

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14.5. Local Control Funding Formula

Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template

Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants

§ 15494. Scope.

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

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

§ 15495. Definitions.

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) “Consult with pupils,” as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may

include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.

(b) “English learner parent advisory committee,” as used in Education Code sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in Education Code section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

(c) “Local control and accountability plan (LCAP)” means the plan created by an LEA pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in conformance with the LCAP and annual update template found in section 15497.5.

(d) “Local educational agency (LEA)” means a school district, county office of education, or charter school.

(e) “Parents” means the natural or adoptive parents, legal guardians, or other persons holding the right to make educational decisions for the pupil pursuant to Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or 56055, including foster parents who hold rights to make educational decisions.

(f) “Parent advisory committee,” as used in Education Code sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in Education Code section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

(g) “Prior year” means one fiscal year immediately preceding the fiscal year for which an LCAP is approved.

(h) “Services” as used in Education Code section 42238.07 may include, but are not limited to, services associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services.

(i) “State priority areas” means the priorities identified in Education Code sections 52060 and 52066. For charter schools, “state priority areas” means the priorities identified in Education Code section 52060 that apply for the grade levels served or the nature of the program operated by the charter school.

(j) “Subgroup” means the numerically significant pupil subgroups identified pursuant to Education Code section 52052.

(k) “to improve services” means to grow services in quality.

(l) “to increase services” means to grow services in quantity.

(m) “unduplicated pupil” means any of those pupils to whom one or more of the definitions included in Education Code section 42238.01 apply, including pupils eligible for free or reduced price meals, foster youth, and English learners.

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

§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants.

(a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA’s goals for its unduplicated pupils in the state priority

areas. An LEA shall determine the percentage by which services for unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year as follows:

(1) Estimate the amount of the LCFF target attributed to the supplemental and concentration grants for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

(2) Estimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils. The estimated amount of funds expended in 2013-14 shall be no less than the amount of Economic Impact Aid funds the LEA expended in the 2012-13 fiscal year.

(3) Subtract subdivision (a)(2) from subdivision (a)(1).

(4) Multiply the amount in subdivision (a)(3), by the most recent percentage calculated by the Department of Finance that represents how much of the statewide funding gap between current funding and full implementation of LCFF is eliminated in the fiscal year for which the LCAP is adopted.

(5) Add subdivision (a)(4) to subdivision (a)(2).

(6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant to Education Code sections 42238.02 and 2574, as implemented by Education Code sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program, in the fiscal year for which the LCAP is adopted.

(7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

(8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero or when LCFF is fully implemented statewide, then an LEA shall determine its percentage for purposes of this section by dividing the amount of the LCFF target attributed to the supplemental and concentration grant for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program.

(b) This subdivision identifies the conditions under which an LEA may use funds apportioned on the basis of the number and concentration of unduplicated pupils for districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved services for unduplicated pupils under subdivision (a) of this section by using funds to upgrade the entire educational program of a schoolsite, a school district, a charter school, or a county office of education as follows:

(1) A school district that has an enrollment of unduplicated pupils of 55 percent or more of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(2) A school district that has an enrollment of unduplicated pupils less than 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(3) A school district that has an enrollment of unduplicated pupils at a school that is 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(4) A school district that has an enrollment of unduplicated pupils that is less than 40 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(5) A county office of education expending supplemental and concentration grant funds on a countywide basis or a charter school expending supplemental and concentration grant funds on a charterwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a countywide or charterwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the county office of education's or charter school's goals for its unduplicated pupils in the state and any local priority areas, as applicable.

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

§ 15497. County Superintendent of Schools Oversight of Demonstration of Proportionality.

In making the determinations required under Education Code section 52070(d)(3), the county superintendent of schools shall include review of any descriptions of districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through (b)(4) when determining whether the school district has fully demonstrated that it will increase or improve services for unduplicated pupils pursuant to section 15496(a). If a county superintendent of schools does not approve an LCAP because the school district has failed to meet its requirement to increase or improve services for unduplicated pupils as specified in this section, it shall provide technical assistance to the school district in meeting that requirement pursuant to Education Code section 52071.

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

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Maple Elementary School District

Contact: Julie Boesch, Ed.D., Superintendent/Principal

LCAP Year: 2015-2018

jboesch@mapleschool.org, (6610746-4439)

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs

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

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

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>*Informational Parent Meeting – An informational parent meeting was held on Wednesday, 2/19/14. In this meeting the Superintendent presented a Powerpoint that highlighted the Local Control Funding Formula and the LCAP plan that will accompany the new approach to funding. The Superintendent again approached the attendees and urged them to ask questions and submit input for things that the LCAP plan should include.</p> <p>Stakeholder Surveys – During the month of February 2014, Maple Administration conducted informational surveys of all stakeholder groups to identify trends, needs, strengths, and desires of each group. These surveys were sent out to Staff, Parents, Board Members and students in grades 4th – 8th. The district had a 75% participation rate overall.</p> <p>*Bargaining Unit Meeting - Principal and Academic Coach met with bargaining unit representatives on May 6, 2014 to review the LCAP implementation for 2014 – 2017.</p> <p>*Draft presented to Parent Advisory Group – On May 12, 2014, the District presented the LCAP plan to the School Site Council to review and suggest changes or additions to the plan.</p> <p>*Public Hearing – On June 17, 2014 a public hearing regarding the Maple Elementary School LCAP plan was held.</p> <p>*Adoption – On June 19, 2014 the Maple School Board adopted the LCAP plan as presented.</p>	<p>*Information gathered to identify trends, strengths, weaknesses, desirable services, and tools. This information helped to develop the goals for the LCAP which focused on Technology and Intervention help for struggling students.</p> <p>*Consultation with those in attendance allowed an opportunity to talk through issues that arose due to implementation of LCAP.</p> <p>*Consultation with bargaining unit representatives allowed an opportunity for feedback prior to finalizing the plan.</p> <p>*Opportunity to receive feedback from Parent Advisory Group before finalizing plan.</p> <p>*Final opportunity for public input before LCAP is approved.</p>
IMPACT OF COLLABORATION AND COMMUNICATION WITH	IMPACT OF COLLABORATION AND

<p>STAKEHOLDERS</p> <p>*The Maple School Local Control Accountability Plan is designed to be a living and breathing document to help administration monitor the service of our students as aligned with our overarching goals. The 14-15 school year was the first year the LCAP process was implemented. As with anything, there were things that we did well and areas where we could show growth moving forward.</p> <p>As we set out to complete our annual update and revise the LCAP for 15-16, 16-17 and 17-18 we were careful to gather input from as many stakeholders as possible. The administration gathered input through surveys of our certificated and classified staff, our parents, and our 4th – 8th grade students. We offered 3 separate parent meetings at various times of the day to give opportunity to as many parents as possible. During these meetings, a staff member facilitated a conversation hitting specific points and recorded these responses. The staff completed a survey answering the same questions and the students were able to complete an online survey. After the input was collected, data was compiled and trends were easily identified.</p> <p>Below is a snapshot of the stakeholder information:</p> <p>How can Maple School District help more students do well in their classes?</p> <ul style="list-style-type: none"> After School programs with homework help Local Educational field trips Help 2nd graders practice computer skills to prepare for state testing Parent interventions/volunteers Identify struggling students More parent-teacher meetings Motivational Speakers Tutoring – websites, more availability without charge for services, tutors well 	<p>COMMUNICATION WITH STAKEHOLDERS</p> <p>*During this update and revision process we have taken the more specific LCAP goals from 2014-2015 and transitioned them into three broad goals that align with our school mission statement. Our three new goals are:</p> <ol style="list-style-type: none"> 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 student's 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. <p>These goals provide the umbrella to support our students by implementing action steps in every aspect while meeting the State's eight priority goals for the LCAP.</p> <p>As we reflected on the 14-15 LCAP we had very lofty goals. The theory behind the plan was honorable, but the ability to implement each action step was nearly impossible. As we verified where our supplemental and concentration monies were spent, by far the majority went to salaries to place more support in the classroom. Having a person to help support a student is more valuable than another set of curriculum or a new program.</p>
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versed in curriculum
 Air Conditioning – no more early out for heat
 More communication for parents
 Is there an interest in a paid afterschool program?
 More hands-on learning
 Communicating HW help sessions to parents
 Breakfast for students
 Have an instructional aide in classrooms all day
 Aides involved more in intervention vs. clerical work
 Technology and keyboarding
 Advanced Math and Science
 Send home notes and concepts for Math so parents can help more

How can Maple School District ensure that students attend school regularly?
 Use a truancy officer
 PIQE – educating parents
 Awards for perfect attendance quarters or year end
 Communications with parents on reasons why students aren't at school
 Keep students/parents accountable
 After school sports program
 Higher quality PE Program
 Incentives – lunches, games days, activities
 More phone calls
 Educate parents on how much ADA affects funding

How can Maple School District create a safe learning environment?
 Locked doors at all times
 Walkie-Talkie systems campus wide
 Students should feel free to come to the office when they feel like they are being bullied
 Improve facilities

We used these extra hours to provide aide time to run intervention in the form of Read Live Naturally. The aides were also placed in classrooms longer and were able to support the learning process in the classroom more effectively. We also provided EL support in the lower grades with a daily EL group time, in addition to, a few pull out groups in the afternoon for additional help.

We also knew the importance of bringing in new technology to the Maple campus to ensure our students are able to be successful as they move forward. Supplemental and concentration funds were set to purchase sets of chromebooks in year two and three but we felt like our students could not wait any longer. We purchased 35 chromebooks and the cart with its own wireless hub that was portable and could be moved from classroom to classroom.

As we move forward in the coming years our focus is to provide the highest level of services possible to all of our students by maintaining our increase in Aide time, refining our intervention implementation and providing additional professional development and support to our certificated and classified staff. We also plan to increase our technology device implementation and continue to train and support our staff to increase skill and comfort level.

We will purchase Walkie -Talkies for all staff members to increase our communication in classrooms and on campus at all times.

We are also moving forward with providing PIQE in collaboration with the county office and have our schedule for

More shade on the playground
 More yard supervision – aides focused on what’s going on
 Is playground equipment up to code?
 New desks in the classrooms
 Disc up entire playground and start again (pot holes)
 School nurse
 Reward system for positive behavior (PBIS?)
 Disaster training (shooting, earthquake, fire)
 Defibulator machine
 Emergency kits up to date
 Create an environment where students understand, it’s ok to take a risk and be wrong. Open lines of communication.
 Parents must park when picking up or dropping off
 Social Media education

How can Maple School District help more students prepare for college and career?

Career Center/Counseling
 PIQE
 Vocational/trade schools
 College visits to BC and CSUB
 Bring College speakers to campus
 Electives (Robotics, Leadership class, Gateways to Engineering)
 College/Career Days
 Motivation to go to college
 Continually update technology, keyboarding
 After school sports
 Exposure to college and careers
 More chromebooks
 More classes to help prepare for high school
 Changing classes
 Keyboarding (even after school for 7th & 8th)

next year set and ready to begin in September.

We are also working to create a cycle of continuous improvement to make certain we continue to grow and increase our communication with parents. We currently use our website and we would like to improve it, we are purchasing Aeries which will increase parent access to student data at all times. We will continue to use Remind 101 and continue to increase our communication in Spanish and the provision of interpretation for verbal, written and in-person parent communication.

The LCAP process has provided the opportunity to create a roadmap for where we would like to see Maple go in the future. The increase in services in the form of additional support, intervention and increased technology were all accomplished this year.

There was no plan for updating facilities however as the Governor’s budget emerged and there was no specific funding provided for Modernization the need at Maple became more apparent and critical. This is the purpose for including this in our current plan. We will continue to seek all alternate funding sources available, our parent club has started a fundraising campaign and all potential funding opportunities will be pursued.

<p>Bring your parent to school day Visit BC Career Day Geography More contact with parents More collaboration with high school staff.</p> <p>How can Maple School District help more parents become involved in our school?</p> <p>Food and activities Intentional parent partnering (new and old) Spanish speaking meetings (translations) Forms home in English and Spanish PIQE class Identifying new families Working in class Sign-up sheets in office Remind 101 in Spanish Provide child care during meetings New Parent Orientation Family Nights (books and burritos, etc.) Quarterly meetings focusing on important points Blackboard App – like Remind 101 but can send in English and Spanish Auto dialer Email communication Website – insert categories: Homework, Events Newsletters in Spanish Texting program from teachers to parents More community events Spanish translated letters</p>	
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Annual Update:

***Stakeholder Surveys** – During the month of February 2015, Maple Administration conducted informational surveys of all stakeholder groups to identify trends, needs, strengths, and desires of each group. These surveys were sent out to Staff, Parents, Board Members.

*Student surveys were given to 4th-8th grade students in class with the technology specialist in May 2015 each student present (100%) completed a survey.

*100% of teachers completed a survey

*87% (26 of 30) Classified Staff completed a survey.

*90% of School Site Council Members completed surveys

***Focus Groups** – Three meetings were held involving focus group discussion. The District provided interpreters and group leaders to facilitate small group discussions among parents, staff and students.

***Informational Parent Meeting** – An informational parent meeting was held on Thursday, 2/26/15. These meetings were held three times on this date to accommodate all parents: 8:30 AM, 1:30PM and 6:00 PM. In this meeting the Superintendent presented a Powerpoint that highlighted the Local Control Funding Formula and the LCAP plan that the attendees will participate in writing. We reviewed last year’s goals, updates on progress, identification of additional needs and the systematic process in place to gather information.

***Bargaining Unit Meeting** - Principal and Academic Coach met with bargaining unit representatives on May 22, 2015 to review the LCAP

Annual Update:

*Information gathered to identify trends, strengths, weaknesses, desirable services, and tools. This information helped to develop the goals for the LCAP which focused on Technology and Intervention help for struggling students.

*Students completed survey using Survey Monkey, Technology Specialist gathered data and presented to Superintendent and Board on May 21, 2015.

*Opportunity to gather information particularly important to each participant as well provide personal explanation in Home Language. We also had representative from KCSOS Migrant program here to talk with parents.

*Consultation with those in attendance allowed an opportunity to talk through issues that arose due to implementation of LCAP. Of the 172 families represented at Maple we had 147 of them RSVP that they would attend. Sign In sheets indicate that the attendance rate was approximately 76%.

*Consultation with bargaining unit representatives allowed an opportunity for feedback prior to finalizing the plan.

*Opportunity to receive feedback from Parent Advisory Group before finalizing plan. Parents had multiple questions and suggestions that impacted our planning. Two major concerns were facilities and safety. We are implementing walkie-talkies

implementation for 2015 – 2018.

***Draft presented to Parent Advisory Group** – On May 11, 2015, the District presented the LCAP plan to the School Site Council to review and suggest changes or additions to the plan.

***Parent Advisory/SSC Review and Approval** May 26, 2015.

***Public Hearing** – On June 11, 2015 a public hearing regarding the Maple Elementary School LCAP plan was held.

***Adoption** – On June 18, 2015 the Maple School Board adopted the LCAP plan as presented.

next year and will develop a communication chain of command in the event of an emergency.

*Opportunity for review and input from parents and School Site Council final approval of plan.

*Final opportunity for public input before LCAP is approved.

*No questions from the community require written response No questions from the community require written response

* As we move forward in the coming years our focus is to provide the highest level of services possible to all of our students by maintaining our increase in Aide time, refining our intervention implementation and providing additional professional development and support to our certificated and classified staff. We also plan to increase our technology device implementation and continue to train and support our staff to increase skill and comfort level.

We will purchase Walkie -Talkies for all staff members to increase our communication in classrooms and on campus at all times.

We are also moving forward with providing PIQE in collaboration with the county office and have our schedule for next year set and ready to begin in September.

We are also working to create a cycle of continuous improvement to make certain we continue to grow and increase our communication with parents. We currently use our website and we would like to improve it, we are purchasing Aeries which

will increase parent access to student data at all times. We will continue to use Remind 101 and continue to increase our communication in Spanish and the provision of interpretation for verbal, written and in-person parent communication.

The LCAP process has provided the opportunity to create a roadmap for where we would like to see Maple go in the future. The increase in services in the form of additional support, intervention and increased technology were all accomplished this year.

There was no plan for updating facilities however as the Governor's budget emerged and there was no specific funding provided for Modernization the need at Maple became more apparent and critical. This is the purpose for including this in our current plan. We will continue to seek all alternate funding sources available, our parent club has started a fundraising campaign and all potential funding opportunities will be pursued.

In this process we were able to evaluate last year's plan and identify strengths as well as opportunities for growth. We were able to hire a Technology Specialist and an Academic Coach as well as increase Aide time. We were limited in the data that was available to measure many of the previous goals so we have updated the goals this year to reflect the data that is currently available and have made plans to create district level assessments that can be used in the interim to provide student data. Specifically we recognize that we need to move forward with our parental involvement component by getting PIQE instituted as well as hosting Family Education Nights, We will also be increasing our use of translation and access to information in multiple modalities.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups

have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, 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?

<p>GOAL:</p>	<p>1. Maple School will provide high quality instruction in a safe, secure, child-centered environment.</p>	<p>Related State and/or Local Priorities: 1_✓_2_✓_3__4__5__6_7_✓_8_ Local: Specify _____</p>
<p>Identified Need:</p>	<ul style="list-style-type: none"> ○ Facilities FIT Tool-According to FIT Tool requirements Maple Facilities are adequate, however based on reports provided by an architect, structural engineer, electrical engineer, county buildings inspector and other industry experts Maple is in need of immediate updates and repairs. ○ Highly Qualified Teachers- All of our teachers are highly qualified however we will work to increase professional development and training as well as work to remain competitive to continue to attract highly qualified candidates for any future openings. ○ Adequate Textbooks- currently Maple has a text book for each student in all subject areas. Social Studies and Science texts need to be updated as soon as possible- the current texts are in poor condition and outdated. ○ Williams Reports- there have been no complaints filed, however parent, student and staff surveys indicate that facilities updates are a high priority. ○ Access to Programs- There are currently no after school sports or enrichment programs- this was identified by parents and students as a priority. ○ Implementation of CCSS- Maple is in the beginning stages of implementation- currently Math is the only subject with updated text books and professional development is needed to continue to support teachers and staff increase their comfort level. ○ Category 1: Conditions of Learning: <ul style="list-style-type: none"> ○ Priority 1 (Basic Services) <ul style="list-style-type: none"> ▪ Teacher Credentialing and Misassignment Rate (ED Code 44258.9) ▪ Number/rate of teachers not fully credentialed: 0 ▪ Number/rate of teachers teaching outside subject area: 0 ▪ Number/rate of teachers teaching EL's without authorization: 0 ▪ Number/rate of core classes taught by HQTs: 100% ▪ Sufficient access to standards-aligned instructional materials as defined in Ed Code 60119 ▪ Number/rate of students lacking their own text book: 0 	

- **Well-maintained school facilities**
- Overall facility rating from Facility Inspection Tool (FIT): Good

○ Priority 2 (Implementation of State Standards) **District Identified Metrics**

Qualitative and/or quantitative description of how the programs and services will enable ELs to access CCSS and other academic content standards as well as ELD standards. Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.

- At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.
- If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.
- Based on this description of what full implementation would look like Maple School District's current level of implementation is currently between minimally or partially completed. 100% of students have access to all curriculum and are provided with materials however we will work to increase professional development, fully aligned assessments and additional supports for students and parents as we move forward with our adoption of CCSS.

○ Priority 7 (Course Access)

- Rate of students enrolled in CTE courses (grades 7-12): NA
- Rate of students enrolled in UC/CSU required courses (grades 9- 12): NA

- Number/rate of AP courses offered (9-12): NA
- Rate of students enrolled in AP courses: NA
- Rate of remedial course enrollment: 0
- Number/rate of course offerings for students with exceptional needs (SDC classes): 1

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.

Goal Applies to:	Schools:	Maple Elementary
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:

- o Facilities FIT Tool- We expect to continue working to secure funding for our facilities updates and required repairs. As we go through this process we plan to provide adequate space so that each class has their own space, there are handicap accessible restrooms and we have full use of our library.
- o Highly Qualified Teacher data- continue to hire staff who are highly qualified.
- o Adequate Textbooks- when new textbooks adoptions become available Maple will purchase a new adoption

and provide training and support to teachers to ensure full implementation.

- Williams Reports-Maple will ensure that all Williams Reports requirements remain as a priority for our students.
- Access to Programs- Maple will increase opportunities to students for additional programs offered to increase student learning. These will include after school track club, Art Class, and Science Club. These programs will be available to all students interested in participating.
- Implementation of CCSS- Maple will increase common core implementation with the expectation that a minimum of 30% (2 hours) of the school day will be spent using strategies that increase student engagement, provide depth of knowledge questioning strategies and provide opportunities for collaborative and creative interactive learning experiences. Based on classroom observations and teacher self-reporting Maple will move toward partial implementation as described above.

- **Category 1: Conditions of Learning:**
 - Priority 1 (Basic Services)
 - **Teacher Credentialing and Misassignment Rate (ED Code 44258.9)**
 - Number/rate of teachers not fully credentialed: 0
 - Number/rate of teachers teaching outside subject area: 0
 - Number/rate of teachers teaching EL's without authorization: 0
 - Number/rate of core classes taught by HQTs: 100%
 - **Sufficient access to standards-aligned instructional materials as defined in Ed Code 60119**
 - Number/rate of students lacking their own text book: 0
 - **Well-maintained school facilities**
 - Overall facility rating from Facility Inspection Tool (FIT): Good

 - Priority 2 (Implementation of State Standards) **District Identified Metrics**

Qualitative and/or quantitative description of how the programs and services will enable ELs to access CCSS and other academic content standards as well as ELD standards. Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in

RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.

- At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.
- If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.
- Based on this description of what full implementation would look like Maple School District’s current level of implementation is currently between minimally or partially completed. 100% of students have access to all curriculum and are provided with materials however we will work to increase professional development, fully aligned assessments and additional supports for students and parents as we move forward with our adoption of CCSS. This year we will work to increase our implementation to reach the partial implementation level (At least 50%)

o Priority 7 (Course Access)

- Rate of students enrolled in CTE courses (grades 7-12): NA
- Rate of students enrolled in UC/CSU required courses (grades 9-12): NA
- Number/rate of AP courses offered (9-12): NA
- Rate of students enrolled in AP courses: NA
- Rate of remedial course enrollment: 0
- Number/rate of course offerings for students with exceptional needs (SDC classes): 1

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide PD and support to classroom teachers who will implement:</p> <ul style="list-style-type: none"> ● EL Strategies ● CELDT ● EL Levels, Standards and Framework ● Lesson Delivery 	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1. \$6,000 S/C certificated salaries/ benefits</p>
<p>2. Purchase curriculum aligned to CCSS. Ready Common Core Bridge materials for ELA</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>2.\$10,000 S/C Books/ Supplies</p>

<p>3. Provide part-time academic coach to assist students and teachers as needed.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>7. 24,720 S/C certificated salaries/ benefits</p>
<p>4. Provide 3.75 hour classroom aides to support student learning.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>8. \$51,727 S/C Classified salaries/ benefits</p>
<p>5. Provide an additional 1.75 classroom aide hours for intervention groups.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>5. 40,785 S/C Classified salaries/ benefits</p>
<p>6. Extend library hours to provide adequate access of books and technology for all students.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>6. \$6,000 S/C Classified salaries/ benefits</p>

<p>7. Provide 45 minutes of before school tutoring and homework help for students who need extra support.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>7. \$6,679 S/C certificated salaries/ benefits</p>
<p>8. Additional 1 hour of after school ELD support to provide additional instruction for EL students who are not yet proficient.</p>	<p>EL Students</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>8. \$3,832 S/C certificated salaries/ benefits</p>
<p>9. Additional Academic Coach hours to support ELD intervention.</p>	<p>EL Students</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>9. 74,155 S/C certificated salaries/ benefits</p>

<p>10. Facility Improvement/repairs to ensure safety of all students: Maple Facilities are adequate, however based on reports provided by an architect, structural engineer, electrical engineer, county buildings inspector and other industry experts Maple is in need of immediate updates and repairs.</p> <ul style="list-style-type: none"> ● Roof Repair ● electrical/fire alarm system update 	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>10. \$25,220 S/C certificated salaries/ benefits</p>
<p>11. Provide 5.5 hr. support to serve as Health Aide/ Librarian and Intervention Support</p>	<p>Schoolwide/ Districtwide</p>	<p>ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>11. \$14,128 S/C Classified salaries/ benefits</p> <p>1 person 5.5 hrs.</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> ○ Facilities FIT Tool- We expect to continue working to secure funding for our facilities updates and required repairs. As we go through this process we plan to provide adequate space so that each class has their own space, there are handicap accessible restrooms and we have full use of our library. ○ Highly Qualified Teacher data- continue to hire staff who are highly qualified. ○ Adequate Textbooks- when new textbooks adoptions become available Maple will purchase a new adoption and provide training and support to teachers to ensure full implementation. ○ Williams Reports-Maple will ensure that all Williams Reports requirements remain as a priority for our students. ○ Access to Programs- Maple will increase opportunities to students for additional programs offered to increase student learning. These will include after school track club, Art Class, and Science Club. These programs will be available to all students interested in participating.
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- Implementation of CCSS- Maple will increase common core implementation with the expectation that a minimum of 40% (2.5 hours) of the school day will be spent using strategies that increase student engagement, provide depth of knowledge questioning strategies and provide opportunities for collaborative and creative interactive learning experiences. Based on classroom observations and teacher self-reporting Maple will move toward partial implementation as described above.
- **Category 1: Conditions of Learning:**
 - Priority 1 (Basic Services)
 - **Teacher Credentialing and Misassignment Rate (ED Code 44258.9)**
 - Number/rate of teachers not fully credentialed: 0
 - Number/rate of teachers teaching outside subject area: 0
 - Number/rate of teachers teaching EL's without authorization: 0
 - Number/rate of core classes taught by HQTs: 100%
 - **Sufficient access to standards-aligned instructional materials as defined in Ed Code 60119**
 - Number/rate of students lacking their own text book: 0
 - **Well-maintained school facilities**
 - Overall facility rating from Facility Inspection Tool (FIT): Good
 - Priority 2 (Implementation of State Standards) **District Identified Metrics**

Qualitative and/or quantitative description of how the programs and services will enable ELs to access CCSS and other academic content standards as well as ELD standards. Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.

 - At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.
 - If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade

three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.

- Based on this description of what full implementation would look like Maple School District’s current level of implementation is currently between minimally or partially completed. 100% of students have access to all curriculum and are provided with materials however we will work to increase professional development, fully aligned assessments and additional supports for students and parents as we move forward with our adoption of CCSS. This year we will work to increase our implementation to approach the substantial implementation level (At least 75%). Based on classroom observations and teacher self-reporting Maple will move toward partial implementation as described above.

o Priority 7 (Course Access)

- Rate of students enrolled in CTE courses (grades 7-12): NA
- Rate of students enrolled in UC/CSU required courses (grades 9-12): NA
- Number/rate of AP courses offered (9-12): NA
- Rate of students enrolled in AP courses: NA
- Rate of remedial course enrollment: 0
- Number/rate of course offerings for students with exceptional needs (SDC classes): 1

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide PD and support to classroom teachers who will implement:</p> <ul style="list-style-type: none"> ● EL Strategies ● CELDT ● EL Levels, Standards and Framework ● Lesson Delivery 	Schoolwide/ Districtwide	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1. \$6,000 S/C Classified salaries/ benefits</p>
<p>2. Purchase curriculum aligned to CCSS. Ready Common Core Bridge materials for ELA</p>	Schoolwide/ Districtwide	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>2. \$10,000 S/C Books/ Supplies</p>
<p>3. Provide part-time academic coach to assist students and teachers as needed.</p>	Schoolwide/ Districtwide	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>7. 24,720 S/C Certificated salaries/ benefits</p>
<p>4. Provide 3.75 hour classroom aides to support student learning.</p>	Schoolwide/ Districtwide	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>8. \$51,727 S/C Classified</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	salaries/ benefits
5. Provide an additional 1.75 classroom aide hours for intervention groups.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	5. \$ 40,785 S/C Classified salaries/ benefits
6. Extend library hours to provide adequate access of books and technology for all students.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	6. \$6,000 S/C Classified salaries/ benefits
7. Provide 45 minutes of before school tutoring and homework help for students who need extra support.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	7. \$6,679 S/C Certificated salaries/ benefits
8. Additional 1 hour of after school ELD support to provide additional instruction for EL students who are not yet proficient..	EL Students	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	8. \$3,832 S/C Classified salaries/ benefits

<p>9. Additional Academic Coach hours to support ELD intervention.</p>	<p>EL Students</p>	<p>Subgroups:(Specify)_____</p> <p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>9. \$74,155 S/C Certificated salaries/ benefits</p>
<p>10. Facility Improvement/repairs to ensure exemplary FIT report: Facility Improvement/repairs to ensure safety of all students: Maple Facilities are adequate, however based on reports provided by an architect, structural engineer, electrical engineer, county buildings inspector and other industry experts Maple is in need of immediate updates and repairs.</p> <ul style="list-style-type: none"> Continue to assess and address immediate facility concerns as we pursue alternate funding options and support. 	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>10. \$25,220 S/C Services/Oper ating Expense</p>
<p>11. Provide 5.5 hr. support to serve as Health Aide/ Librarian and Intervention Support</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>11. \$14,128 S/C Classified salaries/ benefits</p> <p>1 person 5.5 Hrs</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>o Facilities FIT Tool- We expect to continue working to secure funding for our facilities updates and required repairs. As we go through this process we plan to provide adequate space so that each class has their own space, there are handicap accessible restrooms and we have full use of our library.</p>
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- Highly Qualified Teacher data- continue to hire staff who are highly qualified.
- Adequate Textbooks- when new textbooks adoptions become available Maple will purchase a new adoption and provide training and support to teachers to ensure full implementation.
- Williams Reports-Maple will ensure that all Williams Reports requirements remain as a priority for our students.
- Access to Programs- Maple will increase opportunities to students for additional programs offered to increase student learning. These will include after school track club, Art Class, and Science Club. These programs will be available to all students interested in participating.
- Implementation of CCSS- Maple will increase common core implementation with the expectation that a minimum of 50% (3 hours) of the school day will be spent using strategies that increase student engagement, provide depth of knowledge questioning strategies and provide opportunities for collaborative and creative interactive learning experiences. Based on classroom observations and teacher self-reporting Maple will move toward partial implementation as described above.

- **Category 1: Conditions of Learning:**
 - Priority 1 (Basic Services)
 - **Teacher Credentialing and Misassignment Rate (ED Code 44258.9)**
 - Number/rate of teachers not fully credentialed: 0
 - Number/rate of teachers teaching outside subject area: 0
 - Number/rate of teachers teaching EL's without authorization: 0
 - Number/rate of core classes taught by HQTs: 100%
 - **Sufficient access to standards-aligned instructional materials as defined in Ed Code 60119**
 - Number/rate of students lacking their own text book: 0
 - **Well-maintained school facilities**
 - Overall facility rating from Facility Inspection Tool (FIT): Good

 - Priority 2 (Implementation of State Standards) **District Identified Metrics**

Qualitative and/or quantitative description of how the programs and services will enable ELs to access CCSS and other academic content standards as well as ELD standards. Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning

difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.

- At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.
- If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.
- Based on this description of what full implementation would look like Maple School District’s current level of implementation is currently between minimally or partially completed. 100% of students have access to all curriculum and are provided with materials however we will work to increase professional development, fully aligned assessments and additional supports for students and parents as we move forward with our adoption of CCSS. This year we will work to increase our implementation to reach the substantial implementation level (At least 75%). Based on classroom observations and teacher self-reporting Maple will move toward partial implementation as described above.

o Priority 7 (Course Access)

- Rate of students enrolled in CTE courses (grades 7-12): NA
- Rate of students enrolled in UC/CSU required courses (grades 9-12): NA
- Number/rate of AP courses offered (9-12): NA
- Rate of students enrolled in AP courses: NA
- Rate of remedial course enrollment: 0

- Number/rate of course offerings for students with exceptional needs (SDC classes): 1
- 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide PD and support to classroom teachers who will implement: <ul style="list-style-type: none"> ● EL Strategies ● CELDT ● EL Levels, Standards and Framework ● Lesson Delivery 	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1. \$6,000 S/C certificated salaries/ benefits
2. Purchase curriculum aligned to CCSS. Ready Common Core Bridge materials for ELA	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	2.\$10,000 S/C Books/ Supplies

		Subgroups:(Specify)_____	
3. Provide part-time academic coach to assist students and teachers as needed.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	7. 24,720 S/C certificated salaries/ benefits
4. Provide 3.75 hour classroom aides to support student learning.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	8. \$51,737 S/C Classified salaries/ benefits
5. Provide an additional 1.75 classroom aide hours for intervention groups.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	5. \$ 40,785 S/C Classified salaries/ benefits
6. Extend library hours to provide adequate access of books and technology for all students.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	6. \$6,000 S/C Classified salaries/ benefits

<p>7. Provide 45 minutes of before school tutoring and homework help for students who need extra support.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>7. \$6,679 S/C certificated salaries/ benefits</p>
<p>8. Additional 1 hour of after school ELD support to provide additional instruction for EL students who are not yet proficient..</p>	<p>EL Students</p>	<p>ALL ----- OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>8. \$3,832 S/C certificated salaries/ benefits</p>
<p>9. Additional Academic Coach hours to support ELD intervention.</p>	<p>EL Students</p>	<p>__ALL ----- OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>9. 74,155 S/C certificated salaries/ benefits</p>
<p>10. Facility Improvement/repairs to ensure safety of all students: Facility Improvement/repairs to ensure exemplary FIT report: Maple Facilities are adequate, however based on reports provided by an architect, structural engineer, electrical engineer, county buildings inspector and other industry experts Maple is in need of immediate updates and repairs.</p> <ul style="list-style-type: none"> ● Roof Repair <p>electrical/fire alarm system update</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>10. \$ 25,220 S/C Services/ Operating Expense</p>

<ul style="list-style-type: none"> Continue to assess and address immediate facility concerns as we pursue alternate funding options and support. 			
11. Continue to provide 5.5 hr. support to serve as Health Aide/ Librarian and Intervention Support	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	11. \$14,128 S/C Classified salaries/ benefits 1 person 5.5 hrs

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

GOAL:	2. Maple School will provide challenging learning experiences that will maximize each students potential for academic growth.	Related State and/or Local Priorities: 1__2__3__4__ <input checked="" type="checkbox"/> 5__6__7__8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local: Specify _____
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Identified Need:

- 60% of Maple students are proficient in Math as based upon 12-13 Star results
- 55% of students are proficient in ELA based upon 12-13 Star results
- EL Reclassification Rates- According to our most recent CELDT data 13 or our 33 EL students were reclassified resulting in a 39.3% classification rate.
- API Growth data for subgroups (not available this year) Most recent results available are from 2013. At that time Maple had an API score of 822 which was an increase of 14 over the previous year's score of 808.
- EL progress towards Goals (AMAO 1): According to our initial CELDT assessment results our 2012-2013 data shows that there were 36 students tested and 67% (24/36) of those scored intermediate or above while our 2013-2014 data demonstrates that only 54% (18 of 35) scored intermediate or above.
- Physical Fitness Results: Most recent results (2014) indicate that 75.8 % of 5th graders and 58.1% of 7th graders meet the Healthy Fitness Zone requirements.

- **Category 2: Pupil Outcomes:**

- Priority 4 (Pupil Achievement (Required Metrics)

- API Growth and Score Data (ED Code 52052)

- All Numerically significant subgroups at the school or district, including: (A) Ethnic Subgroups, (B) Socioeconomically disadvantaged pupils, (C) English Learners, (D) Pupils with disabilities, (E) Foster Youth

Most recent results available are from 2013. At that time Maple had an API score of 822 which was an increase of 14 over the previous year's score of 808.

Scores for subgroups follow:

GROUPS	English-Language Arts Target: 88.2 % Met all percent proficient rate criteria? No					Mathematics Target: 88.5 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method
Schoolwide	206	118	57.3	Yes	SH	206	131	63.6	Yes	SH
Black or African American	1		--	--		1		--	--	
American Indian or Alaska Native	0		--	--		0		--	--	
Asian	3		--	--		3		--	--	
Filipino	0		--	--		0		--	--	
Hispanic or Latino	110	56	50.9	No		110	66	60.0	Yes	SH
Native Hawaiian or Pacific Islander	0		--	--		0		--	--	
White	92	60	65.2	Yes	SH	92	62	67.4	Yes	SH
Two or More Races	0		--	--		0		--	--	
Socioeconomically Disadvantaged	109	48	44.0	No		109	60	55.0	Yes	SH
English Learners	40	14	35.0	--		40	18	45.0	--	
Students with Disabilities	17	6	35.3	--		17	5	29.4	--	

- Percent of students completing UC/CSU Required Courses: NA
 - Percent of students completing a CTE course sequence: NA
 - Number of EL students attaining AMAO 1 and 2 Targets: According to our initial CELDT assessment results our 2012-2013 data shows that there were 36 students tested and 67% (24/36) of those scored intermediate or above while our 2013-2014 data demonstrates that only 54% (18 of 35) scored intermediate or above.
 - EL Reclassification Rate: Current year (2014-2015) data 39.3%
 - Percent of students who passed AP exams with a score of 3 or higher: NA
 - Early Assessment Project (EAP) College Ready Rates for Math and ELA: NA
- Priority 8 Other Pupil Outcomes (Required Metrics) ED code 51210 and 51220
- CAHSEE ELA/Math Proficient rates: NA

	<ul style="list-style-type: none"> ▪ CAHSEE ELA/Math 3-year pass rate: NA ▪ Percent of EL students making progress toward English Proficiency (AMAO 1): According to our initial CELDT assessment results our 2012-2013 data shows that there were 36 students tested and 67% (24/36) of those scored intermediate or above while our 2013-2014 data demonstrates that only 54% (18 of 35) scored intermediate or above. ▪ AP Exam Participation Rate: NA ▪ Physical Fitness Results: Most recent results (2014) indicate that 75.8 % of 5th graders and 58.1% of 7th graders meet the Healthy Fitness Zone requirements. ▪ The Maple School District is very active in supporting the development of the whole child. In addition to the current measures that are required, we offer our students the opportunity to participate in sports with year-round games in a league with four other small school districts as well as an after school track club that we began this year. Our students are very active and consistently have positive results when participating with much larger districts in oral language, Battle of the Books and other similar competitions. The local high school report that they are eager to get Maple students because of the level of preparedness our students demonstrate when moving on to high school. ▪ 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. 				
Goal Applies to:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; border: none;">Schools:</td> <td style="border: none;">Maple Elementary</td> </tr> <tr> <td style="border: none;">Applicable Pupil Subgroups:</td> <td style="border: none;">All TK-8th Students</td> </tr> </table>	Schools:	Maple Elementary	Applicable Pupil Subgroups:	All TK-8 th Students
Schools:	Maple Elementary				
Applicable Pupil Subgroups:	All TK-8 th Students				
LCAP Year 1: 2015-2016					
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ○ Students will increase 1 % in number of students achieving English Language Arts proficiency ○ Students will increase 1 % in number of students achieving Math proficiency ○ EL Reclassification Rates will increase by 1% over current year (2014-2015) data of 39.3%. ○ API Growth data for subgroups will increase by 1%. Most recent results available are from 2013. At that time Maple had an API score of 822 which was an increase of 14 over the previous year's score of 808. ○ EL progress towards Goals (AMAO 1) will demonstrate an increase of at least 1% increase toward goals. 				

- o Physical Fitness Results will increase by 1% for 5th grade and 3% for 7th grade.
- o **Category 2: Pupil Outcomes:**
 - o Priority 4 (Pupil Achievement (Required Metrics) (Goal minimum 1% increase)

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GROUPS	English-Language Arts Target: 88.2 % Met all percent proficient rate criteria? No					Mathematics Target: 88.0 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method
Schoolwide	206	118	57.3	Yes	SH	206	131	63.6	Yes	SH
Black or African American	1		--	--		1		--	--	
American Indian or Alaska Native	0		--	--		0		--	--	
Asian	3		--	--		3		--	--	
Filipino	0		--	--		0		--	--	
Hispanic or Latino	110	56	50.9	No		110	66	60.0	Yes	SH
Native Hawaiian or Pacific Islander	0		--	--		0		--	--	
White	92	60	65.2	Yes	SH	92	62	67.4	Yes	SH
Two or More Races	0		--	--		0		--	--	
Socioeconomically Disadvantaged	109	48	44.0	No		109	60	55.0	Yes	SH
English Learners	40	14	35.0	--		40	18	45.0	--	
Students with Disabilities	17	6	35.3	--		17	5	29.4	--	

- Percent of students completing UC/CSU Required Courses: NA
- Percent of students completing a CTE course sequence: NA
- Number of EL students attaining AMAO 1 and 2 Targets: According to our initial CELDT assessment results our 2012-2013 data shows that there were 36 students tested and 67% (24/36) of those scored intermediate or above while our 2013-2014 data demonstrates that only 54% (18 of 35) scored intermediate or above. Increase by 1% above previous year.
- EL Reclassification Rate: Increase 1% over current year (2014-2015) data 39.3%.
- Percent of students who passed AP exams with a score of 3 or higher: NA

- Early Assessment Project (EAP) College Ready Rates for Math and ELA: NA

- Priority 8 Other Pupil Outcomes (Required Metrics) ED code 51210 and 51220
 - CAHSEE ELA/Math Proficient rates: NA
 - CAHSEE ELA/Math 3-year pass rate: NA
 - Percent of EL students making progress toward English Proficiency (AMAO 1):
According to our initial CELDT assessment results our 2012-2013 data shows that there were 36 students tested and 67% (24/36) of those scored intermediate or above while our 2013-2014 data demonstrates that only 54% (18 of 35) scored intermediate or above. Increase by 1% above previous year.
 - AP Exam Participation Rate: NA
 - Physical Fitness Results Most recent results (2014) indicate that 75.8 % of 5th graders and 58.1% of 7th graders meet the Healthy Fitness Zone requirements. We will increase this by 1% for 5th grade and 3% for 7th grade.
 - The Maple School District is very active in supporting the development of the whole child. In addition to the current measures that are required, we offer our students the opportunity to participate in sports with year-round games in a league with four other small school districts as well as an after school track club that we began this year. Our students are very active and consistently have positive results when participating with much larger districts in oral language, Battle of the Books and other similar competitions. The local high school report that they are eager to get Maple students because of the level of preparedness our students demonstrate when moving on to high school. 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.
 - 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	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1. Create district-wide grade level rubrics for writing.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners Foster Youth __Redesignated fluent English proficient_Other Subgroups:(Specify)_____</p>	<p>\$2,200 Base Cert Salaries/ Benefits \$200/day x 11 teachers</p>
<p>2. Provide PD and support to classroom teachers as needed to support the writing process.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _Other Subgroups:(Specify)_____</p>	<p>2. No addl. cost Provided by Academic Coach</p>
<p>3. Purchase Electronic Tablets to support or TK and K teachers in introducing our students to technology.</p>	<p>ALL students in TK and K</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners Foster Youth __Redesignated fluent English proficient_Other Subgroups:(Specify)_____</p>	<p>3. \$2,200 S/C Books/ Supplies</p>
<p>4. Purchase class sets of supplementary books.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>4. \$1,000 S/C Books/ Supplies</p>

5. Purchase supplementary non-fiction book sets to promote various types of reading.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	5. \$1,000 S/C Books/ Supplies
6. Purchase AimsWeb program to create baseline school norms and provide data for progress monitoring.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	6. \$1800 Base Services / Operating Exp
7. 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.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	7. \$73,747 Base Classified Salaries/ Benefits
8. Purchase Chromebooks, computer cart, and infrastructure to support wireless computing for two classrooms	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	8. \$27,000 S/C Books/ Supplies

<p>9. Implement positive reinforcements and systematic process for behavior expectations with Shared Responsibility Team consisting of Teachers, Classified Staff and Administration.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>9. \$1000 S/C Books/ Supplies</p>
<p>10. Purchase 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>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>10. \$ 8,000 Base Services / Operating Exp (1st Year) (1st Year)</p>
<p>11. Provide Art enrichment, Spanish enrichment, Science enrichment classes, etc.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>11. \$8,000 S/C Classified salaries/ benefits - \$4000 Books/ Supplies - \$4000</p>

<p>12. Continue and implement various clubs based on student surveys.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>12. \$5,000 S/C Cert Salaries/ Benefits</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> ○ Students will increase 1 % in number of students achieving English Language Arts proficiency ○ Students will increase 1 % in number of students achieving Math proficiency ○ EL Reclassification Rates will increase by 1% over current year (2015-2016). ○ API Growth data for subgroups will increase by 1%. Most recent results available are from 2013. At that time Maple had an API score of 822 which was an increase of 14 over the previous year’s score of 808. ○ EL progress towards Goals (AMAO 1) will demonstrate an increase of at least 1% increase toward goals. According to our initial CELDT assessment results our 2012-2013 data shows that there were 36 students tested and 67% (24/36) of those scored intermediate or above while our 2013-2014 data demonstrates that only 54% (18 of 35) scored intermediate or above. Increase by 1% above previous year. ○ Physical Fitness Results: We will increase this by 1% for 5th grade and 3% for 7th grade. ○ Category 2: Pupil Outcomes: <ul style="list-style-type: none"> ○ Priority 4 (Pupil Achievement (Required Metrics)) <ul style="list-style-type: none"> ▪ Goal minimum of 1% increase in proficient students based on previous years data. ▪ Future data will be recorded using new CAASP data which will not be comparable to current available data. ▪ Percent of students completing UC/CSU Required Courses: NA ▪ Percent of students completing a CTE course sequence: NA ▪ Number of EL students attaining AMAO 1 and 2 Targets: According to our
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initial CELDT assessment results our 2012-2013 data shows that there were 36 students tested and 67% (24/36) of those scored intermediate or above while our 2013-2014 data demonstrates that only 54% (18 of 35) scored intermediate or above. Increase by 1% above previous year.

- EL Reclassification Rate: Will increase by 1% over current year (2015-2016).
- Percent of students who passed AP exams with a score of 3 or higher: NA
- Early Assessment Project (EAP) College Ready Rates for Math and ELA: NA

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

- CAHSEE ELA/Math Proficient rates: NA
- CAHSEE ELA/Math 3-year pass rate: NA
- Percent of EL students making progress toward English Proficiency (AMAO 1):
According to our initial CELDT assessment results our 2012-2013 data shows that there were 36 students tested and 67% (24/36) of those scored intermediate or above while our 2013-2014 data demonstrates that only 54% (18 of 35) scored intermediate or above. Increase by 1% above previous year.
- AP Exam Participation Rate: NA
- Physical Fitness Results: We will increase this by 1% for 5th grade and 3% for 7th grade.
- The Maple School District is very active in supporting the development of the whole child. In addition to the current measures that are required, we offer our students the opportunity to participate in sports with year-round games in a league with four other small school districts as well as an after school track club that we began this year. Our students are very active and consistently have positive results when participating with much larger districts in oral language, Battle of the Books and other similar competitions. The local high school report that they are eager to get Maple students because of the level of preparedness our students demonstrate when moving on to high school. In subsequent years we plan to extend our enrichment opportunities based on student interest and parental input.
- 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	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Refine district-wide grade level rubrics for writing.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,200 Base Cert Salaries/ Benefits \$200/day x 11 teachers
2. Provide PD and support to classroom teachers as needed to support the writing process.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	2. No addl. cost Provided by Academic Coach
3. Purchase Electronic Tablets to support or TK and K teachers in introducing our students to technology.	ALL students in TK and K	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	3. \$2,200 S/C Books/ Supplies
4. Purchase supplementary class sets of books.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	4. \$1,000 S/C Books/ Supplies
5. Purchase supplementary non-fiction book sets to	Schoolwide/	<input checked="" type="checkbox"/> ALL	5. \$1,000

promote various types of reading.	Districtwide	<p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	S/C Books/ Supplies
6. Purchase AimsWeb program to create baseline school norms and provide data for progress monitoring.	Schoolwide/ Districtwide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	6. \$1800 Base Services / Operating Exp
7. 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.	Schoolwide/ Districtwide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	7. 73,474 Base Classified Salaries/ Benefits
8. Purchase Chromebooks, computer cart, and infrastructure to support wireless computing for two classrooms.	Schoolwide/ Districtwide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	8. \$27,000 S/C Books/ Supplies
9. Implement positive reinforcements and systematic process for behavior expectations with Shared Responsibility Team consisting of Teachers,	Schoolwide/ Districtwide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p>	9. \$1000 S/C Books/

Classified Staff and Administration.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Supplies
10. Purchase Aeries web-based software program to allow students to access grades, homework, and other resources. Parents also have access to attendance and behavior data.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	10. \$ 8,000 Base Services / Operating Exp (1st Year) (1st Year)
11. Provide Art enrichment, Spanish enrichment, Science enrichment classes, etc.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	11. \$8,000 S/C Classified salaries/ benefits - \$4000 Books/ Supplies - \$4000
12. Continue and implement various clubs based on student surveys.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	12. \$5,000 S/C Cert Salaries/ Benefits

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- Students will increase 1 % in number of students achieving English Language Arts proficiency
- Students will increase 1 % in number of students achieving Math proficiency
- EL Reclassification Rates will increase by 1% will increase by 1% over current year (2016-2017).
- API Growth data for subgroups will increase by 1%.
- EL progress towards Goals (AMAO 1) will demonstrate an increase of at least 1% increase toward goals. According to our initial CELDT assessment results our 2012-2013 data shows that there were 36 students tested and 67% (24/36) of those scored intermediate or above while our 2013-2014 data demonstrates that only 54% (18 of 35) scored intermediate or above. Increase by 1% above previous year.
- Physical Fitness Results will increase by 1% for 5th and 3% for 7th grade students..

- **Category 2: Pupil Outcomes:**
 - Priority 4 (Pupil Achievement (Required Metrics))
 - Goal minimum of 1% increase in proficient students based on previous years data.
 - Percent of students completing UC/CSU Required Courses: NA
 - Percent of students completing a CTE course sequence: NA
 - Number of EL students attaining AMAO 1 and 2 Targets: According to our initial CELDT assessment results our 2012-2013 data shows that there were 36 students tested and 67% (24/36) of those scored intermediate or above while our 2013-2014 data demonstrates that only 54% (18 of 35) scored intermediate or above. Increase by 1% above previous year.
 - EL Reclassification Rate: will increase by 1% over current year (2016-2017).
 - Percent of students who passed AP exams with a score of 3 or higher: NA
 - Early Assessment Project (EAP) College Ready Rates for Math and ELA: NA

 - Priority 8 Other Pupil Outcomes (Required Metrics) ED code 51210 and 51220
 - CAHSEE ELA/Math Proficient rates: NA
 - CAHSEE ELA/Math 3-year pass rate: NA
 - Percent of EL students making progress toward English Proficiency (AMAO 1): According to our initial CELDT assessment results our 2012-2013 data shows that there were 36 students tested and 67% (24/36) of those scored intermediate or

above while our 2013-2014 data demonstrates that only 54% (18 of 35) scored intermediate or above. Increase by 1% above previous year.

- AP Exam Participation Rate: NA
- Physical Fitness Results: We will maintain our increase for 5th grade and 7th grade.
- The Maple School District is very active in supporting the development of the whole child. In addition to the current measures that are required, we offer our students the opportunity to participate in sports with year-round games in a league with four other small school districts as well as an after school track club that we began this year. Our students are very active and consistently have positive results when participating with much larger districts in oral language, Battle of the Books and other similar competitions. The local high school report that they are eager to get Maple students because of the level of preparedness our students demonstrate when moving on to high school.
- 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	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Re-evaluate, update and re-write district-wide grade level rubrics for writing.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,200 Base Cert Salaries/ Benefits \$200/day x 11 teachers
2. Provide PD and support to classroom teachers as needed to support the writing process.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	2. No addl. cost Provided by Academic Coach

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. Purchase Electronic Tablets to support or TK and K teachers in introducing our students to technology.	ALL students in TK and K	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	3. \$2,200 S/C Books/ Supplies
4. Purchase supplementary class sets of books.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	4. \$1,000 S/C Books/ Supplies
5. Purchase supplementary non-fiction book sets to promote various types of reading.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	5. \$1,000 S/C Books/ Supplies
6. Purchase AimsWeb program to create baseline school norms and provide data for progress monitoring.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	6. \$1,800 Base Services / Operating Exp

<p>7. 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>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>7. \$73,474 Base Classified Salaries/ Benefits</p>
<p>8. Purchase Chromebooks, computer cart, and infrastructure to support wireless computing for two classrooms</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>8. \$27,000 S/C Books/ Supplies</p>
<p>9. Implement positive reinforcements and systematic process for behavior expectations with Shared Responsibility Team consisting of Teachers, Classified Staff and Administration.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>9. \$1000 S/C Books/ Supplies</p>
<p>10. Purchase 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>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>10. \$ 8,000 Base Services / Operating Exp (1st Year) (1st Year)</p>

<p>11. Provide Art enrichment, Spanish enrichment, Science enrichment classes, etc.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>11. \$8,000 S/C Classified salaries/benefits - \$4000 Books/Supplies - \$4000</p>
<p>GOAL:</p>	<p>3. Maple School will partner with the students, staff, and the community to ensure that all students develop self-discipline and experience success.</p>		<p>Related State and/or Local Priorities: 1__2__3_✓4__5_✓6_✓7_8_ COE only: 9__10__ Local: Specify _____</p>
<p>Identified Need:</p>	<ul style="list-style-type: none"> o Discipline rates (suspensions/expulsions) 63 Referrals and 4 One-day suspensions which is less than .02% o Opportunities for parental involvement-Currently there are events that provide engagement opportunities however there are no parent training or involvement opportunities to support parent learning. o attendance Rates 96.24% o Surveys (students, parents, staff)- Based on surveys by all stakeholders there is a need for more opportunities for new families to become involved, to feel welcome and participate in supporting their students and the school. 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. o Category 3: Engagement Metrics <ul style="list-style-type: none"> o Priority 3 (Parental Involvement) <ul style="list-style-type: none"> ▪ The following are events that will continue however, we plan to implement more specifically targeted Parent information nights related to reading support, math skills and homework help. We are also developing a new parent orientation night in 2015-2016 which 		

will continue.

- How the school promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs:
- We had nine MCC meetings this year with an average of 10 attendees at the MCC meeting. We also had 5 SSC meetings with an average of 9 attendees representing certificated and classified staff, parents and administration.
- Maple also hosts various events throughout the year which encourage involvement from our families. These events include:
 - BBQ/Carnival
 - Golf Tournament
 - Open House
 - Art Show
 - Mother/Son Dance
 - Daddy/Daughter dance
 - Open House
 - Sporting events each Friday
 - 3 parent focus groups were held to gather input regarding our LCAP and plan for Maple
- How promotions were made: All meetings are included in flyers, posted in the office windows, posted on our website, sent home in classroom and district newsletters, sent via text on Remind 101 and also published in a annual calendar of events which is posted and updated monthly.
- ELAC/DELAC Parent Meeting Attendance we currently have 2 parent who represent our population of EL students who regularly attend our meetings. These meetings are held quarterly. This year we had 5 meetings for an additional opportunity to review our LCAP goals.

- Priority 5 (Pupil Engagement Required Metrics)
 - Attendance Rates: 96.24%
 - Chronic Absenteeism Rate: 3.77%
 - Middle School Dropout Rate: 0
 - High School Dropout Rate: NA
 - High School Graduation Rate: NA
- Priority 6 (School Climate Metrics)
 - Suspension Rates: 1.4
 - Expulsion Rates: 0%
 - **District identified surveys:**
 - **How can Maple School District help more students do well in their classes?**
 - After School programs with homework help
 - Local Educational field trips
 - Help 2nd graders practice computer skills to prepare for state testing
 - Parent interventions/volunteers
 - Identify struggling students
 - More parent-teacher meetings
 - Motivational Speakers
 - Tutoring – websites, more availability without charge for services, tutors well versed in curriculum
 - Air Conditioning – no more early out for heat
 - More communication for parents
 - Is there an interest in a paid afterschool program?
 - More hands-on learning
 - Communicating HW help sessions to parents
 - Breakfast for students
 - Have an instructional aide in classrooms all day
 - Aides involved more in intervention vs. clerical work
 - Technology and keyboarding
 - Advanced Math and Science
 - Send home notes and concepts for Math so parents can help more

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- **How can Maple School District ensure that students attend school regularly?**
- Use a truancy officer
- PIQE – educating parents
- Awards for perfect attendance quarters or year end
- Communications with parents on reasons why students aren't at school
- Keep students/parents accountable
- After school sports program
- Higher quality PE Program
- Incentives – lunches, games days, activities
- More phone calls
- Educate parents on how much ADA affects funding

- **How can Maple School District create a safe learning environment?**
- Locked doors at all times
- Walkie-Talkie systems campus wide
- Students should feel free to come to the office when they feel like being they are being bullied.
- Improve facilities
- More shade on the playground
- More yard supervision – aides focused on what's going on
- Is playground equipment up to code?
- New desks in the classrooms
- Disc up entire playground and start again (pot holes)
- School nurse
- Reward system for positive behavior (PBIS?)
- Disaster training (shooting, earthquake, fire)
- Defibulator machine
- Emergency kits up to date
- Create an environment where students understand, it's ok to take a risk and be wrong. Open lines of communication.

- Parents must park when picking up or dropping off
- Social Media education

- **How can Maple School District help more students prepare for college and career?**
- Career Center/Counseling
- PIQE,
- Vocational/trade schools
- College visits to BC and CSUB
- Bring College speakers to campus
- Electives (Robotics, Leadership class, Gateways to Engineering)
- College/Career Days
- Motivation to go to college
- Continually update technology, keyboarding
- After school sports
- Exposure to college and careers
- More chromebooks
- More classes to help prepare for high school
- Changing classes
- Keyboarding (even after school for 7th & 8th)
- Bring your parent to school day
- Visit BC Career Day
- Geography
- More contact with parents
- More collaboration with high school staff.

- **How can Maple School District help more parents become involved in our school?**
- Food and activities
- Intentional parent partnering (new and old)
- Spanish speaking meetings (translations)

	<ul style="list-style-type: none"> ▪ Forms home in English and Spanish ▪ PIQE class ▪ Identifying new families ▪ Working in class ▪ Sign-up sheets in office ▪ Remind 101 in Spanish ▪ Provide child care during meetings ▪ New Parent Orientation ▪ Family Nights (books and burritos, etc.) ▪ Quarterly meetings focusing on important points ▪ Blackboard App – like Remind 101 but can send in English and Spanish ▪ Auto dialer ▪ Email communication ▪ Website – insert categories: Homework, Events ▪ Newsletters in Spanish ▪ Texting program from teachers to parents ▪ More community events ▪ Spanish translated letters 	
Goal Applies to:	Schools:	Maple Elementary
	Applicable Pupil Subgroups:	All TK-8 th Students
LCAP Year 1: 2015-2016		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ○ Discipline rates (suspensions/expulsions) will maintain current level or lower with continued focus on implementation of Shared Responsibility strategies and systematic process for expectations and consequences. ○ Opportunities for parental involvement- Maple School District will hold one parent night per quarter. These parent nights will focus on supporting parents by providing strategies, materials and modeling for parents and students. ○ Surveys (students, parents, staff) all stakeholders will be provided with in person meetings with translation as 	

well as the opportunity to complete a survey either online, in hard copy or in person.

- Attendance Rates will remain at 97% or above.
- **Category 3: Engagement Metrics**
 - Priority 3 (Parental Involvement)
 - The following are events that will continue however, we plan to implement more specifically targeted Parent information nights related to reading support, math skills and homework help. We are also developing a new parent orientation night in 2015-2016 which will continue.
 - How the school promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs:
 - We had nine MCC meetings this year with an average of 10 attendees at the MCC meeting. We also had 5 SSC meetings with an average of 9 attendees representing certificated and classified staff, parents and administration.
 - Maple also hosts various events throughout the year which encourage involvement from our families. These events include:
 - BBQ/Carnival
 - Golf Tournament
 - Open House
 - Art Show
 - Mother/Son Dance
 - Daddy/Daughter dance
 - Open House
 - Sporting events each Friday
 - 3 parent focus groups were held to gather input regarding our LCAP and plan for Maple
 - How promotions were made: All meetings are included in flyers, posted in the office windows, posted on our website, sent home in classroom and district newsletters, sent via text on Remind 101 and also published in a annual calendar of events which is posted

- and updated monthly.
- ELAC/DELAC Parent Meeting Attendance we currently have 2 parent who represent our population of EL students who regularly attend our meetings. These meetings are held quarterly. This year we had 5 meetings for an additional opportunity to review our LCAP goals.
- Priority 5 (Pupil Engagement Required Metrics)
 - Attendance Rates: 96.24%
 - Chronic Absenteeism Rate: 3.77%
 - Middle School Dropout Rate: 0
 - High School Dropout Rate: NA
 - High School Graduation Rate: NA
- Priority 6 (School Climate Metrics)
 - Suspension Rates: 1.4
 - Expulsion Rates: 0
 - **District Identified-** Update and re-distribute previous survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Implement Parent Institute for Quality Education (PIQE).	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1. \$6,000 S/C Services / Operating Expenses

<p>2. Create and distribute parent survey to determine “Family Night” topics for year.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>2. \$200.00 S/C Book/Supplies</p>
<p>3. Create opportunities for family engagement through “Family Nights” needs assessment.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>3. \$1,000 S/C Book/Supplies</p>
<p>4. Create targeted academic education nights for the parents to help reinforce foundational skills.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>4. \$2,000 S/C Book/Supplies</p>
<p>5. Provide Spanish translation at informational events/meetings.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>5. \$600 S/C Classified Salaries/ Benefits Approx. 16 hrs x 2 staff</p>

<p>6. Provide Spanish translation for information distributed to home via internet, Remind, Newsletters and documents</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>2. \$1,000 S/C Classified Salaries/ Benefits</p> <p>Approx. 60 hrs/year</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> o Discipline rates (suspensions/expulsions) will maintain current level or lower with continued focus on implementation of Shared Responsibility strategies and systematic process for expectations and consequences. o Opportunities for parental involvement- Maple School District will hold one parent night per quarter. These parent nights will focus on supporting parents by providing strategies, materials and modeling for parents and students. o Surveys (students, parents, staff) - All stakeholders will be provided with in person meetings with translation as well as the opportunity to complete a survey either online, in hard copy or in person. o Attendance Rates will remain at 97% or above. o Category 3: Engagement Metrics <ul style="list-style-type: none"> o Priority 3 (Parental Involvement) <ul style="list-style-type: none"> ▪ The following are events that will continue however, we plan to implement more specifically targeted Parent information nights related to reading support, math skills and homework help. We are also developing a new parent orientation night in 2015-2016 which will continue. ▪ How the school promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs: ▪ We had nine MCC meetings this year with an average of 10 attendees at the MCC meeting. We also had 5 SSC meetings with
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an average of 9 attendees representing certificated and classified staff, parents and administration.

- Maple also hosts various events throughout the year which encourage involvement from our families. These events include:
 - BBQ/Carnival
 - Golf Tournament
 - Open House
 - Art Show
 - Mother/Son Dance
 - Daddy/Daughter dance
 - Open House
 - Sporting events each Friday
 - 3 parent focus groups were held to gather input regarding our LCAP and plan for Maple

- How promotions were made: All meetings are included in flyers, posted in the office windows, posted on our website, sent home in classroom and district newsletters, sent via text on Remind 101 and also published in a annual calendar of events which is posted and updated monthly.
- ELAC/DELAC Parent Meeting Attendance we currently have 2 parent who represent our population of EL students who regularly attend our meetings. These meetings are held quarterly. This year we had 5 meetings for an additional opportunity to review our LCAP goals.

o Priority 5 (Pupil Engagement Required Metrics)

- Attendance Rates: 96.24%
- Chronic Absenteeism Rate: 3.77%
- Middle School Dropout Rate: 0
- High School Dropout Rate: NA
- High School Graduation Rate: NA

- o Priority 6 (School Climate Metrics)
 - Suspension Rates: 1.4 (goal to maintain or improve suspension rate from (2015-2016 level)
 - Expulsion Rates: 0
 - **District Identified-** Update and re-distribute previous survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Implement Parent Institute for Quality Education (PIQE).	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1. \$6,000 S/C Services / Operating Expenses
2. Create and distribute parent survey to determine “Family Night” topics for year.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	2. \$200.00 S/C Book/Supplies
3. Create opportunities for family engagement through “Family Nights” needs assessment.	Schoolwide/ Districtwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	3. \$1,000 S/C Book/Supplies

<p>4. Create targeted academic education nights for the parents to help reinforce foundational skills.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>4. \$2,000 S/C Book/Supplies</p>
<p>5. Provide Spanish translation at informational events/meetings.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>5. \$600 S/C Classified Salaries/ Benefits Approx. 16 hrs x 2 staff</p>
<p>6. Provide Spanish translation for information distributed to home via internet, Remind, Newsletters and documents</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>2. \$1,000 S/C Classified Salaries/ Benefits Approx. 60 hrs/year</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- Discipline rates (suspensions/expulsions)
- Opportunities for parental involvement- Maple School District will hold one parent night per quarter. These parent nights will focus on supporting parents by providing strategies, materials and modeling for parents and students.
 - Surveys (students, parents, staff) - All stakeholders will be provided with in person meetings with translation as well as the opportunity to complete a survey either online, in hard copy or in person.
 - Attendance Rates will remain at 97% or above.
- **Category 3: Engagement Metrics**
 - Priority 3 (Parental Involvement)
 - The following are events that will continue however, we plan to implement more specifically targeted Parent information nights related to reading support, math skills and homework help. We are also developing a new parent orientation night in 2015-2016 which will continue.
 - How the school promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs:
 - We had nine MCC meetings this year with an average of 10 attendees at the MCC meeting. We also had 5 SSC meetings with an average of 9 attendees representing certificated and classified staff, parents and administration.
 - Maple also hosts various events throughout the year which encourage involvement from our families. These events include:
 - BBQ/Carnival
 - Golf Tournament
 - Open House
 - Art Show
 - Mother/Son Dance
 - Daddy/Daughter dance
 - Open House
 - Sporting events each Friday
 - 3 parent focus groups were held to gather input regarding our

	<p>LCAP and plan for Maple</p> <ul style="list-style-type: none"> ▪ How promotions were made: All meetings are included in flyers, posted in the office windows, posted on our website, sent home in classroom and district newsletters, sent via text on Remind 101 and also published in a annual calendar of events which is posted and updated monthly. ▪ ELAC/DELAC Parent Meeting Attendance we currently have 2 parent who represent our population of EL students who regularly attend our meetings. These meetings are held quarterly. This year we had 5 meetings for an additional opportunity to review our LCAP goals. <p>○ Priority 5 (Pupil Engagement Required Metrics)</p> <ul style="list-style-type: none"> ▪ Attendance Rates: 96.24% ▪ Chronic Absenteeism Rate: 3.77% ▪ Middle School Dropout Rate: 0 ▪ High School Dropout Rate: NA ▪ High School Graduation Rate: NA <p>○ Priority 6 (School Climate Metrics)</p> <ul style="list-style-type: none"> ▪ Suspension Rates: Goal is to improve or maintain level from 2016-2017 level. ▪ Expulsion Rates: 0 ▪ District Identified- Update and re-distribute previous survey 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1. Implement Parent Institute for Quality Education (PIQE).</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1. \$6,000 S/C Services / Operating Expenses</p>
<p>2. Create and distribute parent survey to determine “Family Night” topics for year.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>2. \$200.00 S/C Book/ Supplies</p>
<p>3. Create opportunities for family engagement through “Family Nights” needs assessment.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>3. \$1,000 S/C Book/ Supplies</p>
<p>4. Create targeted academic education nights for the parents to help reinforce foundational skills.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>4. \$2,000 S/C Book/ Supplies</p>

<p>5. Provide Spanish translation at informational events/meetings.</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>5. \$600 S/C Classified Salaries/ Benefits</p> <p>Approx. 16 hrs x 2 staff</p>
<p>6. Provide Spanish translation for information distributed to home via internet, Remind, Newsletters and documents</p>	<p>Schoolwide/ Districtwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>2. \$1,000 S/C Classified Salaries/ Benefits</p> <p>Approx. 60 hrs/year</p>

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	80% of the district's 3 rd grade students will read, write, speak and listen proficiently in English by the end of 3 rd grade based upon CELDT scores, district benchmark testing and teacher grades		Related State and/or Local Priorities: 1__ 2_✓3__ 4_✓5__ 6__ 7_✓8_✓ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Maple Elementary		
	Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	70% EL language proficiency rates by the end of 3 rd grade	Actual Annual Measurable Outcomes:	○ Priority 2 (Implementation of State Standards) District Identified Metrics <ul style="list-style-type: none"> ▪ Qualitative and/or quantitative description of how the programs and services will enable ELs to access CCSS and other academic content standards as well as ELD standards. Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.

			<ul style="list-style-type: none">• At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.• If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.• Based on this description of what full implementation would look like Maple School District’s current level of implementation is currently between minimally or partially completed. 100% of students have access to all curriculum and are provided with materials however we will work to increase professional development, fully aligned assessments and additional supports for students and parents as we move forward with our adoption of CCSS.
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Currently Maple is at the minimal level (less than 50%)

- o Priority 4 (Pupil Achievement (Required Metrics))
 - API Growth and Score Data (ED Code 52052) API Growth of 14 from 808 to 822 according to latest scores available.
 - All Numerically significant subgroups at the school or district, including: (A) Ethnic Subgroups, (B) Socioeconomically disadvantaged pupils, (C) English Learners, (D) Pupils with disabilities, (E) Foster Youth

FIGURE 1.27

GROUPS	English-Language Arts Target: 89.2% Met all percent proficient rate criteria? No					Mathematics Target: 89.5% Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method
Schoolwide	208	118	57.3	Yes	SH	208	131	63.6	Yes	SH
Black or African American	1	--	--	--		1	--	--	--	
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	3	--	--	--		3	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	110	58	50.9	No		110	66	60.0	Yes	SH
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	92	60	65.2	Yes	SH	92	62	67.4	Yes	SH
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	109	48	44.0	No		109	60	55.0	Yes	SH
English Learners	40	14	35.0	--		40	18	45.0	--	
Students with Disabilities	17	6	35.3	--		17	5	29.4	--	

- Percent of students completing UC/CSU Required Courses: NA
- Percent of students completing a CTE course sequence: NA
- Number of EL students attaining AMAO 1

			<p>and 2 Targets: According to our initial CELDT assessment results our 2012-2013 data shows that there were 36 students tested and 67% (24/36) of those scored intermediate or above while our 2013-2014 data demonstrates that only 54% (18 of 35) scored intermediate or above.</p> <ul style="list-style-type: none"> ▪ EL Reclassification Rate: 39.3% ▪ Percent of students who passed AP exams with a score of 3 or higher: NA ▪ Early Assessment Project (EAP) College Ready Rates for Math and ELA: NA <p>○ Priority 7 (Course Access)</p> <ul style="list-style-type: none"> ▪ Rate of students enrolled in CTE courses (grades 7-12): NA ▪ Rate of students enrolled in UC/CSU required courses (grades 9-12): NA ▪ Number/rate of AP courses offered (9-12): NA ▪ Rate of students enrolled in AP courses: NA ▪ Rate of remedial course enrollment: 0 ▪ Number/rate of course offerings for students with exceptional needs (SDC classes): 1 <p>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.</p> <p>B. Programs and services developed and provided to</p>
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		<p>unduplicated pupil: 100% of unduplicated students are enrolled in a program designed to meet their needs.</p> <p>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.</p> <ul style="list-style-type: none"> o Priority 8 Other Pupil Outcomes (Required Metrics) ED code 51210 and 51220 <ul style="list-style-type: none"> ▪ CAHSEE ELA/Math Proficient rates: NA ▪ CAHSEE ELA/Math 3-year pass rate: NA ▪ Percent of EL students making progress toward English Proficiency (AMAO 1): According to our initial CELDT assessment results our 2012-2013 data shows that there were 36 students tested and 67% (24/36) of those scored intermediate or above while our 2013-2014 data demonstrates that only 54% (18 of 35) scored intermediate or above. Increase by 1% above previous year. ▪ AP Exam Participation Rate: NA ▪ Physical Fitness Results Most recent results (2014) indicate that 75.8 % of 5th graders and 58.1% of 7th graders meet the Healthy Fitness Zone requirements. ▪ Maple students are very well-rounded students with a variety of opportunities. While our students do enjoy sports all year round, 8th graders receive Home-Ec, we have a music program and Art classes; we
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			would love to increase these services to include Science Club, expand our track club and implement technology clubs.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide PD and support to classroom teachers who will implement EL Achieve program.	\$6,000 LCFF	1. EL Achieve was not able to provide professional development to such a small number of teachers and the curriculum was not purchased. However we were able get alternate EL curriculum as well as use the EL component of the current curriculum and our Academic Coach provided training to all of our credentialed as well as classified staff members throughout the year to support our EL students.	\$6,255.00
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. Purchase curriculum aligned to CCSS.	\$5,000 LCFF	2. We purchased new bridge materials as well as new math curriculum that contained EL support and resources.	\$6,708.85

Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3. Partner with KCSOS to conduct student shadowing activity / needs assessment.		No add'l cost	3. Due to new leadership and difficulty coordinating this we did not conduct this shadowing/needs assessment this year. We will plan to attempt implementation in 2015-16.		-0-
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4. Provide PD and support to classroom teachers based upon needs assessment data.		No add'l cost	4. The above mentioned needs assessment was not completed this year, there will be arrangements made to complete this assessment in the 2015-16 school year.		-0-
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English		

proficient __Other Subgroups:(Specify)_____			proficient __Other Subgroups:(Specify)_____		
5. Comprehensive PD in CELDT language proficiency levels and implementation in classrooms.		No add'l cost	5. Our academic coach provided intensive training several times this year to introduce, explain and model strategies for supporting students at their current EL levels.		-0-
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
6. Train teachers in "New" ELD standards and framework.		No add'l cost	6. Our academic coach provided intensive training several times this yea		-0-
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
7. Provide part-time academic coach to assist students and teachers as needed.		\$3,500 LCFF	7. Academic coach was in place for the entire 2014-15 school year providing support and training to all certificated and classified staff.		\$3519.00
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	

<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
8. Provide 3.75 hour classroom aides to support student learning.	\$26,400 LCFF	8. Classroom aides were assigned to each classroom. Under the direction of the teacher they provided both large and small group instruction and support for our students.	\$26,903.00
Scope of service: Schoolwide/Districtwide		Scope of service: Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
For English Language Learners/re-designated EL's: 1. Additional 1 hour of after school ELD support to targeted primary aged students TK-3rd	\$2,000 Supp/Conc	1. One hour of after-school EL support was provided by a classified staff member who was trained and supported by academic coach and classroom teachers.	\$3272.00
Scope of service: Schoolwide/Districtwide		Scope of service: Schoolwide/Districtwide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

2. Additional Academic Coach hours to support ELD intervention.	\$13,500 Supp/Conc	2. Academic Coach has been in place for 2014-15 school year providing support and training to all certificated and classified staff on EL strategies, implementation support and modeling.	\$14,065.00
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1. Provide an additional 1.75 classroom aide hours for intervention groups.	\$5.750 Supp./Conc	1. Implemented intervention groups using Read Live with students identified as needing additional support. We also set up an intervention center using 6 desk top computers already on campus, where the students could participate in intervention with no disruptions.	\$6,043.00
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Extend library hours to provide adequate access of books and technology for all students.	\$2,500 Supp/Conc	2. Library time was extended to be open one-half hour before school started and remain open one-half hour after dismissal.	\$3,749.13
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR:		OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____	
3. Provide 45 minutes of before school tutoring and homework help for students who need extra support.	\$2,000 Supp/Conc	3. Two aides were employed to provide forty-five minutes of before-school homework help and tutoring.	\$2,771.00
Scope of service: <input type="checkbox"/> Schoolwide/Districtwide		Scope of service: <input type="checkbox"/> Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>This year the intent was to provide new curriculum and a needs assessment for our EL students.</p> <p>Although we did not fully implement this, we made positive progress toward providing additional support for our students and professional development for our staff. Our goal next year is to provide English Now curriculum (received from another district) as well as Ready Common Core bridge materials and EL support from the Houghton-Mifflin reading series to continue to provide additional support for our EL students. We will also continue with our Read-Live intervention and data collection.</p> <p>We will continue the additional Academic Coach support, the additional aide support, the additional library time as well as additional before-school support.</p> <p>Due to limited space parents still felt that access to library time needed to increase and be more effective. We have acquired more space to move classrooms out of our library and will be adding additional personnel to ensure that our library is adequately staffed and consistently open during additional hours as well as during school hours.</p> <p>Additional staff development and support will be an integral part of the process as we move forward. We saw mixed results with our students. We believe that the intent was to provide the additional support for</p>		

each of our EL students and that we would see the results by the time that they leave third grade. As this was the first year of implementation, the third grade students have not yet experienced increased support for their previous years as the students in the future will.

This year we provided 5,400 hours of aide time to support student learning.

There were an additional 270hours of homework support in the mornings.

There were 945 hours of additional aide time allocated to intervention groups.

The Academic Coach provided 15 hours of professional development.

The library was open for a total of 180 additional hours including both before and after school.

The Technology Specialist provided 1,280 hours of support for

Thirty-five Chromebooks were purchased along with a portable cart and Wi-Fi connectivity.

Original GOAL from prior year LCAP:	TK-8 th students will increase ELA proficiency by 10% annually as measured by various local and state measures such as classroom grades, AimsWeb, Renaissance Place Star and Early Literacy testing, CAASSP when available, and district benchmark testing.	Related State and/or Local Priorities:
		1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>
		COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>
		Local : Specify _____

Goal Applies to:	Schools: Maple Elementary
	Applicable Pupil Subgroups:

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will increase ELA proficiency by 10% over prior year.</p>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> o Priority 1 (Basic Services) <ul style="list-style-type: none"> ▪ Teacher Credentialing and Misassignment Rate (ED Code 44258.9) ▪ Number/rate of teachers not fully credentialed: 0 ▪ Number/rate of teachers teaching outside subject area: 0 ▪ Number/rate of teachers teaching EL's without authorization: 0 ▪ Number/rate of core classes taught by HQTs: 100% ▪ Sufficient access to standards-aligned instructional materials as defined in Ed Code 60119 ▪ Number/rate of students lacking their own text book: 0 ▪ Well-maintained school facilities ▪ Overall facility rating from Facility Inspection Tool (FIT): Good o Priority 2 (Implementation of State Standards) <ul style="list-style-type: none"> ▪ District Identified Metrics <ul style="list-style-type: none"> ▪ Qualitative and/or quantitative description of how the programs and services will enable ELs to access CCSS and other academic content standards as well as ELD standards. Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core
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			<p>instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.</p> <ul style="list-style-type: none">• At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.• If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.• Based on this description of what full implementation would look like Maple School District’s current level of implementation is currently between minimally or partially completed. 100% of students have access to all curriculum and
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are provided with materials however we will work to increase professional development, fully aligned assessments and additional supports for students and parents as we move forward with our adoption of CCSS. Currently Maple is at the minimal level (less than 50%)

- o Priority 4 (Pupil Achievement (Required Metrics))
 - API Growth and Score Data (ED Code 52052) Most recent scored available reflect growth of 14 from 808 to 822
 - All Numerically significant subgroups at the school or district, including: (A) Ethnic Subgroups, (B) Socioeconomically disadvantaged pupils, (C) English Learners, (D) Pupils with disabilities, (E) Foster Youth

GROUPS	English-Language Arts Target: 88.2% Met all percent proficient rate criteria? No					Mathematics Target: 88.6% Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYC Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYC Criteria	Alternative Method
Schoolwide	206	118	57.3	Yes	SH	206	131	63.6	Yes	SH
Black or African American	1	--	--	--		1	--	--	--	
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	3	--	--	--		3	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	110	56	50.9	No		110	68	60.0	Yes	SH
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	92	60	65.2	Yes	SH	92	62	67.4	Yes	SH
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	109	48	44.0	No		109	60	55.0	Yes	SH
English Learners	40	14	35.0	--		40	18	45.0	--	
Students with Disabilities	17	6	35.3	--		17	5	29.4	--	

- Percent of students completing UC/CSU

			<p>Required Courses: NA</p> <ul style="list-style-type: none"> ▪ Percent of students completing a CTE course sequence: NA ▪ Number of EL students attaining AMAO 1 and 2 Targets: According to our initial CELDT assessment results our 2012-2013 data shows that there were 36 students tested and 67% (24/36) of those scored intermediate or above while our 2013-2014 data demonstrates that only 54% (18 of 35) scored intermediate or above. ▪ EL Reclassification Rate: 39.3% ▪ Percent of students who passed AP exams with a score of 3 or higher: NA ▪ Early Assessment Project (EAP) College Ready Rates for Math and ELA: NA <p>○ Priority 7 (Course Access)</p> <ul style="list-style-type: none"> ▪ Rate of students enrolled in CTE courses (grades 7-12): NA ▪ Rate of students enrolled in UC/CSU required courses (grades 9-12): NA ▪ Number/rate of AP courses offered (9-12): NA ▪ Rate of students enrolled in AP courses: NA ▪ Rate of remedial course enrollment: 0 ▪ Number/rate of course offerings for students with exceptional needs (SDC classes): 1 <p>A. Broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a)</p>
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		<p>to (i), as applicable: 100% of students are enrolled in a program designed to meet their needs.</p> <p>B. Programs and services developed and provided to unduplicated pupil: 100% of unduplicated students are enrolled in a program designed to meet their needs.</p> <p>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.</p> <p>o Priority 8 Other Pupil Outcomes (Required Metrics) ED code 51210 and 51220</p> <ul style="list-style-type: none">▪ CAHSEE ELA/Math Proficient rates: NA▪ CAHSEE ELA/Math 3-year pass rate: NA▪ Percent of EL students making progress toward English Proficiency (AMAO 1): According to our initial CELDT assessment results our 2012-2013 data shows that there were 36 students tested and 67% (24/36) of those scored intermediate or above while our 2013-2014 data demonstrates that only 54% (18 of 35) scored intermediate or above. Increase by 1% above previous year.▪ AP Exam Participation Rate: NA▪ Physical Fitness Results Most recent results (2014) indicate that 75.8 % of 5th graders and 58.1% of 7th graders meet the Healthy Fitness Zone requirements.
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			<ul style="list-style-type: none"> Maple students are very well-rounded students with a variety of opportunities. While our students do enjoy sports all year round, 8th graders receive Home-Ec, we have a music program and Art classes; we would love to increase these services to include Science Club, expand our track club and implement technology clubs.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Create District-wide grade level rubrics for writing.	No add'l cost	1. District-wide grade level rubrics for writing were developed. This year we researched other districts writing rubrics and implemented one that was consistent with common core standards. In the 2015-16 school year we will be refining and revising this to be more appropriate for our specific student group.	-0-	
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2. Provide PD and support to classroom teachers as needed to support the writing process.	No add'l cost	2. Academic coach provided support and professional development on the writing process.	-0-	
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide	

<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. Provide part-time academic coach to assist students and teachers as needed.	\$3,500.00	3. Academic coach was in place for the entire 2014-15 school year providing support and training to all certificated and classified staff as well as work directly with students to support their needs.	\$3,519.00
Scope of service: Schoolwide/Districtwide		Scope of service: Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4. Provide 3.75 hour classroom aides to support student learning.	\$26,400.00	4. Classroom aides were assigned to each classroom. Under the direction of the teacher they provided both large and small group instruction and support for our students.	\$26,903.00
Scope of service: Schoolwide/Districtwide		Scope of service: Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

5. Purchase eBeam Technology and software to help create interactive lessons.	\$6,000.00	5. Due to lack of teacher training for this item and acquiring a new technology specialist we surveyed staff and they, by majority vote, indicated that they would rather put computers in the hands of our students. Therefore we diverted this to purchasing 35 Chromebooks and a rechargeable, portable cart so that all of our students would have more access to technology and also so that we could complete state testing more efficiently.	-0-
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
6. Purchase class sets of books.	\$1,000.00	6. Class sets of books were purchased for 8 th grade as well as our Learning Center to provide more access to quality literature.	\$685
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
7. Purchase non-fiction book sets to promote various types of reading.	\$1,000.00	7. Non-fiction books were purchased for the library as well as classrooms to provide additional access to non-fiction reading and resource materials for our students.	\$1,000

Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
8. Purchase AimsWeb program to create baseline school norms and provide data for progress monitoring.		\$600.00	8. Aimsweb was purchased and implemented for assessing students prior to and following Read-Live reading intervention.		\$580.00
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
9. Purchase CCSS aligned curriculum.		No add'l cost	9. This year there were no ELA Common Core textbooks purchased due to the fact that none have been approved and no money was allocated for this purpose.		-0-
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other		

__ Other Subgroups:(Specify)_____			Subgroups:(Specify)_____		
10. Provide PD and support as needed to ensure the new ELA curriculum is being used to fidelity.		No add'l cost	10. Academic coach was in place for the entire 2014-15 school year providing support and training to all certificated and classified staff.		-0-
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<u>✓</u> ALL			<u>✓</u> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
1. Provide an additional 1.75 classroom aide hours for intervention groups.		\$5,750.00	1. Implemented intervention groups using Read Live with students identified as needing additional support. We also set up an intervention center using 6 desk top computers already on campus, where the students could participate in intervention with no disruptions.		\$6043.00
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<u>✓</u> ALL			<u>✓</u> ALL		
OR: __ Low Income pupils <u>✓</u> English Learners __ Foster Youth <u>✓</u> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils <u>✓</u> English Learners __ Foster Youth <u>✓</u> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
2. Extend library hours to provide adequate access of books and technology for all students.		\$2,500.00	2. Library time was extended to be open one-half hour before school started and remain open one-half hour after dismissal.		\$3,749.13
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<u>✓</u> ALL			<u>✓</u> ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Provide 45 minutes before school tutoring and homework help for students who need extra support.	\$1,500.00	3. Two aides were employed to provide forty-five minutes of before-school homework help and tutoring.	\$\$1,747,81
Scope of service: Schoolwide/Districtwide		Scope of service: Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Additional Academic Coach hours to support ELA interventions.	\$13,500.00	4. Academic Coach has been in place for 2014-15 school year providing support and training to all certificated and classified staff on ELA strategies, implementation support and modeling.	\$14,065.00
Scope of service: Schoolwide/Districtwide		Scope of service: Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5. Contract with Pond School District for a half-time technology teacher.	Nothing allocated this year.	5. Pond School did not have staff available for this so we decided to hire our own Technology Specialist full-time. It is imperative that our students have access to technology and that our staff is trained to provide	\$9,998.00

			support.	
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
6. Purchase Chromebooks, computer cart, and infrastructure to support wireless computing for two classrooms	Nothing allocated this year	6. Purchased Chromebooks, portable computer cart, and infrastructure to support wireless computing for 35 students at a time.		\$6,500.00
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>This year there were many changes implemented related to English Language Arts Instruction. We were able to administer a school-wide assessment to identify our student current levels of fluency and implement reading intervention to provide additional support. Our AimsWeb baseline data for our students as well as progress monitoring indicates that our 2nd and 3rd grade students receiving intervention made increases averaging 49 more words per minute with an average comprehension rate of 80% on each story attempted..</p> <p>There was no new curriculum adoption in ELA this year, therefore our teachers, with the support of our academic coach and bridge materials were able to begin implementing strategies and moving toward Common Core state standards goals. We saw an increase in collaborative learning and an increase in creative representation of student learning. We also increased technology use and access as well as critical</p>			

thinking skills and deeper level knowledge based questioning and responses expected from students.

The new writing rubrics were developed and introduced for the first time this year. We will be working to refine those to meet the needs of our students.

Data sources for this goal were not as readily available as anticipated.

District Benchmark tests were not in use and have yet to be developed. We are planning three days with each of our grade span teams to develop these and have them in place by the 2015-2016 school year. Data that we have available includes number of hours spent providing intervention, access to library, EL support and homework help.

This year we provided 5,400 hours of aide time to support student learning.

There were an additional 270 hours of homework support in the mornings.

There were 945 hours of additional aide time allocated to intervention groups.

The Academic Coach provided 15 hours of professional development.

The library was open for a total of 180 additional hours including both before and after school.

The Technology Specialist provided 1,280 hours of support for

Thirty-five Chromebooks were purchased along with a portable cart and Wi-Fi connectivity.

Next year we will purchase an additional 70 Chromebooks, and two Wi-Fi equipped, portable charging carts.

This will greatly increase our student's ability to access technology, use web-based programs and supports and increase their knowledge, experience and skill with computer usage.

Original GOAL from prior year LCAP:	TK-8 th students will increase Math proficiency by 10% annually as measured by various local and state measures such as classroom grades, AimsWeb data, CAASSP when available and district benchmark testing.		Related State and/or Local Priorities: 1_✓2_✓3__ 4_✓5__ 6__7_✓8_✓ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:		Schools: Maple Elementary	
		Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:	Students will increase Math proficiency by 10% over prior year	Actual Annual Measurable Outcomes:	○ Priority 1 (Basic Services) <ul style="list-style-type: none"> ▪ Teacher Credentialing and Misassignment Rate (ED Code 44258.9) ▪ Number/rate of teachers not fully credentialed: 0 ▪ Number/rate of teachers teaching outside subject area: 0 ▪ Number/rate of teachers teaching EL's

			<ul style="list-style-type: none"> without authorization: 0 ▪ Number/rate of core classes taught by HQTs: 100% ▪ Sufficient access to standards-aligned instructional materials as defined in Ed Code 60119 ▪ Number/rate of students lacking their own text book: 0 ▪ Well-maintained school facilities ▪ Overall facility rating from Facility Inspection Tool (FIT): Good ○ Priority 2 (Implementation of State Standards) <ul style="list-style-type: none"> District Identified Metrics <ul style="list-style-type: none"> ▪ Qualitative and/or quantitative description of how the programs and services will enable ELs to access CCSS and other academic content standards as well as ELD standards. Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students. • At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal
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access/differentiated instruction to meet the needs of students, including strategic learners.

- If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.
- Based on this description of what full implementation would look like Maple School District’s current level of implementation is currently between minimally or partially completed. 100% of students have access to all curriculum and are provided with materials however we will work to increase professional development, fully aligned assessments and additional supports for students and parents as we move forward with our adoption of CCSS. Currently Maple is at the minimal level (less than 50%)

o Priority 4 (Pupil Achievement (Required Metrics))

- API Growth and Score Data (ED Code 52052) most recent scores available reflect growth of 14 from 808 to 822.
- All Numerically significant subgroups at the school or district, including: (A) Ethnic Subgroups, (B) Socioeconomically disadvantaged pupils, (C) English Learners, (D) Pupils with disabilities, (E) Foster Youth

GROUPS	English-Language Arts Target: 88.2 % Met all percent proficient rate criteria? No					Mathematics Target: 88.2 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method
Schoolwide	208	118	57.3	Yes	SH	208	131	63.6	Yes	SH
Black or African American	1		--	--		1		--	--	
American Indian or Alaska Native	0		--	--		0		--	--	
Asian	3		--	--		3		--	--	
Filipino	0		--	--		0		--	--	
Hispanic or Latino	110	56	50.9	No		110	66	60.0	Yes	SH
Native Hawaiian or Pacific Islander	0		--	--		0		--	--	
White	92	60	65.2	Yes	SH	92	62	67.4	Yes	SH
Two or More Races	0		--	--		0		--	--	
Socioeconomically Disadvantaged	109	48	44.0	No		109	60	55.0	Yes	SH
English Learners	40	14	35.0	--		40	18	45.0	--	
Students with Disabilities	17	6	35.3	--		17	5	29.4	--	

- Percent of students completing UC/CSU Required Courses: NA
- Percent of students completing a CTE course sequence: NA
- Number of EL students attaining AMAO 1 and 2 Targets: According to our initial CELDT assessment results our 2012-2013 data shows that there were 36 students tested and 67% (24/36) of those scored intermediate or above while our 2013-2014

data demonstrates that only 54% (18 of 35) scored intermediate or above

- EL Reclassification Rate: Current year 39.3%
- Percent of students who passed AP exams with a score of 3 or higher: NA
- Early Assessment Project (EAP) College Ready Rates for Math and ELA: NA

o **Priority 7 (Course Access)**

- Rate of students enrolled in CTE courses (grades 7-12): NA
- Rate of students enrolled in UC/CSU required courses (grades 9-12): NA
- Number/rate of AP courses offered (9-12): NA
- Rate of students enrolled in AP courses: NA
- Rate of remedial course enrollment: 0
- Number/rate of course offerings for students with exceptional needs (SDC classes): 1

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

			<p>with exceptional needs are enrolled in a program designed to meet their needs.</p> <ul style="list-style-type: none"> ○ Priority 8 Other Pupil Outcomes (Required Metrics) ED code 51210 and 51220 <ul style="list-style-type: none"> ▪ CAHSEE ELA/Math Proficient rates: NA ▪ CAHSEE ELA/Math 3-year pass rate: NA ▪ Percent of EL students making progress toward English Proficiency (AMAO 1): ▪ AP Exam Participation Rate: NA ▪ Physical Fitness Results: Most recent results (2014) indicate that 75.8 % of 5th graders and 58.1% of 7th graders meet the Healthy Fitness Zone requirements. ▪ Maple students are very well-rounded students with a variety of opportunities. While our students do enjoy sports all year round, 8th graders receive Home-Ec, we have a music program and Art classes; we would love to increase these services to include Science Club, expand our track club and implement technology clubs.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Purchase CCSS aligned curriculum.	\$14,000.00	1. Purchase CCSS aligned Math curriculum for all grades.	\$15,306.12

Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2. Provide PD and support as needed to ensure the new Math curriculum is being used to fidelity.		No add'l cost	2. Academic coach provided support and professional development on the math strategies, lesson writing and delivery and pacing.		-0-
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3. Provide part-time academic coach to assist students and teachers as needed.		\$3,500.00	3. Academic coach was in place for the entire 2014-15 school year providing support and training to all certificated and classified staff as well as work directly with students to support their needs.		\$3519.00
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other		

__ Other Subgroups:(Specify)_____			Subgroups:(Specify)_____		
4. Provide 3.75 hour classroom aides to support student learning.		\$26,400.00	4. Classroom aides were assigned to each classroom. Under the direction of the teacher they provided both large and small group instruction and support for our students.		\$26,903.00
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
5. Purchase eBeam Technology and software to help create interactive lessons.		\$6,000	5. Due to lack of teacher training for this item and acquiring a new technology specialist we surveyed staff and they, by majority vote, indicated that they would rather put computers in the hands of our students. Therefore we diverted this to purchasing 35 Chromebooks and a rechargeable, portable cart so that all of our students would have more access to technology and also so that we could complete state testing more efficiently.		-0-
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

6. Purchase AimsWeb to create baseline school norms and provide data for progress monitoring.	\$600.00	6. Aimsweb was purchased and implemented for assessing students prior to and following Read-Live reading intervention.	\$580.00
Scope of service: Schoolwide/Districtwide		Scope of service: Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
For low income pupils/English Language Learners/Foster Youth/re-designated EL's: 1. Provide an additional 1.75 classroom aide hours for intervention groups.	\$5,750.00	1. Implemented intervention groups using Read Live with students identified as needing additional support. We also set up an intervention center using 6 desk top computers already on campus, where the students could participate in intervention with no disruptions.	\$6,043.00
Scope of service: Schoolwide/Districtwide		Scope of service: Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. Provide 45 minutes before school tutoring and homework help for students who need extra support.	\$1,500.00	2. Two aides were employed to provide forty-five minutes of before-school homework help and tutoring.	\$2,468.00
Scope of service: Schoolwide/Districtwide		Scope of service: Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR:		OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3. Additional Academic Coach hours to support Math intervention.		\$13,500	3. Academic Coach has been in place for 2014-15 school year providing support and training to all certificated and classified staff on Math strategies, implementation support and modeling.		\$14,065
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4. Contract with Pond School District for a half-time technology teacher.		-0-	4. Pond School did not have staff available for this so we decided to hire our own Technology Specialist full-time. It is imperative that our students have access to technology and that our staff is trained to provide support.		\$9,998.00
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>5. Purchase Chromebooks, computer cart, and infrastructure to support wireless computing for two classrooms</p>	<p>-0-</p>	<p>5. Purchased Chromebooks, portable computer cart, and infrastructure to support wireless computing for 35 students at a time.</p>	<p>\$6,500.00</p>
<p>Scope of service:</p>	<p>Schoolwide/Districtwide</p>	<p>Scope of service:</p>	<p>Schoolwide/Districtwide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>This year there were many changes implemented related to Math instruction and curriculum.</p> <p>The district was unable to contract with Pond School District to share a technology teacher because the teacher left Pond.</p> <p>We made the decision to go ahead and hire a classified staff member with 25 years of experience in technology who is able to provide support for students and staff as well as reporting requirements for the district.</p> <p>We also purchased a class set (35) Chromebooks and a portable Wi-Fi cart for our students to use. A schedule was developed and the technology specialist went into classrooms to train and support staff and students on the use of our Chromebooks. Next year we will be purchasing two more class sets so that our students will have access to technology.</p> <p>We did not purchase eBeam technology for our teachers at this time because they had not been trained and were not prepared for implementation. We prioritized our needs and decided that getting technology in the hands of our students was more critical at this time.</p> <p>Data sources for this goal were not as readily available as anticipated. The data that is available includes</p>		

hours of aide time to support students, homework help, intervention, professional development, after school support and technology support. Though the intervention was not specifically targeting Math this year the additional support time and aide time provided additional Math tutoring and modeling.

District Benchmark tests were not in use and have yet to be developed. We are planning three days with each of our grade span teams to develop these and have them in place by the 2015-2016 school year. This year we provided 5,400 hours of aide time to support student learning.

There were an additional 270 hours of homework support in the mornings.

There were 945 hours of additional aide time allocated to intervention groups.

The Academic Coach provided 15 hours of professional development.

The library was open for a total of 180 additional hours including both before and after school.

The Technology Specialist provided 1,280 hours of support for

Thirty-five Chromebooks were purchased along with a portable cart and Wi-Fi connectivity.

Original GOAL from prior year LCAP:	The Maple School attendance rate will maintain at 97%, while suspension rates will drop to 2.5% and the total number of referrals will drop by 10%. These will be measured by review of SchoolWise student information report	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to: Schools: Maple Elementary

Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	Attendance rates will maintain at 97%. Suspension rates will drop to 3.0%. Referrals will drop to 106 annually.	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> o Priority 5 (Pupil Engagement Required Metrics) Attendance Rates: 96.24% Chronic Absenteeism Rate 3.77% Middle School Dropout Rate: 0 High School Dropout Rate: NA High School Graduation Rate: NA o Priority 6 (School Climate Metrics) <ul style="list-style-type: none"> ▪ Suspension Rates: Actual 2014-2015 reflect a rate of 1.4 ▪ Expulsion Rates:0 ▪ District Identified- surveys, etc. <p style="background-color: yellow;">Results of survey</p>
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Implement "Caught Being Good" tickets to all staff to reinforce good behavior.	\$500.00	1. With the Academic Coach and a team of teachers and staff we have created a shared responsibility team. We are working to create systematic processes for expectations, supporting students, outline consequences, reward responsible choices and help students grow.	-0-
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Purchase Engrade web-based software program to allow students to access grades, homework, and other resources. Parents also have access to attendance and behavior data.	\$1,500.00	2. Acquired Google Apps for education for free which came with a free version of Engrade, grading systems. Currently researching web-based programs to either upgrade this for next year or implement another option. Companies are currently presenting to staff and teachers for input.	-0-
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Create staff/student “buddies” to foster connections between staff members and students who need extra support or assistance.	No add'l cost	3. With the Academic Coach and a team of teachers and staff we have created a shared responsibility team. We are working to create systematic processes for expectations, supporting students, outline consequences, reward responsible choices and help students grow. We are planning to schedule in specific time for staff to foster relationships with students in need of support. The staff currently does this and we need to create a systematic implementation plan.	-0-
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners		OR: __Low Income pupils __English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1. Provide Art enrichment, Spanish enrichment, Science enrichment classes, etc.	\$5,000.00	1. Provided Art enrichment for each grade level on a weekly basis for the year. Planning to expand to Science and Technology next year.	\$5,740.00
Scope of service: Schoolwide/Districtwide		Scope of service: Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. Create and implement various clubs based on student surveys.	\$1,000.00	2. Students had the opportunity to participate in Battle of the Books, Oral Language Festival, Art Festival, Science Club, Cooking and sewing classes.	\$3,852.00
Scope of service: Schoolwide/Districtwide		Scope of service: Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. Create and maintain a school-wide behavior contract.	-0-	3. With the Academic Coach and a team of teachers and staff we have created a shared responsibility team. We are working to create systematic processes for expectations, supporting students, outline consequences, reward responsible choices and help students grow. Ultimately we will develop a school-	-0-

		wide shared responsibility plan.	
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
4. Schedule social skills/emotional support classes with school psychologist.	\$2,500	4. Maple contracted with a school psychologist to provide social skills classes for identified students in the winter and spring.	\$2,000
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Attendance for Maple remains fairly strong. We have an overall attendance rate of <u>96.24</u>%. There are a couple of grade levels and months of the year that experience drops in attendance so we will be monitoring this in the future and be proactive to address any declines that may occur.</p> <p>Maple had only <u>4</u> suspensions this year resulting in a drop of nearly <u>50%</u>. The referral data to date also indicates a positive shift from 110 referrals last year to a total of 63 in the current year which is a drop of over 40%.</p> <p>We have developed a Shared Responsibility Team of Certificated staff, Classified staff and Administration to create an outline of student and adult expected behaviors in various environmental</p>		

settings as well as potential consequences that will occur if the expectations are not met. Maple is a school with great tradition and we would like to keep some of those traditions but also move forward and intentionally define our processes and put systems in place.

Original GOAL from prior year LCAP:	Maple parents will be involved in 75% of all school sponsored activities and parent advisory group meetings throughout the school year as measured by sign-in sheets		Related State and/or Local Priorities: 1__ 2__ 3_✓_ 4__ 5__ 6_✓_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Maple Elementary
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	Maple parents will be involved in school sponsored activities 65% of the time	Actual Annual Measurable Outcomes:	○ Priority 3 (Parental Involvement) <ul style="list-style-type: none"> ▪ Effort the school district makes to seek parent input in making decisions: The district has a very active MCC (Maple Community Club) consisting of parents and community members. They host a meeting each month for anyone who is interested in attending and participating. We also have a School Site Council with members serving as our ELAC and DELAC which meets quarterly. Agendas are posted and meetings for each event are posted on our website, advertised each month in our Newsletter and also monthly on our calendar of events updates.
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			<ul style="list-style-type: none">▪ How the school promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs:▪ We had nine MCC meetings this year with an average of 10 attendees at the MCC meeting. We also had 5 SSC meetings with an average of 9 attendees representing certificated and classified staff, parents and administration.▪ Maple also hosts various events throughout the year which encourage involvement from our families. These events include:<ul style="list-style-type: none">▪ BBQ/Carnival▪ Golf Tournament▪ Open House▪ Art Show▪ Mother/Son Dance▪ Daddy/Daughter dance▪ Open House▪ Sporting events each Friday▪ 3 parent focus groups were held to gather input regarding our LCAP and plan for Maple▪ How promotions were made: All meetings are included in flyers, posted in the office windows, posted on our website, sent home in classroom and district newsletters, sent via text on Remind 101 and also published in a annual calendar of events which is
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			<p>posted and updated monthly.</p> <ul style="list-style-type: none"> ▪ ELAC/DELAC Parent Meeting Attendance we currently have 2 parent who represent our population of EL students who regularly attend our meetings. These meetings are held quarterly. This year we had 5 meetings for an additional opportunity to review our LCAP goals. <p>o Priority 6 (School Climate Metrics)</p> <ul style="list-style-type: none"> ▪ Suspension Rates: Actual 2014-2015 reflect a rate of 1.4 ▪ Expulsion Rates: 0.0 ▪ District Identified- The district provided a survey which assessed parent, staff and student needs. The results of the survey were outlined earlier in the LCAP document.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Implement Parent Institute for Quality Education (PIQE).	\$2,000.00	1. We were unable to coordinate this effort this year with the county representative, however we have contacted them and are meeting May 19, 2015 to discuss implementation for next year and put plans in place to do this when the 2015-16 year begins.	-0-
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<u>✓</u> ALL		<u>✓</u> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____	
2. Create and distribute parent survey to determine “Family Night” topics for year.	-0-	2. With new leadership this year and so many changes already outlined in the plan this was not implemented fully. This goal will remain for next year and subsequent years with system to ensure implementation.	-0-
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____	
3. Create opportunities for family engagement through “Family Nights” needs assessment.	\$1,000.00	3. With new leadership this year and so many changes already outlined in the plan this was not implemented fully. This goal will remain for next year and subsequent years with system to ensure implementation.	-0-
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____	

4. Purchase Engrade web-based software program to allow parents access to an array of student and school information	\$1,500.00	4. Acquired Google Apps for education for free which came with a free version of Engrade, grading systems. Currently researching web-based programs to either upgrade this for next year or implement another option. Companies are currently presenting to staff and teachers for input.	-0-
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1. Create targeted academic education nights for the parents to help reinforce foundational skills.	\$2,000.00	1. With new leadership this year and so many changes already outlined in the plan this was not implemented fully. This goal will remain for next year and subsequent years with system to ensure implementation.	-0-
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1. Provide written translation of outgoing information for parents who speak Spanish in the home.	-0-	1. Increased access to both oral and written translation by partnering with the county Migrant representative Julia Falcon who attended both our parent information gathering night as well as our Open House. Began	-0-

		placing all items that go out one our Remind one-way communication system (via text) in Spanish also.	
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. Provide Spanish translation at informational events/meetings.	-0-	2. Increased access to both oral and written translation by partnering with the county Migrant representative Julia Falcon who attended both our parent information gathering night as well as our Open House. Began placing all items that go out on our Remind one-way communication system (via text) in Spanish also.	
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Maple parents are incredibly involved in all activities that occur at school and on a daily basis supporting classroom instruction. All of the events that were held this year resulted in a large percentage of our population being represented. For example of our 172 families represented at Maple 147 of them responded to our request to attend meetings to gather input for the purpose of updating and developing our new LCAP. We will be creating action steps that are directly related to the data that we are able to gather and criteria		

that can be measured. For example we will host one parent night each quarter, which will last a specified period of time and will serve a targeted number of students/parents. This will allow us to document each parent night and the topics addressed, we will be able to provide an accounting of the amount of time allocated to these events and the number of students/parents in attendance.

We have already scheduled our dates for our PIQE classes that will be offered in our district next year. They will begin on Tuesday September 8th and continue for nine consecutive Tuesdays.

We will also be increasing our planned expenditures to cover the cost of PIQE and also allow us to create educational, interactive parent nights.

Original GOAL from prior year LCAP:	The district will fully implement the Common Core State Standards as measured by APS results and classroom observation data		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Goal Applies to:	Schools: Maple Elementary		
	Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	Maple teachers will partially implement Common Core State Standards	Actual Annual Measurable Outcomes:	Classroom observations were conducted by both the Superintendent/Principal and the Academic Coach. These observations revealed that Common Core Math curriculum and use of manipulatives was fully implemented at each grade level this year. This being the initial year, we anticipate this becoming more refined in the coming years. Teachers are also beginning to use

		<p>support materials and resources to create lessons that employ more project based, hands-on, collaborative learning experiences. Expectations will need to be defined for future data gathering.</p> <ul style="list-style-type: none"> o Priority 1 (Basic Services) <ul style="list-style-type: none"> ▪ Teacher Credentialing and Misassignment Rate (ED Code 44258.9) ▪ Number/rate of teachers not fully credentialed: 0 ▪ Number/rate of teachers teaching outside subject area: 0 ▪ Number/rate of teachers teaching EL's without authorization: 0 ▪ Number/rate of core classes taught by HQTs: 100% ▪ Sufficient access to standards-aligned instructional materials as defined in Ed Code 60119 ▪ Number/rate of students lacking their own text book: 0 <ul style="list-style-type: none"> ▪ Well-maintained school facilities ▪ Overall facility rating from Facility Inspection Tool (FIT): Good o Priority 2 (Implementation of State Standards) <ul style="list-style-type: none"> ▪ District Identified Metrics <ul style="list-style-type: none"> ▪ Qualitative and/or quantitative description of how the programs and services will enable ELs to access CCSS and other academic content standards as well as ELD standards.
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			<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.</p> <ul style="list-style-type: none">• At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.• If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.
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			<ul style="list-style-type: none">• Based on this description of what full implementation would look like Maple School District's current level of implementation is currently between minimally or partially completed. 100% of students have access to all curriculum and are provided with materials however we will work to increase professional development, fully aligned assessments and additional supports for students and parents as we move forward with our adoption of CCSS. Currently Maple is at the minimal level (less than 50%) <p>○ Priority 3 (Parental Involvement)</p> <ul style="list-style-type: none">▪ Effort the school district makes to seek parent input in making decisions:▪ How the school promotes parental participation in programs for unduplicated pupils and individuals with exceptional needs:▪ We had nine MCC meetings this year with an average of 10 attendees at the MCC meeting. We also had 5 SSC meetings with an average of 9 attendees representing certificated and classified staff, parents and administration.▪ Maple also hosts various events throughout the year which encourage involvement from
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			<p>our families. These events include:</p> <ul style="list-style-type: none">▪ BBQ/Carnival▪ Golf Tournament▪ Open House▪ Art Show▪ Mother/Son Dance▪ Daddy/Daughter dance▪ Open House▪ Sporting events each Friday▪ 3 parent focus groups were held to gather input regarding our LCAP and plan for Maple <ul style="list-style-type: none">▪ How promotions were made: All meetings are included in flyers, posted in the office windows, posted on our website, sent home in classroom and district newsletters, sent via text on Remind 101 and also published in a annual calendar of events which is posted and updated monthly.▪ ELAC/DELAC Parent Meeting Attendance we currently have 2 parent who represent our population of EL students who regularly attend our meetings. These meetings are held quarterly. This year we had 5 meetings for an additional opportunity to review our LCAP goals. <p>o Priority 7 (Course Access)</p> <ul style="list-style-type: none">▪ Rate of students enrolled in CTE courses (grades 7-12): NA
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			<ul style="list-style-type: none"> ▪ Rate of students enrolled in UC/CSU required courses (grades 9-12): NA ▪ Number/rate of AP courses offered (9-12): NA ▪ Rate of students enrolled in AP courses: NA ▪ Rate of remedial course enrollment: 0 ▪ Number/rate of course offerings for students with exceptional needs (SDC classes): 1 <p>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.</p> <p>B. Programs and services developed and provided to unduplicated pupil: 100% of unduplicated students are enrolled in a program designed to meet their needs.</p> <p>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.</p> <p>○ Priority 8 Other Pupil Outcomes (Required Metrics) ED code 51210 and 51220</p> <ul style="list-style-type: none"> ▪ CAHSEE ELA/Math Proficient rates: NA ▪ CAHSEE ELA/Math 3-year pass rate: NA ▪ Percent of EL students making progress toward English Proficiency (AMAO 1): According to our initial CELDT assessment results our 2012-2013 data shows that there
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			<p>were 36 students tested and 67% (24/36) of those scored intermediate or above while our 2013-2014 data demonstrates that only 54% (18 of 35) scored intermediate or above. AP Exam Participation Rate: NA</p> <ul style="list-style-type: none"> ▪ Physical Fitness Results: Most recent results (2014) indicate that 75.8 % of 5th graders and 58.1% of 7th graders meet the H Maple students are very well-rounded students with a variety of opportunities. While our students do enjoy sports all year round, 8th graders receive Home-Ec, we have a music program and Art classes; we would love to increase these services to include Science Club, expand our track club and implement technology clubs. Healthy Fitness Zone requirements. ▪ Maple students are very well-rounded students with a variety of opportunities. While our students do enjoy sports all year round, 8th graders receive Home-Ec, we have a music program and Art classes; we would love to increase these services to include Science Club, expand our track club and implement technology clubs.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

1. Purchase of CCSS aligned Math curriculum.		\$14,000	1. Purchase CCSS aligned Math curriculum for all grades.		\$15,306.11
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2. Purchase of CCSS aligned ELA curriculum.		-0-	2. No funds allocated to this at this time and no adoptions available.		-0-
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3. Purchase of manipulatives to support full CCSS implementation.		\$500.00	3. Manipulatives were part of the CCSS Math adoption series for moth elementary and middle school.		\$500.00
Scope of service:	Schoolwide/Districtwide		Scope of service:	Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

4. Purchase AimsWeb to create baseline school norms and provide data for progress monitoring.	\$600.00	4. Aimsweb was purchased and implemented for assessing students prior to and following Read-Live reading intervention.	\$580.00
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5. Purchase Engrade web-based software program to allow teachers and administration to easily identify students who are at risk based on CCSS assessments and create intervention pieces to support students.	\$1,500.00	5. Acquired Google Apps for education for free which came with a free version of Engrade, grading systems. Currently researching web-based programs to either upgrade this for next year or implement another option. Companies are currently presenting to staff and teachers for input.	-0-
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
6. Provide part-time academic coach to assist students and teachers as needed.	\$3,500.00	6. Academic coach was in place for the entire 2014-15 school year providing support and training to all certificated and classified staff as well as work directly with students to support their needs.	\$3,519.00
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide

<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
7. Provide PD and support to classroom teachers as needed.	-0-	7. Academic coach provided support and professional development on Common Core strategies, lesson writing, classroom management and working with groups of students in a semi-structured environment.	
Scope of service: Schoolwide/Districtwide		Scope of service: Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1. Provide an additional 1.75 classroom aide hours for intervention groups.	\$5,750.00	1. Implemented intervention groups using Read Live with students identified as needing additional support. We also set up an intervention center using 6 desk top computers already on campus, where the students could participate in intervention with no disruptions.	\$6,043.00
Scope of service: Schoolwide/Districtwide		Scope of service: Schoolwide/Districtwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English	

proficient __Other Subgroups:(Specify)_____		proficient __Other Subgroups:(Specify)_____	
2. Purchase and implement supplemental ELA support program “Ready Common Core”.	\$1,190	2. We were not able to purchase Ready Common Core for the entire school as planned so we surveyed the teachers to determine the grade levels most in need of additional support. We purchased “Ready Common Core” for 4 th grade, 6 th -8 th grade, and Learning Center. Next year we hope to implement school-wide.	\$3,022.93
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> _ALL		<input checked="" type="checkbox"/> _ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3. Additional Academic Coach hours to support implementation of CCSS.	\$13,500	3. Academic Coach has been in place for 2014-15 school year providing support and training to all certificated and classified staff on Common Core strategies, implementation support and modeling.	\$14,065.00
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> _ALL		<input checked="" type="checkbox"/> _ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4. Contract with Pond School District for a half-time technology teacher.	-0-	4. Pond School did not have staff available for this so we decided to hire our own Technology Specialist full-	\$9,998.00

		time. It is imperative that our students have access to technology and that our staff is trained to provide support.	
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5. Purchase Chromebooks, computer cart, and infrastructure to support wireless computing for two classrooms	-0-	5. Purchased Chromebooks, portable computer cart, and infrastructure to support wireless computing for 35 students at a time.	\$6,500.00
Scope of service:	Schoolwide/Districtwide	Scope of service:	Schoolwide/Districtwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Common Core implementation at Maple is a work in progress. This year additional curriculum, training and technology resources have been provided for staff and students. Classroom observations indicate that there is an increase in implementation. The level of implementation goals were not defined resulting in difficulty quantifying the current level of implementation. Future goals will establish a requirement as well as a percentage of classroom time that the district will attempt to implement Common Core State Standards.		

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

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

<p>Total amount of Supplemental and Concentration grant funds calculated:</p>	<p><u>\$ 245,253</u></p>
<p>1. The total amount of supplemental and concentration grant funded that the District was estimated to receive in the 2015-16 school year was \$100, 690.00. Our current population consists of <u>61.70%</u> unduplicated student count.</p> <p>2. The district will expend these funds in a schiilwide/districtwide manner while principally directing these funds to our to target our instruction and support of increasing services principally directed to our low income, EL students and foster youth. We will be providing additional technology and technology support, additional aide and library time as well as updates to our facilities. The required increase for the 2015-2016 school year is \$88,770.</p> <ul style="list-style-type: none"> • Increased Aide time for classroom support during instructional day. • Increased hours of operation for the library to allow great access. • Purchased support materials to support transition to CCSS. • Added Academic Coach position to increase professional development, support for teachers and students and provide oversight of interventions. • Implementation of Interventions, specifically Read Live (Read Naturally Web –Based program). • The aides were also placed in classrooms longer and were able to support the learning process in the classroom more effectively • Provided EL support in the lower grades with a daily EL group time. • Additional pull out groups in the afternoon for additional EL support. • We purchased 35 chromebooks and the cart with its own wireless hub that was portable and could be moved from classroom to classroom. • Hired a Technology Specialist to support technology implementation. <p>As we move forward in the coming years our focus is to provide the highest level of services possible to all of our students by maintaining our</p>	

increase in Aide time, refining our intervention implementation and providing additional professional development and support to our certificated and classified staff. We also plan to increase our technology device implementation and continue to train and support our staff to increase skill and comfort level.

We will purchase Walkie -Talkies for all staff members to increase our communication in classrooms and on campus at all times.

We are also moving forward with providing PIQE in collaboration with the county office and have our schedule for next year set and ready to begin in September.

We are also working to create a cycle of continuous improvement to make certain we continue to grow and increase our communication with parents. We currently use our website and we would like to improve it, we are purchasing Aeries which will increase parent access to student data at all times. We will continue to use Remind 101 and continue to increase our communication in Spanish and the provision of interpretation for verbal, written and in-person parent communication.

The LCAP process has provided the opportunity to create a roadmap for where we would like to see Maple go in the future. The increase in services in the form of additional support, intervention and increased technology were all accomplished this year.

There was no plan for updating facilities however as the Governor's budget emerged and there was no specific funding provided for Modernization the need at Maple became more apparent and critical. This is the purpose for including this in our current plan. We will continue to seek all alternate funding sources available, our parent club has started a fundraising campaign and all potential funding opportunities will be pursued.

3. District and Schoolwide justification: The Districts is comprised of a single school with an unduplicated count of 61.75% This makes the district eligible for school-wide implementation of services for all students. However, having recognized that improvements can be made to provide additional services to our low income and English Language Learners, we will continue to provide additional support as described above. This Schoolwide approach will allow for services to all students as well as increasing and targeting changes to support and increase proficiency for our English Language Learners, Socioeconomically Disadvantaged students and Foster Youth.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

13.05	%
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1. According to the minimum proportionality percentage (MPP) calculation, the percentage of which Maple Elementary School will increase or improve services is 13.05%.

2. Services for low income, foster youth and English Learners will be increased/improved based on the plans outlines in section one. We plan to provide additional library support and extended hours so that our students, staff and parents have full use of the resources. We are also planning to provide additional technology support and training as well as additional devices that will support our students in becoming college and career ready. During the 2014-2015 school year Maple School District increased services to students by providing Academic Coach support, training and student instruction, additional EL support after school, additional homework support before school and additional library hours. Each of these services will be continued in the following years. Based on recent reports received by structural engineers, electrical engineers, an architect and local fire officials Maple will also be working to update our facilities. We have been working closely with the Office of Public School Construction, the Department of State Architecture and the State Allocation Board as well as School Facilities Consultants to secure additional funding for updates and improvements that are required on our campus.

Increased Services:

Based on calculations Maple School District will expend an additional \$88, 770 to increase services to our unduplicated student count.

Maple School District's unduplicated count equals 61.75 %, which qualifies for school-wide and district-wide implementation. The increase in services will include increased technology in the form of Chromebooks and rechargeable carts to increase students' access to technology as well as tablets for use in the TK and K classroom for center work. Maple School District has also hired a Technology Specialist who will assist in maintaining accurate student records including historical data of student performance data in addition

Current Estimates indicate that the district will receive \$276,309 in supplemental and concentration funds in 2016-2017, \$298,375 in 2017-2018, \$308,396 in 2018-2019- all of these amounts are subject to change. Each year we will also be required to increase our proportionality rate in accordance with funding calculations.

The use of funding for facilities is a critical need at this point based on external evaluations we are required to make immediate repairs to our electrical system, our fire alarm systems and our roofing to ensure a safe environment for our students and staff. Current conditions inhibit student learning due to the fact that we have multiple leaks and malfunctioning electrical wiring and fire alarm system.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when 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 California Code of Regulations, title 5, 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).