconomically disadvantaged. Our staff is dedicated to meeting the needs of all Maple Students, including those identified as high achieving, English Language Learners and students with special needs.

## **Mission**

Maple School is committed to providing high quality instruction as well as a safe and encouraging child-centered environment. We believe that through the partnership of students, staff, and community, all students will develop self-discipline and experience success.

## **Goals**

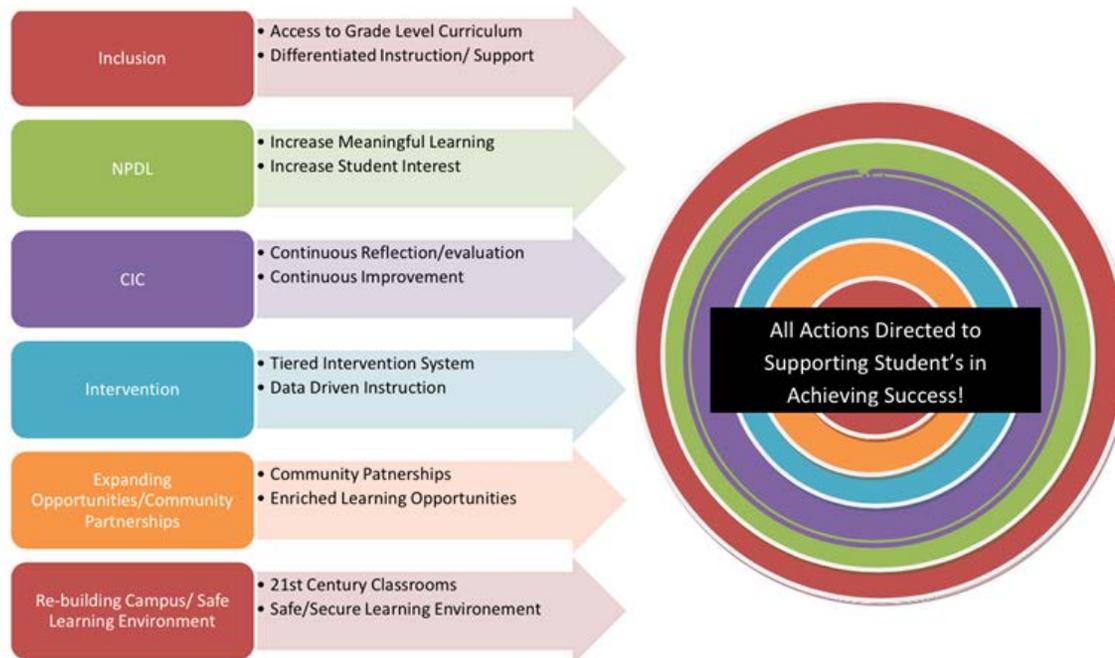
1. Maple School will provide high quality instruction in a safe, secure, child-centered environment.

2. Maple School will provide challenging learning experiences that will maximize each students potential for academic growth.

3. Maple School will partner with the students, staff, and the community to ensure that all students develop self-discipline and experience success.

**School Motto:**

“Where Excellence is a Tradition”



## LCAP HIGHLIGHTS

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

Through analysis of our state and local data and input from staff and stakeholders we identified our focus areas to be addressed to achieve our mission: “Maple School is committed to providing high quality instruction as well as a safe and encouraging child-centered environment. We believe that through the partnership of students, staff, and community, all students will develop self-discipline and experience success.” Based on this communication we are keeping our current goals, continuing to remain focused on the steps we have taken this year to increase service to all students and focus our efforts on increasing our targeted instruction, the use of data to drive instruction and differentiation of instruction to meet each student’s needs.

### **Conditions of Learning**

GOAL 1. Maple School will provide high quality instruction in a safe, secure, child-centered environment.

### **Pupil Outcomes**

GOAL 2. Maple School will provide challenging learning experiences that will maximize each students potential for academic growth.

### **Engagement**

GOAL 3. Maple School will partner with the students, staff, and the community to ensure that all students develop self-discipline and experience success.

## **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**

Our results on the evaluation rubrics are very preliminary and incomplete due to lack of student test scores for the CAASP. Our identified greatest needs are increased consistent use of well-developed local measures, reliable technology and connectivity to ensure test completion and development of an instructional program that addresses the needs of all of our learners and provides the opportunity for each to be successful; identifying their strengths and areas of need then providing support so that all students can make growth. In the current year 100 % of our students participated and completed all aspects of testing therefore we will have complete scores for reporting next year. Preliminary scores will provide baseline data for developing continuous improvement goals and creating action plans.

Devices/Technology integration-The addition of our Technology Specialist two years ago has substantially increased our student's opportunity to work with technology as well as helping to support the District increase connectivity and implementation of our new student information system (Aeries). With the support of our Technology Specialist we have also increased Parent engagement nights and parent engagement through the use of parent portal on Aeries. She has also increased our ability to communicate vital school related information with parents and the community with the new website that she has designed.

Facilities- This year there has been great progress made in our effort to secure funding and all of the required approvals needed to move forward with replacing our campus.

Playground- Through extensive advocacy efforts we were able to secure incredible new playground equipment to replace our very outdated equipment which included swing sets in a severe state of disrepair, non-traditional items as playground equipment (cement industrial supplies used for students to climb through and on top of).

Safe environment-Fingerprinting for all parent volunteers implemented as well as a sign in and tagging system for all visitors to the campus. There are additional safety measures that are still being refined as well as additional cameras, lighting, communication devices and access compliance items that will be mitigated in our rebuild project.

Parent Engagement- We have consistently provided interpreters for evening events, we are providing additional engagement opportunities as well as reaching out via our Parent Club and School Site Council.

PIQE-Parent Institute was implemented in March. There has been less consistent attendance, therefore we will poll our parents and possibly change this back to Fall. Last year began in October and we had a very strong group of twenty-five parents who came regularly and eventually graduated from our program.

Culture Shift-This year we have introduced the book *Mindset* by Carol Dweck as a tool to guide our desired school climate. Our goals based on this research is to really work to develop a culture which promotes growth mindset and the belief that all students can learn. This effort involved a book study by all staff members of Growth Mindset, each staff member setting growth mindset goals and working hard to demonstrate an attitude that embraces the opportunity to continue to grow, learn and try to improve- not expecting perfection.

A piece of this growth mindset shift also included getting involved in New Pedagogies for Deeper Learning (NPDL) and Continuous Improvement Consortium (CIC). New Pedagogies for Deeper Learning is a global project working with Michael Fullan and a team of educators from across the globe to build knowledge and practices that develop deep learning and foster whole system change. We had a team of four attend training and bring the information back to share with the entire staff. Continuous Improvement Consortium (CIC) is a project lead by Harvard graduate students and we had a team of eight participating in activities to identify our problem of practice, identify the root causes, set goals and develop a plan for continuous improvement. Both of these projects will continue to be refined and increased as we move forward.

“Mindset change is not about picking up a few pointers here and there. It's about seeing things in a new way. When people...change to a growth mindset, they change from a judge-and-be-judged framework to a learn-and-help-learn framework. Their commitment is to growth, and growth take plenty of time, effort, and mutual support.”

— Carol S. Dweck, *Mindset*

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**

Our results on the evaluation rubrics are very preliminary and incomplete due to lack of student test scores for the CAASP. Our identified greatest needs are increased consistent use of well-developed local measures, reliable technology and connectivity to ensure test completion and development of an instructional program that addresses the needs of all of our learners and provides the opportunity for each to be successful; identifying their strengths and areas of need then providing support so that all students can make growth.

Our EL and Hispanic suspension data on the dashboard appears to indicate that there could be an equity issue. However, the data is from 2015-16 when we had **one** student suspended for two days. That student happened to be Hispanic. We had no suspensions in the 2016-17 school year.

Our greatest need is to continue with the work that we have been doing in order to fully implement and gather legitimate data on the progress made. Each of our goals and the work that we have accomplished is focused on providing the best possible education program for all of our students and all of our actions are targeted at that one specific goal in mind. Through analysis of our state and local data and input from staff and stakeholders we identified our focus areas to be addressed to achieve our mission: “Maple School is committed to providing high quality instruction as well as a safe and encouraging child-centered environment. We believe that through the partnership of students, staff, and community, all students will develop self-discipline and experience success.” Based on this communication we are keeping our current goals, continuing to remain focused on the steps we have taken this year to increase service to all students and focus our efforts on increasing our targeted instruction, the use of data to drive instruction and differentiation of instruction to meet each student’s needs.

### **Conditions of Learning**

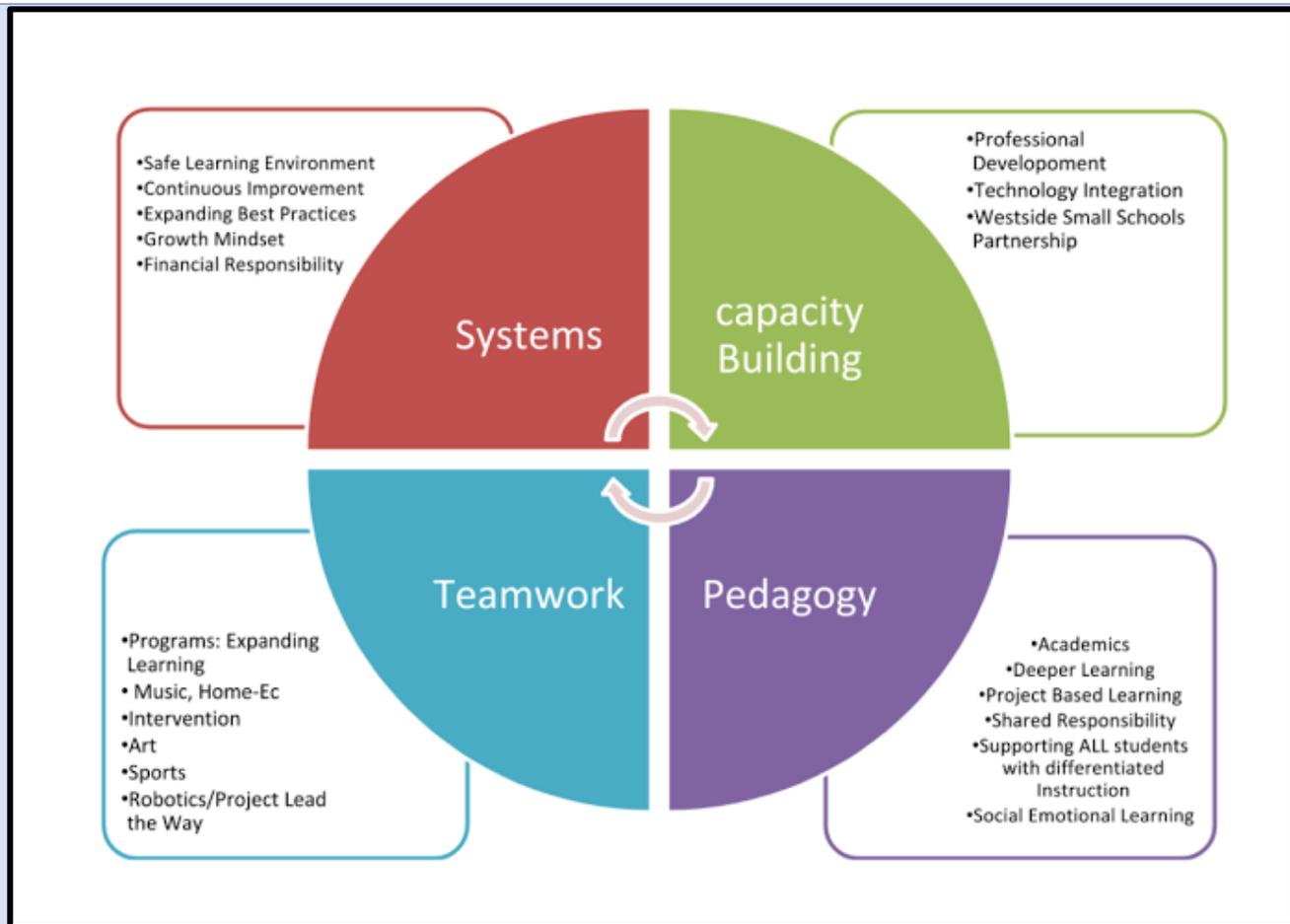
GOAL 1. Maple School will provide high quality instruction in a safe, secure, child-centered environment.

### **Pupil Outcomes**

GOAL 2. Maple School will provide challenging learning experiences that will maximize each students potential for academic growth.

**Engagement**

GOAL 3. Maple School will partner with the students, staff, and the community to ensure that all students develop self-discipline and experience success.



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

Maple School District had technology limitations that prevented us from getting results for our students in the 2015-16 school year. Although we did test all of our grade appropriate students, the students were unable to complete the performance task and therefore did not have complete test scores. We have mitigated all of the circumstances that produced this result and have tested each of our students in all categories this year. We are expecting preliminary results within the month.

Our EL and Hispanic suspension data on the dashboard appears to indicate there could be an equity issue. However, the data is from 2015-16 when we had **one** student suspended for two days. That student happened to be Hispanic. We had no suspensions in the 2016-17 school year. We will continue to monitor this situation and make sure that there is consistent application of all procedures and processes in place to serve all students equitably.

Although we had five students qualify to be re-designated we still recognize that we need to improve services to our English Language Learners. Our CELDT scores improved by 2%. Twice what our goal was set at and our reclassification rate far surpassed our goal of 1.045%. With the re designation of 5 students we achieved a rate of 11.4%.

**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.

Maple School District is committed to providing each and every student an incredible foundation and tools to continue in the education system and be successful. We have worked hard to put in place resources that will not only provide the basics, but also provide expanded learning opportunities for students and staff. This year we were able to really build on that foundation by engaging in the New Pedagogies for Deeper Learning Project, as well as the Continuous Improvement Consortium. Our students are provided an all-inclusive education with peers of all ability levels. We provide additional support with instructional aides, intervention, expanded learning time and specialized support. The small campus and close knit community provides students with a safe, secure learning environment that the parents have appreciated and supported for generations.

Being a small, rural, single-school district provides unique benefits as well as challenges. We know that although our resources are limited our commitment to our families and the strong relationships that we have built with our families will support our students' success. We never want our size to be an excuse for not being able to provide something for our students. We will continue to be fiscally conservative, making the most of every resource that we have and continue to build relationships with our community who also provides tremendous personal and financial support.

In the coming years we are committed to improving our service to our English Language Learners, to continue to work to bring ALL families into the school community and to look for additional ways to increase and improve our services to students. Maple is committed to providing the highest possible level of service to our students and continuing to grow as lifelong learners.

**BUDGET SUMMARY**

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

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total General Fund Budget Expenditures for LCAP Year	\$ 2,641,994

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

\$ 520,453

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.

All other funding not included in the LCAP plan is expressly used to meet operating costs including salaries and Benefits of all employees, purchase books and supplies, meet all contract agreement amounts, maintain our facilities and support our transportation and food service commitments.

\$ 2,384,781

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

1. Maple School will provide high quality instruction in a safe, secure, child-centered environment.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  
 COE  9  10  
 LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

##### Priority 1 (Basic Services)

- A) Maintain 100% of teachers being appropriately assigned, teaching inside their subject area and authorized to serve EL students as evidenced by our credential audit report.
- B) Maintain 100% of students have their own textbook as measured by inventory and enrollment records.
- C) Overall facility rating from Facility Inspection Tool (FIT): Poor  
 Maple Facilities will continue to seek funding sources and secure funding. This year we will be creating a Facilities Master Plan and investigate all options. Measureable outcome will be the amount of planning money received and progress toward construction.

#### ACTUAL

##### Priority 1 (Basic Services)

- A) 100% of teachers being appropriately assigned, teaching inside their subject area and authorized to serve EL students as evidenced by our credential audit report.
- B) 100% of students have their own textbook as measured by inventory and enrollment records.
- C) Overall facility rating from Facility Inspection Tool (FIT): Poor  
 Secured a total of approximately \$670,711 for Facilities Hardship and Seismic Mitigation for planning and design. Currently have applications submitted, plans submitted and CDE submissions for approval for Facility Hardship, Seismic Mitigation, Modernization and New Construction. Construction will begin when notification of funding

Priority 2 (Implementation of State Standards)

A) Implementation of academic content standards adopted by the state board is about 50% of the day or partial implementation (3.5 Hours/day) as measured by APS and Administrative observation. We will continue to implement at this current level increasing our rigor and relevance as we adopt new curriculum.

B) 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.

Priority 7 (Course Access)

A) Broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable: 100% of students are enrolled in a program designed to meet their needs.

B) Programs and services developed and provided to unduplicated pupil: 100% of unduplicated students are enrolled in a program designed to meet their needs.

C) Programs and services developed and provided to individuals with exceptional needs: 100% of students with exceptional needs are enrolled in a program designed to meet their needs.

approval is received from OPSC and also plan approval from DSA and CDE.

Priority 2 (Implementation of State Standards)

A) We continued to implement at this current level increasing our rigor and relevance providing exceptional professional development through participation in NPDL (New Pedagogies for Deeper Learning Global Project) and CIC (Continuous Improvement Consortium) with a group supported by KCSOS and Students from Harvard Graduate School.

B) 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.

Priority 7 (Course Access)

A) 100% of students are enrolled in a program designed to meet their needs.

B) 100% of unduplicated students are enrolled in a program designed to meet their needs. Implemented more comprehensive intervention program targeting students' specific needs and continually refining service to students.

C) 100% of students with exceptional needs are enrolled in a program designed to meet their needs. Implemented full inclusion for all students making certain to meet all of their individual needs.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	<p><b>PLANNED</b> Provide PD and support to classroom teachers who will implement provide increased targeted instruction including but not limited to CCSS, EL Strategies, Differentiated Instruction and Inclusion</p>	<p><b>ACTUAL</b> Participated in NPDL (New Pedagogies for Deeper Learning Global Project) and CIC (Continuous Improvement Consortium) with a group supported by KCSOS and Students from Harvard Graduate School. Each of these opportunities provided us the opportunity to set goals, identify specific ways to monitor progress and develop action plans for achieving our goals. We also participated in collaboration with other small school districts on the west side of the county (WSSS) providing a weeklong training on EL, Math instruction and Brain Science for all teachers and aides.</p>
Expenditures	<p><b>BUDGETED</b> \$5,013 Ed Effectiveness Funding Certificated salaries/ benefits</p>	<p><b>ESTIMATED ACTUAL</b> \$7,735.00 Certificated Salaries/Benefits</p>

Action **2**

Actions/Services	<p><b>PLANNED</b> Purchase Supplemental Curriculum aligned to CCSS. English Language Arts</p>	<p><b>ACTUAL</b> Purchased ELA Curriculum to supplement our instruction. This program includes EL, leveled readers and a writing component. (Benchmark Advance).</p>
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Expenditures	<b>BUDGETED</b> \$50,000 S/C Books/ Supplies	<b>ESTIMATED ACTUAL</b> \$61,126.68 S/C Books/ Supplies
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Action **3**

Actions/Services	<b>PLANNED</b> Maintain Academic Coach to assist students and teachers as needed.	<b>ACTUAL</b> Maintained Coach position.
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Expenditures	<b>BUDGETED</b> \$ 75,348 S/C certificated salaries/ benefits	<b>ESTIMATED ACTUAL</b> \$100,229.36 This cost includes all salary, benefits and stipends.
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Action **4**

Actions/Services	<b>PLANNED</b> Provide 5.5 hour classroom aides to support student learning, Intervention groups and additional EL support, Homework help before	<b>ACTUAL</b> Provided Aides for each classroom
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school, extended library hours	
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Expenditures

<b>BUDGETED</b> \$115,218 S/C Classified salaries/ benefits
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<b>ESTIMATED ACTUAL</b> \$110, 383 S/C Classified salaries/ benefits
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Action **5**

Actions/Services

<b>PLANNED</b> Continue to provide 5.5 hr. support to serve as Health Aide/ Librarian and Intervention Support
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<b>ACTUAL</b> Provided 5.5 hour Health Aide/Librarian, intervention aide
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Expenditures

<b>BUDGETED</b> \$18,551 S/C Classified salaries/ benefits 1 person 5.5 hrs.
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<b>ESTIMATED ACTUAL</b> \$18,553 S/C Classified salaries/ benefits
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Action **6**

Actions/Services

<b>PLANNED</b> Continue planning and moving toward modernization, repair or replacement of school site.
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<b>ACTUAL</b> Received planning money, completed plans, turned them in to DSA for Approval, Planning rebuild
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Expenditures

BUDGETED	ESTIMATED ACTUAL
\$100,000	\$372,247.84
Fund 35	Fund 35

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall the District successfully implemented each of the actions and services outlined in the LCAP plan related to Goal 1. Our teachers received intensive training and support, we purchased support materials for our students, we maintained our academic coach as well as our instructional aides and our health aid and we made progress on our facilities project.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall our actions were very successful. We were able to see improved engagement in the instructional aides with their new training and skills. Our students and staff received additional support from our Coach, technology Specialist, Health Aide and Instructional Aides. We also have made great progress in getting through the process of acquiring approval and funding for replacing our campus.

PD- Teachers had the opportunity to participate in several learning opportunities this year ranging all the way from TK to 8<sup>th</sup> grade. During August we helped develop and facilitate a Summer Institute for over 200 teachers in collaboration with several other small school districts in the county. We also participated in the NPDL project as described above as well as the Continuous Improvement Consortium at the county office with support from Harvard graduate students. This provided both insight and opportunities to identify needs and develop strategic plans for moving forward. Staff also participated in Aeries training, Sokikom Math software training, Growth Mindset training and Project Lead the Way training. Our classified staff also participated in training focused on classroom management, providing support to students with special needs, small group

instruction and teaching strategies.

Curriculum- additional resources supporting Common Core State Standards

Aides-Our school employs nine instructional aides. These aides spend the majority of their 5.5 hour shifts facilitating intervention, providing small group instruction in classrooms or providing supervision on the playground and in the cafeteria.

Academic Coach- We have continued to fund this position. Our previous Coach left the district providing an opportunity to really re-evaluate what the best use of this position is and to intentionally provide additional support for both students, parents and staff. The academic coach has also re-established criteria for students to receive intervention, trained aides in providing intervention, gathered data and provided direct intervention services to students. After providing daily intervention to 2<sup>nd</sup>, 3<sup>rd</sup> and 5<sup>th</sup> graders the results were mixed. In the 2<sup>nd</sup> grade the students selected for intervention were performing well below grade level, by the end of the year 7 of the 11 were performing at 2<sup>nd</sup> grade level and the other 4 had made positive gains. While the student struggling the most with reading only made an increase of 2 words per minute in fluency, there were others who achieved growth of 84 words per minute. Of the 3<sup>rd</sup> graders receiving services half of them made over a year's worth of growth, while the other half had minimal but measureable improvement. Of the 5<sup>th</sup> graders receiving services the maximum growth achieved in fluency was only 23 words per minute, however two of the students did make over one year worth of growth, while still remaining significantly below grade level.

Health aide- The health aide provides very constant monitoring and support for our students in need of additional medical support. She monitors, records and adjusts insulin intake for our diabetic students as well as provided all services required for two of our physically impaired students.

Facilities- Plans completed and submitted to DSA, Ed Specs Plan written, approved by Board and received CDE approval,

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Overall the budget expenditures were fairly close to the projections. However, for the Academic Coach I believe we may have switched the estimate for the Technology Specialist with the Academic Coach projection because this actual outcome was closer to the estimate for the Technology Specialist and the estimate for Technology Specialist was closer to the Academic Coach position.

Additionally, we received planning money for our Facility Hardship and our Seismic Mitigation project and therefore were able to move forward with planning. We had anticipated spending a minimum of \$100,000 and were able to spend in excess of \$300,000. These expenses were related to Consultants, Construction Management and Architectural fees as well as DSA submission fees.

Based on our intervention data, it has been determined that we are more successful in supporting students who are just learning to read. We are planning to eliminate the 5<sup>th</sup> grade students from the intervention model and add first, so that we are serving 1<sup>st</sup> graders at the end of the year, 2<sup>nd</sup> graders all year and 3<sup>rd</sup> graders all year. We will also evaluate a more effective way of providing support for our struggling 5<sup>th</sup> grade (next year's 6<sup>th</sup> grade students).

We will also be adding Math intervention based on staff, student and parent requests.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

Maple School will provide challenging learning experiences that will maximize each student's potential for academic growth.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10

**ANNUAL MEASURABLE OUTCOMES**

**EXPECTED**

**Priority 4 (Pupil Achievement (Required Metrics))**

**A) State Assessments (Goal minimum 3% increase)**

Metric	Baseline ALL	Planned Outcome	Baseline EL	Planned Outcome	Baseline SWD	Planned Outcome	Baseline FRPM/SED	Planned Outcome
CAASP ELA	25%	28%	0%	3%	*	*	18%	21%
CAASP MATH	24%	27%	6%	9%	*	*	18%	21%
5 <sup>th</sup> Science	30%	33%	*	*	*	*	39%	42%
8 <sup>th</sup> Science	36%	39%	*		*	*	25%	28%

B) API- N/A

C) Students successfully completed sequences for entrance to UC, CSU or Technical Education- N/A

D) Progress in EL

Goal 1% increase in both Proficient and above and percentage of student reclassified

**ACTUAL**

**Priority 4 (Pupil Achievement (Required Metrics))**

**A) State Assessments (Goal minimum 3% increase)**

Metric	Baseline ALL	Planned Outcome	Outcome	Baseline EL	Planned Outcome	Baseline FRPM /SED	Planned Outcome	Outcome
CAASP ELA	25%	28%	*No Scores	0%	3%	18%	21%	*No Scores reported
CAASP MATH	24%	27%	*No Scores	6%	9%	18%	21%	*No scores reported
5 <sup>th</sup> Science	30%	33%	35%	*	*	39%	42%	20%
8 <sup>th</sup> Science	36%	39%	29%	*		25%	28%	29%

B) API- N/A

C) Students successfully completed sequences for entrance to UC, CSU or Technical Education- N/A

D) Progress in EL

Goal 1% increase in both Proficient and above and percentage of student reclassified

Metric	Baseline	Planned Outcome
CELDT	62% Proficient or above	63% Proficient or above

E. Reclassification Rate

Metric	Baseline	Planned Outcome
Re-classification Rate	.045%	1.045%

F) % Students passed AP exam- N/A

G) % of pupils EAP- N/A

**Priority 8 Other Pupil Outcomes (Required Metrics) ED code 51210 and 51220**

A) Physical Fitness Results: We will increase this by 2% for 5<sup>th</sup> grade and 2% for 7<sup>th</sup> grade in all areas that are below 85%.

Physical Fitness Testing 5<sup>th</sup> Grade 2015

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Aerobic Capacity	76.7%	78.7%		

Metric	Baseline	Planned Outcome	Outcome
CELDT	62% Proficient or above	63% Proficient or above	64% Proficient or Above

E. Reclassification Rate

Metric	Baseline	Planned Outcome	Outcome
Re-classification Rate	.045%	1.045%	11.4% (5 students)

F) % Students passed AP exam- N/A

G) % of pupils EAP- N/A

**Priority 8 Other Pupil Outcomes (Required Metrics) ED code 51210 and 51220**

A) Test results are obtained from the current year's 5<sup>th</sup> and 7<sup>th</sup> grade students, therefore the students tested each year are different students from the previous year. However, we did not increase our student's physical fitness scores and in fact had some significant decreases based on 2016 results.

Physical Fitness Testing 5<sup>th</sup> Grade 2015

Body Composition	63.3%	65.3%		
Abdominal Strength	96.7%	96.7%		
Trunk Extension Strength	93.3%	93.3%		
Upper Body Strength	93.3%	93.3%		
Flexibility	36.7%	38.7%		

**Physical Fitness Testing 7<sup>th</sup> Grade 2015**

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Aerobic Capacity	64.5%	66.5%		
Body Composition	61.3%	63.3%		
Abdominal Strength	83.9%	85.9%		
Trunk Extension Strength	93.5%	93.5%		
Upper Body Strength	87.1%	87.1%		
Flexibility	83.9%	85.9%		

- This year we are working to expand growth opportunities for our students by providing a wider variety of enrichment options such as computer programming and Science Club. We will track student attendance to determine a baseline.

Future Surveys will indicate that parents, staff and students positively respond to whether or not they feel there has been an increase in opportunities for students to participate in an increased number of activities and broad course of study.

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Aerobic Capacity	76.7%	78.7%	61.8%	-14.9%
Body Composition	63.3%	65.3%	61.8%	-1.5%
Abdominal Strength	96.7%	96.7%	100%	+3.3%
Trunk Extension Strength	93.3%	93.3%	100%	+6.1%
Upper Body Strength	93.3%	93.3%	85.3%	-8.0%
Flexibility	36.7%	38.7%	67.6%	+30.9%

**Physical Fitness Testing 7<sup>th</sup> Grade 2015**

Metric	Baseline	Planned Outcome	Actual Outcome	Progress Noted
Aerobic Capacity	64.5%	66.5%	47.1%	-17.4%
Body Composition	61.3%	63.3%	55.9%	-5.4%
Abdominal Strength	83.9%	85.9%	85.3%	+1.4%
Trunk Extension Strength	93.5%	93.5%	79.4%	-14.1%
Upper Body Strength	87.1%	87.1%	82.4%	-4.7%
Flexibility	83.9%	85.9%	73.5%	-10.4%

- This year we are working to expand growth opportunities for our students by providing a wider variety of enrichment options such as computer programming and Science Club. We will track student attendance to determine a baseline.

Future Surveys will indicate that parents, staff and students positively respond to whether or not they feel there has been an increase in opportunities for students to participate in an increased number of activities and broad course of study.

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	<p><b>PLANNED</b> Purchase an additional ten Electronic Tablets to support or TK and K teachers in introducing our students to technology.</p>	<p><b>ACTUAL</b> Early in the year we struggled with connectivity so this money was spent to help increase connectivity before purchasing more devices.</p>
Expenditures	<p><b>BUDGETED</b> \$2,200 S/C Books/ Supplies</p>	<p><b>ESTIMATED ACTUAL</b>  \$2,656.45 S/C Books/ Supplies</p>

Action **2**

Actions/Services	<p><b>PLANNED</b> Maintain Technology Specialist added in 2014-2015 to increase students' access to technology, provide training and instruction for students and professional development for teachers as well as maintain hardware and software and assist with required state reporting processes.</p>	<p><b>ACTUAL</b> Maintained Technology Specialist</p>
Expenditures	<p><b>BUDGETED</b> \$90,227 Base Classified Salaries/ Benefits</p>	<p><b>ESTIMATED ACTUAL</b>  \$75,397 Base Classified Salaries/ Benefits</p>

Action **3**

Actions/Services	<p><b>PLANNED</b> Continue to maintain and update Chromebooks, computer cart, and infrastructure.</p>	<p><b>ACTUAL</b> Purchased equipment to provide wireless access points to portables and throughout school in increase internet connectivity.</p>
Expenditures	<p><b>BUDGETED</b> \$10,000 S/C Books/ Supplies</p>	<p><b>ESTIMATED ACTUAL</b> \$10,000 S/C Books/ Supplies</p>

Action **4**

Actions/Services	<p><b>PLANNED</b> Continue Project Lead the Way Pilot and training year for (PLTW) Engineering, Computer Science, and Environmental Sustainability.</p>	<p><b>ACTUAL</b> Sent one Certificated Teacher to PLTW training and purchased materials to begin program.</p>
Expenditures	<p><b>BUDGETED</b> \$6,000 S/C Books/ Supplies \$4,000 Services and other operating expenses \$2,000</p>	<p><b>ESTIMATED ACTUAL</b> \$8,810.44 S/C Books/ Supplies</p>

Action **5**

Actions/Services	<p><b>PLANNED</b> Maintain Aeries 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><b>ACTUAL</b> Maintained Aeries</p>
Expenditures	<p><b>BUDGETED</b> \$ 3,500 S/C Services / other operating expenses</p>	<p><b>ESTIMATED ACTUAL</b> \$4,200 S/C Services / other operating expenses</p>

Action **6**

Actions/Services	<p><b>PLANNED</b> Provide Expanded Learning opportunities (After School, Before School, and Summer Intersession) to provide greater exposure to physical fitness activities, Science and Math Activities and increased exposure to the Arts.</p>	<p><b>ACTUAL</b> Provided several sessions of Expanded Learning Opportunities including Recycle Art, Community Service Projects, Math Intervention, Cooking, Crafts, Track, Basketball and Robotics</p>
Expenditures	<p><b>BUDGETED</b> \$48,756 S/C Certificated Salaries/ Benefits \$28,482 Classified salaries/ benefits - \$12,274</p>	<p><b>ESTIMATED ACTUAL</b>  \$15,147.57 S/C Certificated Salaries/ Benefits Classified salaries/</p>

Books/ Supplies - \$8000	benefits Books/ Supplies
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Action **7**

Actions/Services	<b>PLANNED</b> Purchase Nextgen Math Software	<b>ACTUAL</b> Purchased, trained staff and implemented
Expenditures	<b>BUDGETED</b> \$1,500 S/C Books and Supplies	<b>ESTIMATED ACTUAL</b> \$1,500 S/C Books and Supplies

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The majority of our actions were implemented as planned, however actions one and three were modified to provide different technology support than what was previously planned. Also action 6 was not fully implemented but we will be expanding and improving this next year as we increase services.

TK Tablets – When school began this year we had increased our number of devices but were not able to simultaneously connect to the internet. The TK and K teachers agreed that they had enough tablets right now so we used this money along with our Chrome Book money to purchase access points and equipment to increase our access to wireless internet service.

Technology Specialist- We continued with our Technology specialist. This year we have significantly increased our student use of technology. 100 % of our students were able to complete CAASP testing.

Chrome Books- When school began this year we had increased our number of devices but were not able to simultaneously connect to the internet. The teachers agreed that they with the difficulty connecting, our system could not support additional Chrome Books at that point, so we used this money along with our TK and K tablet money to purchase access points and equipment to increase our access to wireless internet service.

PLTW-With the help of local community partnership with Chevron, Mr. Cranfill was able to attend training, purchase materials and begin to implement Project Lead the Way Engineering.

Nextgen Math-Nextgen Math was introduced at Summer training in August. Many teachers were interested in using this resource. As the year progressed the teachers learned even greater use for this program and the decision was made to continue this program into next year with additional training.

Expanded Learning-This year we were able to implement several expanded learning opportunities after the regular school day and in the summer. In total we offered 10 sessions serving 221 students for an additional 45 hours. This sessions include, Recycle Art projects, cooking, Robotics, Track, Art and reading, Math intervention, sewing and yearbook/photography. We are also providing a 4-week summer Art/Ready Camp that will be held for four weeks, 3 hours/day serving 25 second and third graders.

SIS- Aeries-We have continued to increase our use of Aeries Student Information System. We are currently developing an updated report card that will be available for next year as well. Teachers have implemented the use of Aeries grade book and we currently have 71 of our parents representing 117 students who have signed up to use the parent login component.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district reclassification rate exceeded the goal that was established. We will continue to increase and improve our services and support to our English Language Learners. Though we were successful, we know that we can continue to improve.

Science scores for Socio-Economically Disadvantaged students in 5<sup>th</sup> grade did not increase as anticipated. We will be more intentional in provided support for ALL students. We have implemented a full-inclusion push-in program which provides additional time for extra support by adults in the classrooms. This will provide the needed support. We will need to monitor this data and make adjustments as needed. We will also be researching additional Science support materials to purchase for classroom use.

We established an entirely new Physical Education Program this year to ensure that each of our 4<sup>th</sup> through 8<sup>th</sup> grade students receive physical fitness instruction daily. We are also providing instruction to all of our TK-3<sup>rd</sup> graders multiple times per week. The results of our physical fitness testing for our 5<sup>th</sup> and 7<sup>th</sup> graders did not indicate the anticipated progress. Keeping in mind that these are entirely different groups of students each year, we will continue to work to achieve progress, but also evaluate based on known factors. The change in our program this year was a great improvement.

The District introduced some expanded learning opportunities after school and during the summer. There was great response from all sessions offered. Next year we have developed a more systematic approach to coordinate our efforts, make them more cohesive and provide multiple options for students to choose from.

Our facilities will continue to be a primary focus of continued work. This is a major priority for our District and our parents. Survey responses indicated that the majority of parents feel that their students are safe and that the facilities are well maintained but also recognized that there is great need for modernization and repairs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We budgeted to spend \$100,000 from our Fund 35 on facilities, however we were able to make great progress, get our plans completed and submitted to DSA. We are currently in the process of DSA back check and will proceed with our planned improvements as soon as we can get through the process.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Planning for next year will include a more robust Expanded Learning Program based on our experiences this year. We will continue to provide funding at the current level in order to create a more successful and well-rounded program for all students.

Our FIT tool will continue to exhibit POOR conditions until we can obtain State funding and complete planned upgrades to our facilities.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal</h2> <h3 style="margin: 0;">3</h3>	<p>Maple School will partner with the students, staff, and the community to ensure that all students develop self-discipline and experience success.</p>
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

Priority 3 (Parental Involvement)

A) Maple already has incredibly high parental involvement. One of the areas we would like to see is increased number of parents serving on our Maple Community Club committees. Our Maple Community Club hosts several large events each year and with many of our heavily involved parents beginning to have their youngest child leave for high school we need to increase involvement of our families with young children. This year we had three new parents, who had not previously attended, regularly attend out MCC meetings and volunteer to serve on committees. We would like to see an increase of at least two new members become involved and serve

**ACTUAL**

Priority 3 (Parental Involvement)

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on a committee each year. We will also continue a practice that we began in the 2015-2016 school year of making certain that we have interpreters at each of our events as well as translation for our documents that are sent home.

Metric	Baseline	Goal
# of new parents attending MCC 80% of the time.	3	5

- B) The District employs multiple methods of reaching out to all parents including unduplicated pupils. We will increase the effectiveness by including many of our items in Spanish as well as providing translators at our meetings. We will also use our internet site, Remind (one way texting program), Monthly Newsletters, Posted notification, phone calls, teacher communication and class websites as well as bi-lingual office staff. We will increase our organization of events by calendaring ALL events in the office and making certain to coordinate with each teacher, the cafeteria and transportation.
- C) The services outlined in B above will be provided for 100 % of our students including those with exceptional needs. 100% of our IEP's will include parent participation by either one or both parents attending in response to personal invitation.

year of making certain that we have interpreters at each of our events as well as translation for our documents that are sent home.

Metric	Baseline	Goal
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**Priority 5 (Pupil Engagement Required Metrics)**

**Priority 5 (Pupil Engagement Required Metrics)**

Metric	Baseline	Planned Outcome
A. School Attendance	97%	97%
B. Chronic Absenteeism	1.37%	1.37%
C. Middle School Dropout	0%	0%
D. High School Drop Out	N/A	N/A
E. High School Grad Rate	N/A	N/A

**Priority 6 (School Climate Metrics)**

Metric	Baseline	Planned Outcome
A. Suspension Rate	1.7	Decrease by (.2): 1.5
B. Expulsion Rate	0	0

C. Survey- Goal: Increase student positive response related to safety and connectedness by 2%.

Metric	Baseline	Planned Outcome	Outcome
A. School Attendance	97%	97%	97.2%
B. Chronic Absenteeism	1.37%	1.37%	1.03%
C. Middle School Dropout	0%	0%	0%
D. High School Drop Out	N/A	N/A	N/A
E. High School Grad Rate	N/A	N/A	N/A

**Priority 6 (School Climate Metrics)**

Metric	Baseline	Planned Outcome	Outcome
A. Suspension Rate	1.7	Decrease by (.2): 1.5	0
B. Expulsion Rate	0	0	0

C. Survey- Goal: Increase student positive response related to safety and connectedness by 2%.

Survey Questions	% of 152 4 <sup>th</sup> -8 <sup>th</sup> graders (agree)	Planned
Provides a good education for students	94%	94%
Everything I need to learn	81.5%	81.5%
EL's provided support	76.8%	76.8%
Prepares students for college and career	65.1%	65.1%
Contact parents when absent	59.5%	<b>61.5%</b>
Look forward to school each day	72%	72%
Feel Safe	86.5%	<b>88.5%</b>
Works with parents and guardians to help me do my best	79.5%	<b>81.5%</b>
My teacher calls or writes my parents	67.5%	<b>69.5%</b>
MY school is safe and clean (bathrooms and drinking fountains)	31.5%	<b>33.5%</b>
Provides opportunities for all students including gifted and talented	85.2%	85.2%
Common Core standards are being taught	83.2%	83.2%
Teacher and Principal talk about how school will teach CCSS	76.7%	76.7%

Survey Questions	% of 152 4 <sup>th</sup> -8 <sup>th</sup> graders (agree)	Planned	Outcome
Provides a good education for students	94%	94%	91.7%
Everything I need to learn	81.5%	81.5%	83.4%
EL's provided support	76.8%	76.8%	79.3%
Prepares students for college and career	65.1%	65.1%	73.1%
Contact parents when absent	59.5%	<b>61.5%</b>	<b>69.7%</b>
Look forward to school each day	72%	72%	77.2
Feel Safe	86.5%	<b>88.5%</b>	<b>81.4%</b>
Works with parents and guardians to help me do my best	79.5%	<b>81.5%</b>	<b>81.4%</b>
My teacher calls or writes my parents	67.5%	<b>69.5%</b>	<b>69.7%</b>
MY school is safe and clean (bathrooms and drinking fountains)	31.5%	<b>33.5%</b>	<b>49.7%</b>
Provides opportunities for all students including gifted and talented	85.2%	85.2%	84.1%
Common Core standards are being taught	83.2%	83.2%	86.2%
Teacher and Principal talk about how school will teach CCSS	76.7%	76.7%	81.4%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	<p><b>PLANNED</b>                  Implement Parent Institute for Quality Education (PIQE). Year two for participants who completed Year 1 in the 2015-16 school year.</p>	<p><b>ACTUAL</b>                  We implemented PIQE in the spring. We had 11 parents complete the program and receive their certificates of completion.</p>
Expenditures	<p><b>BUDGETED</b>                  \$6,000                  S/C                  Services / Operating Expenses</p>	<p><b>ESTIMATED ACTUAL</b>                  \$6,000.00                  S/C                  Services / Operating Expenses</p>

Action **2**

Actions/Services	<p><b>PLANNED</b>                  Create targeted academic education nights for the parents to help reinforce foundational skills.</p>	<p><b>ACTUAL</b>                  Hosted four parent nights: Technology and Math, Common Core Standards, Family Coding Night and Reading/Expanded Hours Book Fair.</p>
Expenditures	<p><b>BUDGETED</b>                  \$2,000                  S/C                  Book/Supplies</p>	<p><b>ESTIMATED ACTUAL</b>                  \$2,083.27                  S/C                  Book/Supplies</p>

Action

### 3

Actions/Services

<b>PLANNED</b> Provide Spanish translation at informational events/meetings.	<b>ACTUAL</b> HostWe were able to provide Spanish translation at all of our events, however many times staff or parent volunteered or it occurred during regular work hours so there was no additional cost.
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Expenditures

<b>BUDGETED</b> \$2,516 S/C Classified Salaries/ Benefits	<b>ESTIMATED ACTUAL</b> \$174.52 S/C Classified Salaries/ Benefits
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#### ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions were implemented as planned.

PIQE- PIQE began in the Spring of this year. Parents were recruited and encouraged to participate. The goal of this program is to develop stronger relationships with our parents, particularly our Spanish speaking parents to make sure that they understand how engaged we are in supporting their students. This program provides tools and resources to help parents advocate for their students. The program was implemented and did provide tools and information to those who attended.

Maple hosted five Parent Nights-

- CCSS-Understanding Common Core State Standards for each grade level.
- LCAP- Local Control Accountability Plan Reviewing Progress and Setting Goals
- CODING- Family Fun, A Night of Coding
- Math Technology- What are my Students Learning in Math and How Can I Help Them?
- Reading with your students- Making Time and Space for Reading Every Day!

Maple provided Translation/interpretation (Spanish) at all meetings, conferences, parent nights, events and performances.

Several parents participated in the PIQE program and 11 parents completed enough sessions to graduate. Graduation was held on May 23. Maple provided a guest speaker, music was performed by our beginning violin students and parents received their diplomas by our Board member Phillip Esnoz. Although the parents appreciated this opportunity this year's program implementation was less effective and not as well organized as last year. There was some confusion and lack of understanding of purpose and many staffing changes at PIQE office. Next year we plan to take a break from the program and remove that from our plan but plan to re-institute the following year if need is warranted and commitment to participation is demonstrated by parents.

Our parents, teachers and staff actively participated in each of these events. While the numbers varied we typically had at least 25 parents at each event. We also had greater staff participation than we did in past years. In the future we really hope that the teachers will take on these events and use the opportunity to provide valuable support to our families. We know that the relationship with the teacher is a critical piece to achieving student success for students. (Hattie 2009)

This past year we worked hard to provide translation and interpretation for each of our events so that parents would feel welcome and comfortable. We did however experience many events where we hired and provided interpreters but there was no one there needing assistance. We may implement a system where parents can RSVP and let us know that they need an interpreter so that we do not use resources unnecessarily.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between what was allocated to interpreters and what was spent was the result of two different circumstances. The first one is that much of the need for interpreters occurred during regular work time for staff members who provided interpretation. The other was that during evening events staff members and parents often volunteer to interpret for those needing the services and therefore there is no cost involved.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on this year's experience we are planning to discontinue PIQE for the 2017-18 school year. We understand that the service providers for PIQE have experienced changes and that we had low attendance. Therefore we will provide a year for them to plan and recruit for PIQE Year 2 and potentially provide this learning experience in the 2018-2019 school year for our parents who have already completed Year 1.

We will reduce this estimate allocated to translation/interpreters for next year. We have had the same experience for the past two years, so we have decided to decrease this estimated expenditure so that we can use the funds more effectively to provide another service.

# Stakeholder Engagement

LCAP Year

✓ 2017-18

✗ 2018

✗ 2019

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

### **Annual Update:**

\***Stakeholder Surveys** – During the months of February, March and April 2017, 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, and Board Members.

\***Student surveys were given** to 4<sup>th</sup>-8<sup>th</sup> grade students in class with the technology specialist in March 22, 2017 each student present (100%) completed a survey.

\***Met with student representatives to discuss priorities:** December 8, 2016, April 20, 2017

\***PIQE Principal Forum:** May 16, 2017

\* **New Parent Orientation** and introduction to our school, our mission and our LCAP Plan- Tuesday August 16<sup>th</sup> 4:30 PM.

\***Parent Night- LCAP Goals Progress and CCSS-** October 18, 2016, March 29, 2017- 8:45 a.m., 1:45 p.m., 5:45 p.m.

\***Shared with Board- LCAP Goals Progress** – December 8, 2016, January 12, 2017

\***Focus Groups** – Three supplemental meetings were held involving focus group discussion. The District provided interpreters and group leaders to facilitate small group discussions among parents, staff and students. March 29, 2017- 8:45 a.m., 1:45 p.m., 5:45 p.m. following presentations to parents.

\***Informational Parent Meeting** – An informational parent meeting was held on Wednesday, March 29, 2017. These meetings were held three times on this date to accommodate all parents: 8:45 AM, 1:45 PM and 5:45 PM. Reviewed Goals and Goal Progress with info-graphics and completed surveys with groups of parents working collaboratively.

**\*Bargaining Unit Meeting** - Principal and Academic Coach met with bargaining unit representatives on May 02, 2017 to review the LCAP implementation for 2017– 2020. Also discussed goals and action steps with Teachers.

**\*Draft presented to Parent Advisory Group** – On April 03, 2017, the District presented the updates, progress and LCAP planning to the School Site Council to review and suggest changes or additions to the plan.

**\*Parent Advisory/SSC Review and Approval** June 06, 2017.

**\*Public Hearing** – On June 06, 2017 a public hearing regarding the Maple Elementary School LCAP plan was held.

**\*Adoption** – On June 08, 2017 the Maple School Board adopted the LCAP plan as presented. There were no questions from District English Language Learner representatives. If there had been, the District would have responded to them appropriately, in writing.

#### IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

##### **Annual Update:**

\* There was a smaller number of attendees present than last year at each of our stakeholder meetings. however many provided input stating that they felt they knew what was in the LCAP and they knew that the school was making progress on the stated goals.

\*Students continue to express desire for more sports, increased after school activities and increased enrichment opportunities.

\* Students expressed desire to be included in planning and discussion as we look at modernizing and creating a safer school environment.

\*All Groups of students were represented. Parent expressed safety concerns, communication challenges, and praise for current programs and gratitude for offering PIQE.

\*Began the year sharing the mission and vision of Maple with new parents, introduced them to current parents and shared our LCAP goals and funding details.

\*Parents worked together to discuss current environment as well as learn from each other. Each student has their own unique experience at Maple and

unique needs.

\*Provided update and opportunity to provide more input for direction moving forward.

\* Reviewed progress and discussed future programmatic changes and possible opportunities for teachers and students to have expanded learning time.

\*Advisory group expressed knowledge of progress being made, asked clarifying questions and received updates. School Site Council requested that we add AED's to our campus. The Board agreed and approved this action.

\*Received approval from parent groups.

\*Shared updates and revised plan for next three years.

\*Plan adopted

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	1. Maple School will provide high quality instruction in a safe, secure, child-centered environment.	

### State and/or Local Priorities Addressed by this goal:

### Identified Need

STATE  1  2  3  4  5  6

COE  9  10

LOCAL \_\_\_\_\_

Teachers and support staff are in need of professional development in the areas of Common Core State Standards and English Language Development and strategies that support student learning.

Maintain support staff and academic coach in order to continue improved student outcomes.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 1a</b> Teachers appropriately assigned and fully credentialed	90% (1:11)-One of our teachers is working on her Special Ed Credential.	100%	100%	100%
<b>Priority 1b</b> Pupil access to standards-aligned textbooks	100% of students have access to standards-aligned textbooks	100%	100%	100%

<b>Priority 1c</b> School facilities in good repair	Our FIT indicates POOR conditions	POOR	GOOD	EXCELLENT
<b>Priority 2a</b> Implementation of California Academic and Content Standards	65%- Currently at least 4 hours per day or about 65% are devoted to implementing and supporting CCSS and more rigorous learning	75%	80%	100%
<b>Priority 2b</b> EL Students able to access CCSS and ELD	100% of EL students are enrolled in a program designed to meet their needs.	100%	100%	100%
<b>Priority 7a</b> Extent to which students have access to and are enrolled in a broad course of study	100% of Students are enrolled in a program designed to meet their needs.	100%	100%	100%
<b>Priority 7b</b> Extent to which unduplicated students have access to and are enrolled in a broad course of study	100% of our Unduplicated students are enrolled in a program designed to meet their needs.	100%	100%	100%
<b>Priority 7c</b> Extent to which students with exceptional needs have access to and are enrolled in a broad course of study	100% of Exceptional Needs students are enrolled in a program designed to meet their needs.	100%	100%	100%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<u>Specify Student Group(s)</u> <input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Spe

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> <del>English Learners</del>
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Spe

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide PD and support to classroom teachers who will implement provide increased targeted instruction including but not limited to CCSS, EL Strategies, Differentiated Instruction and Inclusion	Provide PD and support to classroom teachers who will implement provide increased targeted instruction including but not limited to CCSS, EL Strategies, Differentiated Instruction and Inclusion	Provide PD and support to classroom teachers who will implement provide increased targeted instruction including but not limited to CCSS, EL Strategies, Differentiated Instruction and Inclusion

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$4,000	Amount: \$4,000	Amount: \$4,000
Source: Educator Effectiveness Funding	Source: Educator Effectiveness Funding	Source: Educator Effectiveness Funding

Budget Reference

Certificated Salaries/benefits

Budget Reference

Certificated Salaries/benefits

Budget Reference

Certificated Salaries/benefits

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase Supplemental Curriculum aligned to CCSS. (Science and SS if available)	Purchase Supplemental Curriculum aligned to CCSS. (Science and SS if available)	Purchase Supplemental Curriculum aligned to CCSS. (Science and SS if available)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <b>\$30,000</b>	Amount <b>\$30,000</b>	Amount <b>\$30,000</b>

Source	Supp./Conc.	Source	Supp./Conc.	Source	Supp./Conc.
Budget Reference	Books/Supplies	Budget Reference	Books/Supplies	Budget Reference	Books/Supplies

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain Academic Coach to assist students and teachers as needed.	Maintain Academic Coach to assist students and teachers as needed.	Maintain Academic Coach to assist students and teachers as needed.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$100,672	Amount	\$101,000	Amount	\$102,000
Source	Supp./Conc.	Source	Supp./Conc.	Source	Supp./Conc.
Budget Reference	Certificated Salaries/benefits	Budget Reference	Certificated Salaries/benefits	Budget Reference	Certificated Salaries/benefits

Action **4**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide 5.5 hour classroom aides to support student learning, Intervention groups and additional EL support, Homework help before school, extended library hours	Provide 5.5 hour classroom aides to support student learning, Intervention groups and additional EL support, Homework help before school, extended library hours	Provide 5.5 hour classroom aides to support student learning, Intervention groups and additional EL support, Homework help before school, extended library hours

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$115,000"/>	Amount <input type="text" value="\$115,000"/>	Amount <input type="text" value="\$115,000"/>

Source	Base	Source	Base	Source	Base
Budget Reference	Classified Salaries/benefits	Budget Reference	Classified Salaries/benefits	Budget Reference	Classified Salaries/benefits

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to provide 5.5 hr. support to serve as Health Aide/ Librarian and Intervention Support	Continue to provide 5.5 hr. support to serve as Health Aide/ Librarian and Intervention Support	Continue to provide 5.5 hr. support to serve as Health Aide/ Librarian and Intervention Support

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$21,147	Amount	\$22,000	Amount	\$23,000
Source	Supp./Conc.	Source	Supp./Conc.	Source	Supp./Conc.
Budget Reference	Classified Salaries/Benefits	Budget Reference	Classified Salaries/Benefits	Budget Reference	Classified Salaries/Benefits

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue planning and moving toward modernization, repair or replacement of school site.	Continue planning and moving toward modernization, repair or replacement of school site.	Continue planning and moving toward modernization, repair or replacement of school site.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$100,000	Amount	\$100,000	Amount	\$100,000
Source	Fund 35	Source	Fund 35	Source	Fund 35
Budget Reference	Services/Operating Expenditures	Budget Reference	Services/Operating Expenditures	Budget Reference	Services/Operating Expenditures

## Goal 2

Maple School will provide challenging learning experiences that will maximize each students potential for academic growth.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

Continue to purchase and update technology for student and teacher use in classrooms that enhances student outcomes.  
 Continue support staff to support technology instruction and infrastructure.  
 Continue Expanded Learning opportunities for students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4a CAASP ELA	25% (2015-16)	28%	31%	34%
Priority 4a	24% (2015-16)	27%	30%	33%

CAASP Math				
SCIENCE 5 <sup>th</sup>	35% (Proficient or Advanced) 2015-16	38%	41%	44%
Science 8 <sup>th</sup>	29% (Proficient or Advanced) 2015-16	31%	33%	36%
<b>Priority 4b</b> API	NA	NA	NA	NA
<b>Priority 4c</b> Percentage of pupils completing a-g or CTE programs	NA	NA	NA	NA
<b>Priority 4d</b> Percentage of EL students making progress toward English Proficiency	64% (2016-17)	65%	66%	67%
<b>Priority 4e</b> EL Reclassification Rate	12% (5 students) 2016-17	13%	14%	15%
<b>Priority 4f</b> Percentage of pupils passing AP exam	NA	NA	NA	NA
<b>Priority 4g</b> Percentage of pupils who participate in and demonstrate college preparedness on the	NA	NA	NA	NA

EAP				
<b>Priority 8</b> Physical Fitness Testing 5 <sup>th</sup> Grade				
Aerobic Capacity Body Composition	61.8%	63.8%	65.8%	67.8%
Body Composition	61.8%	63.8%	65.8%	67.8%
Abdominal Strength	100%	100%	100%	100%
Trunk Extension Strength	100%	100%	100%	100%
Upper Body Strength	85.3%	85.3%	85.3%	85.3%
Flexibility	67.6%	69.6%	71.6%	73.6%
<b>Priority 8</b> Physical Fitness Testing 7 <sup>th</sup> Grade				
Aerobic Capacity	47.1%	49.1%	51.1%	53.1%
Body Composition	55.9%	57.9%	59.9%	61.9%
Abdominal Strength	85.3%	85.3%	85.3%	85.3%
Trunk Extension Strength	79.4%	81.4%	83.4%	85.4%
Upper Body Strength	82.4%	84.4%	86.4%	86.4%

Flexibility	73.5%	75.5%	77.5%	79.5%
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase an additional ten Electronic Tablets to support or TK and K teachers in introducing our students to technology	Purchase an additional ten Electronic Tablets to support or TK and K teachers in introducing our students to technology	Purchase an additional ten Electronic Tablets to support or TK and K teachers in introducing our students to technology

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$2,200	Amount	\$2,200	Amount	\$2,200
Source	Supp./Conc.	Source	Supp./Conc.	Source	Supp./Conc.
Budget Reference	Books/Supplies	Budget Reference	Books/Supplies	Budget Reference	Books/Supplies

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain Technology Specialist added in 2014-2015 to increase students' access to technology, provide training and instruction for students and professional development for teachers as well as maintain	Maintain Technology Specialist added in 2014-2015 to increase students' access to technology, provide training and instruction for students and professional	Maintain Technology Specialist added in 2014-2015 to increase students' access to technology, provide training and instruction for students and professional development for

hardware and software and assist with required state reporting processes.

development for teachers as well as maintain hardware and software and assist with required state reporting processes.

teachers as well as maintain hardware and software and assist with required state reporting processes.

**BUDGETED EXPENDITURES**

	2017-18	2018-19	2019-20
Amount	\$77,934	\$79,000	\$80,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Classified Salaries/Benefits	Classified Salaries/Benefits	Classified Salaries/Benefits

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
---------	---------	---------

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to maintain and update Chromebooks, computer cart, and infrastructure.	Continue to maintain and update Chromebooks, computer cart, and infrastructure.	Continue to maintain and update Chromebooks, computer cart, and infrastructure.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$10,000	Amount: \$10,000	Amount: \$10,000
Source: Supp./Conc.	Source: Supp./Conc.	Source: Supp./Conc.
Budget Reference: Books/Supplies	Budget Reference: Books/Supplies	Budget Reference: Books/Supplies

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools  
spans: \_\_\_\_\_

Specific Schools: \_\_\_\_\_

Specific Grade

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue Project Lead the Way Pilot and training year for (PLTW) Engineering, Computer Science, and Environmental Sustainability.	Continue Project Lead the Way Pilot and training year for (PLTW) Engineering, Computer Science, and Environmental Sustainability.	Continue Project Lead the Way Pilot and training year for (PLTW) Engineering, Computer Science, and Environmental Sustainability.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
<b>Amount</b> a.) \$2,000 b.) \$2,000	<b>Amount</b> a.) \$2,000 b.) \$2,000	<b>Amount</b> a.) \$2,000 b.) \$2,000
<b>Source</b> a.) Supp./Conc. b.) Supp./Conc.	<b>Source</b> a.) Supp./Conc. b.) Supp./Conc.	<b>Source</b> a.) Supp./Conc. b.) Supp./Conc.
<b>Budget Reference</b> a.) Books/Supplies b.) Certificated Salaries/Benefits	<b>Budget Reference</b> a.) Books/Supplies b.) Certificated Salaries/Benefits	<b>Budget Reference</b> a.) Books/Supplies b.) Certificated Salaries/Benefits

# 5

## Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools spans: \_\_\_\_\_  Specific Schools: \_\_\_\_\_  Specific Grade \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Limited to Unduplicated Student Group(s)  Schoolwide **OR**  \_\_\_\_\_

Location(s)  All schools spans: \_\_\_\_\_  Specific Schools: \_\_\_\_\_  Specific Grade \_\_\_\_\_

## ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain Aeries web-based software program to allow students to access grades, homework, and other resources. Parents also have access to attendance and behavior data.	Maintain Aeries web-based software program to allow students to access grades, homework, and other resources. Parents also have access to attendance and behavior data.	Maintain Aeries web-based software program to allow students to access grades, homework, and other resources. Parents also have access to attendance and behavior data.

## BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$3,500	Amount	\$3,500	Amount	\$3,500
Source	Supp./Conc.	Source	Supp./Conc.	Source	Supp./Conc.
Budget Reference	Services/Operating Expenses	Budget Reference	Services/Operating Expenses	Budget Reference	Services/Operating Expenses

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide to Unduplicated Student Group(s) **OR**  Limited

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Expanded Learning opportunities (After School, Before School, and Summer Intersession) to provide greater exposure to physical fitness activities, Science and Math Activities and increased exposure to the Arts.	Provide Expanded Learning opportunities (After School, Before School, and Summer Intersession) to provide greater exposure to physical fitness activities, Science and Math Activities and increased exposure to the	Provide Expanded Learning opportunities (After School, Before School, and Summer Intersession) to provide greater exposure to physical fitness activities, Science and Math Activities and

	Arts.	increased exposure to the Arts.
--	-------	---------------------------------

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	a.) \$30,000 b.) \$15,000 c.) \$3,000	Amount	a.) \$30,000 b.) \$15,000	Amount	a.) \$30,000 b.) \$15,000 c.) \$3,000
Source	a.) Supp./Conc. b.) Supp./Conc. c.) Supp./Conc.	Source	a.) Supp./Conc. b.) Supp./Conc. c.) Supp./Conc.	Source	a.) Supp./Conc. b.) Supp./Conc. c.) Supp./Conc.
Budget Reference	a.) Certificated Salaries/Benefits b.) Classified Salaries/Benefits c.) Books/Supplies	Budget Reference	a.) Certificated Salaries/Benefits b.) Classified Salaries/Benefits c.) Books/Supplies	Budget Reference	a.) Certificated Salaries/Benefits b.) Classified Salaries/Benefits c.) Books/Supplies

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to

Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase Nextgen Math Software	Purchase Nextgen Math Software	Purchase Nextgen Math Software

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,500	Amount: \$1,500	Amount: \$1,500
Source: Supp./Conc.	Source: Supp./Conc.	Source: Supp./Conc.
Budget Reference: Books/Supplies	Budget Reference: Books/Supplies	Budget Reference: Books/Supplies

# Goal 3

Maple School will partner with the students, staff, and the community to ensure that all students develop self-discipline and experience success.

State and/or Local Priorities Addressed by this goal:

STATE  1    2    3    4    5    6    7    8  
 COE    9    10  
 LOCAL # of Parents Actively Engaged in Maple Community Club

Identified Need

Continue to offer PIQUE  
 Continue to offer Parent Nights  
 Continue to provide for translation for Spanish speaking stakeholders in all areas of the school day as well as during Expanded Learning opportunities.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 3a</b> Efforts to seek parent input in decision making # Parents Attending MCC 80% of time	5	7	9	11
<b>Priority 3b</b> Participation of parents for unduplicated students	Continue calendaring, communicating and coordinating all events for unduplicated students	Continue calendaring, communicating and coordinating all events for unduplicated students	Continue calendaring, communicating and coordinating all events for unduplicated students	Continue calendaring, communicating and coordinating all events for unduplicated students
<b>Priority 3c</b> Participation of parents for unduplicated students with exceptional needs.	Personal invitations for all events including unduplicated students with exceptional needs	Personal invitations for all events including unduplicated students with exceptional needs	Personal invitations for all events including unduplicated students with exceptional needs	Personal invitations for all events including unduplicated students with exceptional needs
<b>Priority 5a</b> Attendance	97.2%	97.2%	97.2%	97.2%
<b>Priority 5b</b> Chronic Absenteeism	1.03%	.83%	.63%	.43%

<b>Priority 5c</b> Middle School Dropout Rate	0%	0%	0%	0%
<b>Priority 5d</b> High School Dropout Rate	N/A	N/A	N/A	N/A
<b>Priority 5e</b> High School Graduation Rate	N/A	N/A	N/A	N/A
<b>Priority 6a</b> Pupil suspension Rate	0%	0%	0%	0%
<b>Priority 6b</b> Pupil Expulsion Rate	0%	0%	0%	0%
<b>Priority 6b</b> School connectedness <b>Pupil Survey</b>	<b>2016-2017 % of 145 4<sup>th</sup>-8<sup>th</sup> grade students Agree</b>			
Provides students a Good Education	91.7%	91.7%	91.7%	91.7%
Everything I need to Learn	83.4%	83.4%	83.4%	83.4%
EL's provided support	79.3%	79.3%	79.3%	79.3%
Prepares students for college and career	73.1%	73.1%	73.1%	73.1%
Contact parents when absent	69.7%	<b>71.7%</b>	<b>73.7%</b>	<b>75.7%</b>

Look forward to school each day	77.2%	77.2%	77.2%	77.2%
Feel Safe	84.4%	<b>86.4%</b>	<b>88.4%</b>	<b>90.4%</b>
Works with parents and guardians to help me do my best	81.4%	<b>83.4%</b>	<b>85.4%</b>	<b>87.4%</b>
My teacher calls or writes my parents	69.7%	<b>71.7%</b>	<b>73.7%</b>	<b>75.7%</b>
MY school is safe and clean (bathrooms and drinking fountains)	49.7%	<b>51.7%</b>	<b>53.7%</b>	<b>55.7%</b>
Provides opportunities for all students including gifted and talented	84.1%	84.1%	84.1%	84.1%
Common Core standards are being taught	86.1%	86.1%	86.1%	86.1%
Teacher and Principal talk about how school will teach CCSS	81.4%	81.4%	81.4%	81.4%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement Parent Institute for Quality Education (PIQE). Year two for participants who completed Year 1 in the 2015-16 school year. e	Implement Parent Institute for Quality Education (PIQE). Year two for participants who completed Year 1 in the 2015-16 school year. e	Implement Parent Institute for Quality Education (PIQE). Year two for participants who completed Year 1 in the 2015-16 school year. e

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$-0-	Amount	\$6,000	Amount	\$6,000
Source	Supp./Conc.	Source	Supp./Conc.	Source	Supp./Conc.
Budget Reference	Services/Operating Expenses	Budget Reference	Services/Operating Expenses	Budget Reference	Services/Operating Expenses

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Create targeted academic education nights for the parents to help reinforce foundational skills.	Create targeted academic education nights for the parents to help reinforce	Create targeted academic education nights for the parents to help reinforce foundational

	foundational skills.	skills.
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**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$2,000	Amount: \$2,000	Amount: \$2,000
Source: Supp./Conc.	Source: Supp./Conc.	Source: Supp./Conc.
Budget Reference: Books/Supplies	Budget Reference: Books/Supplies	Budget Reference: Books/Supplies

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
---------	---------	---------

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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Provide Spanish translation at informational events/meetings	Provide Spanish translation at informational events/meetings	Provide Spanish translation at informational events/meetings
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**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$500.00	Amount	\$500.00	Amount	\$500.00
Source	Supp./Conc.	Source	Supp./Conc.	Source	Supp./Conc.
Budget Reference	Classified Salaries/Benefits	Budget Reference	Classified Salaries/Benefits	Budget Reference	Classified Salaries/Benefits

**Demonstration of Increased or Improved Services for Unduplicated Pupils**

LCAP Year  2017-18  2018  2019

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$ 295,994	<u>Percentage to Increase or Improve Services:</u>	14.46 %
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Maple School District has a greater than 55% rate of population identified as students who are socioeconomically disadvantaged, English Language Learners or Foster Youth, therefore we have selected to provide additional support and services to our entire school population. While we provide all services School/District wide we specifically identify and strategically address the needs of our students who may need additional support. It is the District's practice to make certain that any supplemental or concentration funds are used to provide additional services that are principally directed to and effective in serving the needs of our unduplicated population and students with exceptional needs.

Maple School District is committed to providing each and every student an incredible foundation and tools to continue in the education system and be successful. We have worked hard to put in place resources that will not only provide the basics, but also provide expanded learning opportunities for students and staff. This year we were able to really build on that foundation by engaging in the New Pedagogies for Deeper Learning Project, as well as the Continuous Improvement Consortium. Our students are provided an all-inclusive education with peers of all ability levels. We provide additional support with instructional aides, intervention, expanded learning time and specialized support. The small campus and close knit community provides students with a safe, secure learning environment that the parents have appreciated and supported for generations.

Being a small, rural, single-school district provides unique benefits as well as challenges. We know that although our resources are limited our commitment to our families and the strong relationships that we have built with our families will support our students' success. We never want our size to be an excuse for not being able to provide something for our students. We will continue to be fiscally conservative, making the most of every resource that we have and continue to build relationships with our community who also provides tremendous personal and financial support.

In the coming years we are committed to improving our service to our English Language Learners, to continue to work to bring ALL families into the school community and to look for additional ways to increase and improve our services to students. Maple is committed to providing the highest possible level of service to our students and continuing to grow as lifelong learners.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*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 Education Code (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.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## [Plan Summary](#)

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## [Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

### Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

### Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

### Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

### Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## **Goal**

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## **Related State and/or Local Priorities**

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## **Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

## **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

#### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### **Students to be Served**

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

#### **Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

#### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting

“Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

#### **New/Modified/Unchanged:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### 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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

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

### **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful 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 unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?