

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

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

## LEA Name

Maple Elementary

## Contact Name and Title

Julie Boesch

Superintendent

## Email and Phone

jboesch@mapleschool.org

6617464439

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

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

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

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

The district unduplicated rate on the Fall 2017 Dashboard is 58.2%. This amount includes a poverty rate based upon free and reduced lunch eligibility is 58.2%. Based upon current year enrollment, 44 students at Maple are English Language Learners or 15.1% of our student population. Maple has a very small

percentage, 0.3% of it's population identified as Foster Youth, which is also reflected in the unduplicated count. According to the criteria established by the California Department of Education, the three significant subgroups found in our district are: White (not of Hispanic origin), Hispanic or Latino, and socioeconomically disadvantaged. Our staff is dedicated to meeting the needs of all Maple Students, including those identified as high achieving, English Language Learners and students with special needs. Maple has seen an increase of the number of students on IEP's from approximately 3% two years ago to 8% (24 students) currently. This includes all students who are on IEP's for speech as well as those with identified learning disabilities.

### Mission

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

### Goals

1. Maple School will provide high quality instruction in a safe, secure, child-centered environment.
2. Maple School will provide challenging learning experiences that will maximize each students potential for academic growth.
3. Maple School will partner with the students, staff, and the community to ensure that all students develop self-discipline and experience success.

## LCAP Highlights

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

This year's LCAP will continue to identify actions that we have defined previously, specifically addressing our priorities of supporting all students in learning in a safe, supportive environment.

We will continue to fund our Academic Coach who supports our students and our teachers. Our Academic Coach provides intensive high quality intervention services for our students, trains our staff and supports all other District staff. We will also continue to support our Technology Specialist position although this year that position is transitioning to a Certificated position which will increase the cost to the District. The District will also continue with 5.5 hour aides to support students in learning as well as assist with our safe and supportive environment by providing supervision and support for all students. The District will also continue to support students by providing high-quality professional development for teachers and support staff to increase services to students. Additional resources in the form of technology devices and text books (or electronic resources) will continue to be updated and maintained to ensure access to all students. Our Academic Coach ensures that our unduplicated students are receiving every possible support including intervention, referrals to community resources, healthcare referrals and behavior support.

Increased services for our unduplicated students will include the continued employment of a Special

Education Instructional Aid that was hired at the end of the 2017-18 school year, additional training and resources for addressing the needs of our EL students and continued support and training for our staff to increase the use of differentiated instruction to meet the needs of all learners. To begin this work all of our staff will be participating in a three day summer institute with other small districts in the area so that they can continue to work together, share best practices and collaborate on numerous, research driven strategies to use for supporting student learning.

## Review of Performance

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

## Greatest Progress

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

### Conditions of Learning

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

### Pupil Outcomes

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

### Engagement

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

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

Facilities- This year there has been significant progress made in our effort to secure funding and all of the required approvals needed to move forward with replacing our campus. In december we received approval to rebuild our campus through the Facilities Hardship Program funded by the State. Due to limited bonding capacity and no Developer Fees the District also qualifies for Financial hardship. The State will be awarding our funds and apportioning the money to begin our rebuild in June.

Playground- Through extensive advocacy efforts we were able to secure incredible new playground equipment to replace our very outdated equipment which included swing sets in a severe state of disrepair, non-traditional items as playground equipment (cement industrial pipes, used for students to climb through and on top of). As we begin our construction this equipment will be moved to a new location in order to provide exceptional outdoor play opportunities for our students.

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

Parent Engagement- We have consistently provided interpreters for evening events, we are providing additional engagement opportunities as well as reaching out via our Parent Club and School Site Council. We have also assigned an employee the task of posting events and updates on our Maple Community Club social media outlets.

PIQE-Due to program restructuring, we decided to defer PIQE for one year and pick it up again next year. We are hoping that this will give the presenters a chance to rework their program, as well as an opportunity for us to get up and running in the Fall which was far more successful for us in the past.

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

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

This year we have continued our work by engaging in Multi tiered system of support training. This work is helping us to take all of the pieces that we have been working on and integrating them in to a system-wide process. We are engaging in this work with the help of expert consultants who will work with our team to develop a system that will be designed to specifically serve our students. All of these projects

will continue to be refined and increased as we move forward.

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

Carol S. Dweck, Mindset

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

## Greatest Needs

Maple School District does not currently have any areas that are in the "Red" or "Orange" performance category. Due to a lack of data for the 2015-16 academic year there was no comparison data to evaluate growth or to identify trends. The data that is available indicates that we have a significant gap in where our English Language Learners and our Special Education students are performing on Statewide assessments.

According to our Dashboard Status and Change Report from Fall 2017 our English Learners, Socioeconomically Disadvantaged Students and students with Disabilities performed lower than our other students in English Language Arts and Math. The following scores indicate our progress as well as our areas of need. While overall our student scores increased, the data identifies a need to increase support to our English Learners, our Socioeconomically Disadvantaged and our Students with Disabilities.

Distance from Level 3 ELA (2015)

All Students: -52.7

English Learners: -83.2

Hispanic: -60.8

Socioeconomically Disadvantaged: -67.5

Students with Disabilities: -145.2

White: -39.5

Distance from Level 3 Math (2015)

All Students: -52

English Learners: -72.8

Hispanic: -63.2

Socioeconomically Disadvantaged: -65.6

Students with Disabilities: -113.9

White: -33.6

Distance from Level 3 ELA (2017)

All Students: -48.2  
 English Learners: -98.7  
 Hispanic: -58.2  
 Socioeconomically Disadvantaged: -71.8  
 Students with Disabilities: -128.6  
 White: -30.8

#### Distance from Level 3 Math (2017)

All Students: -44.8  
 English Learners: -84.1  
 Hispanic: -56.7  
 Socioeconomically Disadvantaged: -65.9  
 Students with Disabilities: -141.1  
 White: -24.3

Additionally our data indicates that additional steps need to be made to support our English Language Learners. In 2015 there were 56.4% of EL students made progress toward their goals, in 2016 63.9% of students made progress toward their goal. Based on end of the year CEDT scores in 2017 there was a significant drop to 33.3% of students making progress.

The District has begun Consulting with Dr. Michael Figueroa and is working to refine our data collection, our multi tiered systems of support and our positive behavior intervention. Although behavior does not significantly impact our system we still believe that we could do a better job implementing positive recognition as well as a systematic process of support. Dr. Figueroa is working with the District to identify specific areas of need and develop strategic plans to address those needs. Specifically the team is working to adopt an integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. They will do this by evaluating three district categories including; conditions of learning, engagement, pupil outcomes. The goal of this work is to ensure that all students regardless of age, race, zip-code, language, physical challenge, intellectual ability, capacity, or competency are provided with the most inclusive learning environment. Families and community members are partners where they have options for meaningful involvement in students' education and in the life of the school and the school responds to family interests and involvement in a culturally responsive manner. Lastly, through intensive diagnostic work and data gathering to ensure that ALL students are provided with a continuum of services that address their academic, behavioral, social-emotional, health and well-being needs. This consulting work is including several meetings and study sessions with guided instruction and delivered being required by staff and participating partners.

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

## Performance Gaps

Maple School District had technology limitations that prevented us from getting results for our students in the 2015-16 school year. Although we did test all of our grade appropriate students, the students were

unable to complete the performance task and therefore did not have complete test scores. We have mitigated all of the circumstances that produced this result and have tested each of our students in all categories this year. Our 2016-17 data indicates that we still have work to do in order to increase the scores of our Socioeconomically disadvantaged students, our English Language Learners and our Students with Disabilities. Our results from last year indicate improvements for all students however these groups of students are still performing below the level of our other students. When the data for this year is received we will have enough data to identify trends and take appropriate action to mitigate. We are continuing to provide summer institute to provide training for our teaching staff as well as the classroom aides. We are also working to increase our support by learning additional strategies of differentiation of instruction as well as multi-tiered systems of support.

We had no out of school suspensions in the 2016-17 or the 2017-2018 school years. During the 2015-2016 school year we had one Hispanic student suspended for two days. Due to such limited data this should not be a problem, however we will continue to monitor this situation and make sure that there is consistent application of all procedures and processes in place to serve all students equitably.

In the 2016-17 school year we had five students qualify to be re-designated and in the 2017-18 we had 6 students or 13.6 %. Therefore our reclassification rate has exceeded twice what our goal was set at. Our reclassification rate far surpassed our goal of 1.045%. With the re designation of 5 students were achieved a rate of 11.4% in 2016-17 and also exceeded our goal of 12.4% with a rate of 13.6% for the 2017-18 school year. As we transition from using CELDT scores in evaluating our students growth to using ELPAC we recognize that there will need to continue to be changes and progress made in supporting our English Language Learners. We are planning to increase our training and specifically set time aside for targeted Professional Development by Provided by an outside provider (possibly Jill Hamilton-Bunch). We will also establish specific goals for our teachers to provide additional support and the use of strategies identified as high impact strategies in serving EL students. These may include but not be limited to sentence frames, stand and deliver, speaking in complete sentences, and partner share

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

## Increased or Improved Services

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

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

making the most of every resource that we have and continue to build relationships with our community who also provides tremendous personal and financial support.

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

Specifically each action that we take is to increase quality and quantity of service to students. Our intent with each of our action steps is to improve our service to our unduplicated students by:

Professional development will increase our teachers skill level and knowledge of serving our students who qualify as Socioeconomically disadvantaged, English Learners or Foster Youth.

Our Academic Coach is also provided to improve teacher effectiveness, support classroom and small group learning, assist with assessment and provide direct service to students in the form of intervention, pull-out support and classroom assistance.

Our Technology Specialist is also providing additional services by supporting teachers, supporting students, providing additional training and directly serving students. This will include professional development for teachers, assessment development and data analysis. For students this includes small group instruction, additional expanded learning classes with expanded hours, homework help and expanded library time.

Parent engagement opportunities, translation and Parent Institute for Quality Education are all provided to ensure that our unduplicated students and their families receive the highest level of support that we can provide.

Additional supplemental curriculum and resources will also aide us in providing additional support.

## Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$2,809,300
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$554,085

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

All General Fund Budget Expenditures not included in the LCAP are allocated to meet District operational needs. The General Fund budget covers Certificated personnel salaries, Classified personnel salaries,



employee benefits (taxes, fees, medical/dental/vision benefits, retirement costs), books, supplies and research materials, services and other operating expenditures (utilities, services, leases, etc.), District insurance and improvement to buildings (such as our bus barn extension). We will also be adding an additional play structure this year for our Transitional Kindergarten and Kindergarten students.

**DESCRIPTION**

**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$2,516, 761

# Annual Update

**LCAP Year Reviewed:** 2017-18

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

## Goal 1

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

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 7

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

Priority 1 (Basic Services)

A) Teachers appropriately assigned, and fully credentialed-100%

**Actual**

Priority 1 (Basic Services)

A) 100% of teachers being appropriately assigned, teaching inside their subject area and authorized to serve EL students as evidenced by our credential audit report.

## Expected

Priority 1 (Basic Services)

B) Pupil access to standards aligned textbooks - 100%

Priority 1 (Basic Services)

C) School facilities in good repair.

## Actual

Priority 1 (Basic Services)

B) 100% of students had their own textbook as measured by inventory and enrollment records.

Priority 1 (Basic Services)

C) Overall facility rating from Facility Inspection Tool (FIT): Poor  
This year Maple completed the process for securing funding from the Office of Public School Construction to replace Maple School. Maple also received final approval of plans from the Division of State Architect and State Allocation Board. We also received approval of our Education Specifications from the California Department of Education. We have put our project out to bid and are beginning our rebuild in June. We anticipate that the entire campus will take about two years to be fully rebuilt. The amount of funding received will be approximately \$10.5 million dollars from Facilities Hardship funding from the State of California. Maple also applied for and received approval for financial Hardship due to lack of bonding capacity and lack of developer fees.

We have also applied for New Construction funding and will receive design funds in June.

**Expected**

Priority 2 (Implementation of State Standards)

A) Implementation of California academic content standards - 75%

Priority 2 (Implementation of State Standards)

B) EL students are able to access the CCSS and ELD standards -100%

**Actual**

Priority 2 (Implementation of State Standards)

A) We continued to implement the the use of common core state standards, increasing rigor and relevance. Teachers are now using current state common core and NGSS standards to deliver instruction and curriculum. This implementation is occuring at least 75% of the clasroom instruction time.

This includes all available subject areas and with the use of available resources. We have also provided a wide variety of exceptional professional development. Teachers have increased their familiarity and comfort level and have begun to apply strategies to all subject areas. Progress has been measured by Academic Coach and Administrative observation. Based on observation by Administration and Academic Coach, teachers are working hard to increase rigor and relevance, they are also allowing for multiple ways for students to demonstrate their learning, increasing the use of technology and supporting students in being able to explain their thinking and work with a variety of work groups.

Priority 2 (Implementation of State Standards)

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

**Expected**

Priority 7 (Course Access)

A) Broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable:

Extent to which students students have access to and are enrolled in a broad course of study- 100%

Priority 7 (Course Access)

B) Programs and services developed and provided to unduplicated pupil:

Extent to which unduplicated students have access to and are enrolled in a broad course of study -100%

Priority 7 (Course Access)

C) Programs and services developed and provided to individuals with exceptional needs:

Extent to which students with exceptional needs have access to and are enrolled in a broad course of study-100%

**Actual**

Priority 7 (Course Access)

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

Priority 7 (Course Access)

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

Priority 7 (Course Access)

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

# Actions/Services

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

## Action 1

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
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Provide PD and support to classroom teachers who will implement and provide increased targeted instruction including but not limited to CCSS, EL Strategies, Differentiated Instruction and Inclusion.

This year our teachers and support staff were able to participate in high quality training. In August approximately 20 staff members attended a three day training presented by the West Side Small School Districts Collaborative including topics ranging from Technology Integration, Nextgen Math, Brain Science, Strategies for serving English Learners and creating positive cultures. The TK, K and 1st grade teachers also attended a training specifically designed to increase their services to better prepare students for the future. The District with the support of the Academic Coach has also continued to seek out and attend additional training supported by the county office, other districts and professional consultants.

\$4,000  
Educator Effectiveness Funding  
Certificated Salaries/benefits

\$7,074.08  
Educator Effectiveness Funding  
Certificated Salaries/benefits

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Purchase Supplemental Curriculum aligned to CCSS. (Science and SS if available)

Purchased ELA Curriculum to supplement our instruction. This program includes EL, leveled readers and a writing component. (Benchmark Advance).

\$30,000  
Supp./Conc.  
Books/Supplies

\$21,967.97  
Supp./Conc.  
Books/Supplies

### Action 3

#### Planned Actions/Services

Maintain Academic Coach to assist students and teachers as needed.

#### Actual Actions/Services

We have maintained our Academic Coach position and have continued to increase effectiveness. Our Academic Coach is in charge of overseeing all testing, helping to develop local measures, designing professional development to support staff as well as training and implementation of all intervention programs including expanded learning.

#### Budgeted Expenditures

\$100,672  
Supp./Conc.  
Certificated Salaries/benefits

#### Estimated Actual Expenditures

\$106,554.69  
Supp./Conc.  
Certificated Salaries/benefits

### Action 4

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures



Provide 5.5 hour classroom aides to support student learning, Intervention groups and additional EL support, Homework help before school, extended library hours

Provided 5.5 hour classroom aides for each classroom. These aides help ensure that we are provided additional services to our unduplicated students by providing 1:1 support, running small groups, providing supervision and allowing for additional homework support, extended library hours and intervention groups.

\$115,000  
Base  
Classified Salaries/benefits

\$140,118.40

## Action 5

### Planned Actions/Services

Continue to provide 5.5 hr. support to serve as Health Aide/Librarian and Intervention Support

### Actual Actions/Services

Provided 5.5 hour Health Aide/Librarian, intervention aide. As needs of the school have changed this aide has continued to grow and stretch to fill all needs. She currently serves the needs of our physically impaired students and our diabetic students, operates our library and provides support in our first grade classroom.

### Budgeted Expenditures

\$21,147  
Supp./Conc.  
Classified Salaries/Benefits

### Estimated Actual Expenditures

\$21,144.64  
Supp./Conc.  
Classified Salaries/Benefits

## Action 6

### Planned Actions/Services

Continue planning and moving toward modernization, repair or replacement of school site.

### Actual Actions/Services

Received planning money, completed plans, received approval, applied for and recieved final plan approval, funding approval, CDE approval and entered into contracts for building. Construction of new buildings to replace current campus will begin in June.

### Budgeted Expenditures

\$100,000  
Fund 35  
Services/Operating  
Expenditures

### Estimated Actual Expenditures

\$283,668.22  
Fund 35  
Services/Operating Expenditures

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

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

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

PD- Teachers had the opportunity to participate in several learning opportunities this year ranging all the way from TK to 8th grade. During August we helped develop and facilitate a Summer Institute for over 200 teachers in collaboration with several other small school districts in the county. Staff also participated in Aeries training, Growth Mindset training and Project Lead the Way training. Our classified staff also participated in training focused on classroom management, providing support to students with special needs, small group instruction and teaching strategies. Our TK, K and 1st grade teachers attended professional development specifically designed to help them adequately prepare their students for the increased expectations they will face in the future. We also began working with professional consultant Michael Figueroa to design and increase our multi-tiered system of support.

Curriculum- additional resources supporting Common Core State Standards

Aides-Our school employs nine instructional aides. These aides spend the majority of their 5.5 hour shifts facilitating intervention, providing small group instruction in classrooms or providing supervision on the playground and in the cafeteria. We also added an additional aide to support our Special

Education teacher in serving all students in our full inclusion model of providing services.

Academic Coach- We have continued to fund this position. Our Academic Coach is in charge of overseeing all testing, helping to develop local measures, designing professional development to support staff as well as training and implementation of all intervention programs including expanded learning. This position has continued to provide invaluable services and support to our students and staff.

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

Facilities- Plans completed and submitted to DSA, Ed Specs Plan written, approved by Board and received CDE approval, final contracts are in the process of being signed and construction will begin in June. This will be a long process for a very important process in our endeavor to provide adequate facilities to meet the basic needs of our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Additionally, we received planning money for our Facility Hardship and our Seismic Mitigation project and therefore were able to move forward with planning. We had anticipated spending a minimum of \$100,000 and were able to spend in excess of \$200,000. These expenses were related to Consultants, Construction Management and Architectural fees as well as DSA approval costs.

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

We have not made any substantial changes to our goals or expectations as we understand that it is best to provide time to implement, evaluate and revise as needed.

Based on our intervention data, our intervention has continued to change and grow. We will continue to target grade levels where we can make the

most impact in increasing students' skill level and fluency.

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

# Goal 2

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

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

**State Priorities:** 4, 8

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Priority 4 (Pupil Achievement (Required Metrics)

A) State Assessments (Goal minimum 3% increase)

CAASPP ELA

28% of all students meeting or exceeding the standards.

### Actual

Priority 4 (Pupil Achievement (Required Metrics)

A) State Assessments

CAASPP ELA

Our goal for 2017/18 was 28% based on scores received in the Fall of 2017 (testing year 2016/17). Based on our results 29.67% of our students met or exceeded the standard.

**Expected**

Priority 4 (Pupil Achievement (Required Metrics)

A) State Assessments (Goal minimum 3% increase)

CAASPP MATH

27% of all students meeting or exceeding the standards.

Priority 4 (Pupil Achievement (Required Metrics)

A) State Assessments (Goal minimum 3% increase)

5th Science

35% (Proficient or Advanced)

2015-16

38% Proficient or Advanced for 2017.

**Actual**

Priority 4 (Pupil Achievement (Required Metrics)

A) State Assessments

CAASPP MATH

Our goal for 2017/18 was 27% based on scores received in the Fall of 2017 (testing year 2016/17). . Based on our results 29.67% of our students met or exceeded the standard.

Priority 4 (Pupil Achievement (Required Metrics)

A) State Assessments

We had anticipated that our scores would increase by 3% each year, however there has been a change in Science standards as well as a change in testing. 2017 was a pilot year for the new CAST for Science and there were no scores available to review. This year, 2018 is a field test year so there may be baseline scores to report in the years to come. Based on the data gathered and the evidence received we will set goals and develop appropriate supports for our students to be successful.

**Expected**

Priority 4 (Pupil Achievement (Required Metrics)

A) State Assessments (Goal minimum 3% increase)

8th Science

32% Proficient or Advanced for 2017.

**Actual**

Priority 4 (Pupil Achievement (Required Metrics)

A) State Assessments

We had anticipated that our scores would increase by 3% each year, however there has been a change in Science standards as well as a change in testing. 2017 was a pilot year for the new CAST for Science and there were no scores available to review. This year, 2018 is a field test year so there may be baseline scores to report in the years to come. Based on the data gathered and the evidence received we will set goals and develop appropriate supports for our students to be successful.

Priority 4 (Pupil Achievement (Required Metrics)

B) API- N/A

Priority 4 (Pupil Achievement (Required Metrics)

B) N/A

Priority 4 (Pupil Achievement (Required Metrics)

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

Priority 4 (Pupil Achievement (Required Metrics)

C) N/A



### Expected

Priority 4 (Pupil Achievement (Required Metrics))

D) Progress in EL

Percentage of EL students making progress toward proficiency.

Goal 1% increase in the number of students Proficient (Intermediate) and above

Goal: 65% intermediate or above.

Priority 4 (Pupil Achievement (Required Metrics))

E.) Reclassification Rate

Goal 1% increase in percentage of students reclassified

Goal: 13%

### Actual

Priority 4 (Pupil Achievement (Required Metrics))

D) 2017 CELDT Scores (scores received in 2017 based on test administration in the beginning of 2016/17)

Intermediate: 38%

Early Advanced: 30%

Advanced: 4%

Overall we had 72% test Intermediate or above.

Overall we exceeded our goal and saw a significant increase in the number of our students who scored Early Advanced or Advanced.

State is now transitioning to the ELPAC and the CELDT has been discontinued. Future results will be from testing at the end of the year and will be the District administered, State ELPAC. There will be no future CELDT scores.

Priority 4 (Pupil Achievement (Required Metrics))

E.) Re-classification Rate

We exceeded our goal with a reclassification rate of 13.6% or 6 students.

**Expected**

Priority 4 (Pupil Achievement (Required Metrics)

F) Percentage of pupils passing AP exam-

N/A

Priority 4 (Pupil Achievement (Required Metrics)

G) Percentage of pupils who participate in and demonstrate college preparedness on the EAP-

N/A

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

A) Physical Fitness Results: We will increase this by 2% for 5th grade students in all areas that are below 85%.

Physical Fitness Testing 5th Grade

Aerobic Capacity  
(2016 Score) 61.8% (Expected Outcome 2017) 63.8%

Body Composition  
(2016 Score) 61.8% (Expected Outcome 2017) 63.8%

**Actual**

Priority 4 (Pupil Achievement (Required Metrics)

F). N/A

Priority 4 (Pupil Achievement (Required Metrics)

G.) N/A

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

A) Physical Fitness Results

Physical Fitness Testing 5th Grade

Aerobic Capacity  
(Actual Outcome 2017) 67.9%

Body Composition  
(Actual Outcome 2017) 50%

### Expected

Abdominal Strength  
(2016 Score) 100% (Expected Outcome 2017) 100%

Trunk Extension Strength  
(2016 Score) 100% (Expected Outcome 2017) 100%

Upper Body Strength  
(2016 Score) 85.3% (Expected Outcome 2017) 85.3%

Flexibility  
(2016 Score) 67.6% (Expected Outcome 2017) 69.6%

### Actual

Abdominal Strength  
(Actual Outcome 2017) 96.4%

Trunk Extension Strength  
(Actual Outcome 2017) 96.4%

Upper Body Strength  
(Actual Outcome 2017) 85.7%

Flexibility  
(Actual Outcome 2017) 60.7%

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

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

A) A) Physical Fitness Results: We will increase this by 2% for 7th grade in all areas that are below 85%.  
Physical Fitness Testing 7th Grade

Aerobic Capacity  
(2016 Score) 47.1% (Expected Outcome 2017) 49.1%

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

A) Physical Fitness Results  
Physical Fitness Testing 7th Grade

Aerobic Capacity  
(Actual Outcome 2017) 82.8%

**Expected**

Body Composition  
 (2016 Score) 55.9% (Expected Outcome 2017) 57.9%

Abdominal Strength  
 (2016 Score) 85.3% (Expected Outcome 2017) 85.3%

Trunk Extension Strength  
 (2016 Score) 79.4% (Expected Outcome 2017) 81.4%

Upper Body Strength  
 (2016 Score) 82.4% (Expected Outcome 2017) 84.4%

Flexibility  
 (2016 Score) 73.5% (Expected Outcome 2017) 75.5%

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

**Actual**

Body Composition  
 (Actual Outcome 2017) 79.3%

Abdominal Strength  
 (Actual Outcome 2017) 89.7%

Trunk Extension Strength  
 (Actual Outcome 2017) 93.1%

Upper Body Strength  
 (Actual Outcome 2017) 86.2%

Flexibility  
 (Actual Outcome 2017) 86.2%

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

**Actions/Services**

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

## Action 1

### Planned Actions/Services

Purchase an additional ten Electronic Tablets to support or TK and K teachers in introducing our students to technology

### Actual Actions/Services

The TK and K teachers are very happy with the number and quality of the tablets that they have and the replacmenet program in place. This year we replaced the damaged devices and then spent the remainder of the money on additional technology needed to bring the campus to 1:1 device to student ratio in 1st-8th grade.

### Budgeted Expenditures

\$2,200  
Supp./Conc.  
Books/Supplies

### Estimated Actual Expenditures

Funds used to combine with action #3 and purchase additional student Chromebooks. Community donation was used to purchase technology (large interactive TV) for TK classroom.

## Action 2

### Planned Actions/Services

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.

### Actual Actions/Services

Maintained Technology Specialist

### Budgeted Expenditures

\$77,934  
Supplemental/Concentration  
Classified Salaries/Benefits

### Estimated Actual Expenditures

\$96,567.64  
Supplemental/Concentration  
Classified Salaries/Benefits

### Action 3

#### Planned Actions/Services

Continue to maintain and update Chromebooks, computer cart, and infrastructure.

#### Actual Actions/Services

Purchased equipment to devices to provide improved connectivity as well as 1:1 student to computer ratio for 1st through 8th grade.

#### Budgeted Expenditures

\$10,000  
Supp./Conc.  
Books/Supplies

#### Estimated Actual Expenditures

\$24,557.40 Combined with Action #1 for a total of \$26,757.40.  
\*\*\*Also used SRSA or REAP funds to acheive this goal and increase services to our students.

### Action 4

#### Planned Actions/Services

Continue Project Lead the Way Pilot and training year for (PLTW) Engineering, Computer Science, and Environmental Sustainability.

#### Actual Actions/Services

Purchased materials to begin program, additionally we increased technology and staffing to help manage students effectively.

#### Budgeted Expenditures

a.) \$2,000  
b.) \$2,000  
  
a.) Supp./Conc.  
b.) Supp./Conc.  
  
a.) Books/Supplies  
b.) Certificated Salaries/Benefits

#### Estimated Actual Expenditures

\$10,215.11  
  
a.) Supp./Conc.  
b.) Supp./Conc.  
  
a.) Books/Supplies  
b.) Certificated Salaries/Benefits  
  
The District has also received an annual grant form Chevron Corporation to support this program.

### Action 5

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Maintain Aeries web-based software program to allow students to access grades, homework, and other resources. Parents also have access to attendance and behavior data.

Maintained Aeries

\$3,500  
Supp./Conc.  
Services/Operating Expenses

\$3,500  
Supp./Conc.  
Services/Operating Expenses

## Action 6

### Planned Actions/Services

Provide Expanded Learning opportunities (After School, Before School, and Summer Intersession) to provide greater exposure to physical fitness activities, Science and Math Activities and increased exposure to the Arts.

### Actual Actions/Services

Provided several sessions of Expanded Learning Opportunities including Recycle Art, Community Service Projects, Math Intervention, Cooking, Crafts, Track, Basketball and Robotics

### Budgeted Expenditures

a.) \$30,000  
b.) \$15,000  
c.) \$3,000  
a.) Supp./Conc.  
b.) Supp./Conc.  
c.) Supp./Conc.  
a.) Certificated Salaries/Benefits  
b.) Classified Salaries/Benefits  
c.) Books/Supplies

### Estimated Actual Expenditures

\$22,417.33  
  
\$13,801.68 Classified Salaries.Benefits  
\$8,615.65 Books/Supplies

## Action 7

### Planned Actions/Services

Purchase Nextgen Math Software

### Actual Actions/Services

Purchased, trained staff and implemented

### Budgeted Expenditures

\$1,500  
Supp./Conc.  
Books/Supplies

### Estimated Actual Expenditures

\$1,500  
Supp/Conc  
Books/Supplies

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

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The majority of our actions were implemented as planned, however actions one and three were modified to provide different technology support than what was previously planned. Instead of just maintaining our current level of device to student ratio 2:1 (student:device) we were able to move forward, combine our resources and increase our devices and carts to achieve a 1:1. Action 6 was expanded and improved this year as we had planned, we will continue to increase services so that we give more students the opportunity to participate. This year we had waitlists for all sections offered and our families have provided very positive feedback. This will continue to be a service we provide and continue to improve.

TK Tablets – The TK and K teachers agreed that they had enough tablets right now so we used this money along with our Chrome Book money to purchase more Chromebooks and carts. We also included our REAP funds so that we could accomplish one of our goals of becoming 1:1 with students and devices. This year we were able to accomplish this with all 1st through 8th graders having their own device as well as having enough connectivity for the students to stream video in two classes simultaneously which was a huge improvement over past years.

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

Chrome Books- This year we were able to accomplish this with all 1st through 8th graders having their own device as well as having enough connectivity for the students to stream video in two classes simultaneously which was a huge improvement over past years.

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

Nextgen Math-Nextgen Math was introduced at Summer training in August. Many teachers were interested in using this resource. As the year



progressed the teachers learned even greater use for this program and the decision was made to continue this program into next year with additional training.

Expanded Learning-This year we were able to implement several expanded learning opportunities after the regular school day. We held 4 sessions, each containing three to four classes throughout the year, serving 245 students for an additional 60 hours. These sessions included, art, cooking, robotics, holiday art, sewing, window painting, board games, broom hockey, intro to photography, gaming and Yearbook.

SIS- Aeries-We have continued to increase our use of Aeries Student Information System. We are currently developing an updated report card that will be available for next year as well. Teachers have implemented the use of Aeries grade book and we currently have 95 parents (an increase of 24 over last year-71), representing 141 students (an increase of 24 over last year-117) and we also opened up the opportunity for students to create their own accounts and we currently have 57 student accounts.

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

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

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

The District introduced some expanded learning opportunities after school and during the summer. There was great response from all sessions offered.

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

modernization and repairs.

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

We were able to make great progress, get our plans completed and submitted to DSA. We are currently in the process of DSA back check and will proceed with our planned improvements as soon as we can get through the process.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Based on our analysis we continue to make slow steady progress towards our overall goals. We plan to continue with our current action steps and continue to refine our processes. Our technology services have continued to increase and improve annually as well as our expanded learning opportunities. Our increased connectivity and access to devices will continue to provide additional support for our students. This year we have changed our Technology Specialist to a Certificated Teacher with classroom experience so that we can provide additional hands-on training and learning experiences for our teachers. This change will be identified in our new Goal 2 Action 2. We are also changing Goal 2 Action 4 to delete our expenditure for Project Lead the Way because it will be funded by a donation from Chevron Corp., however we will take these funds to purchase Edom's Software to assist our teachers in measuring student progress and collecting meaningful data.

There has been significant progress in our construction project as well and we have already begun the process of rebuilding our campus in order to provide a safer learning environment for our students.

# Goal 3

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

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

**State Priorities:** 3, 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Priority 3 (Parental Involvement)

A) Efforts to seek parent input in decision making

Metric: # of new parents attending MCC 80% of the time.

Baseline: 3

Goal: 5

### Actual

Priority 3 (Parental Involvement)

A) Efforts to seek parent input in decision making

Our actual outcome is that we currently have approximately 10-12 parents regularly, at least 80% of the time, attending our parent Club (MCC) meetings and providing consistent support.

## Expected

B) Participation of parents of unduplicated students

Continue calendaring, communicating and coordinating all events for unduplicated students.

Priority 3 (Parental Involvement)

C) Participation for parents of unduplicated students with exceptional needs. Personal invitations for all events including unduplicated students with exceptional needs.

## Actual

Priority 3 (Parental Involvement)

B) Participation of parents of unduplicated students

We increased the effectiveness by including many of our items in Spanish as well as providing translators at our meetings. We still need to increase this practice. We also used our internet site, Remind (one way texting program), Monthly Newsletters, Posted notification, phone calls, teacher communication and class websites as well as bi-lingual office staff. We increased our organization of events by calendaring ALL events in the office and making certain to coordinate with each teacher, the cafeteria and transportation. This is still an ongoing process as there were still times when sufficient notification didn't reach ALL families in a timely manner. We increased our public notifications by using our parent club Facebook and our Twitter account as well, however there were still a few comments regarding lack of advance notification.

Priority 3 (Parental Involvement)

C) Participation for parents of unduplicated students with exceptional needs. Personal invitations for all events including unduplicated students with exceptional needs.

100% of our IEP's included parent participation by either one or both parents attending in response to personal invitation.

**Expected**

Priority 5 (Pupil Engagement Required Metrics)

A. School Attendance

Planned Outcome 97.2%

Priority 5 (Pupil Engagement Required Metrics)

B. Chronic Absenteeism Baseline

Planned Outcome .83%

Priority 5 (Pupil Engagement Required Metrics)

C. Middle School Dropout Baseline

Planned Outcome 0%

Priority 5 (Pupil Engagement Required Metrics)

D. High School Drop Out Baseline

Planned Outcome N/A

**Actual**

Priority 5 (Pupil Engagement Required Metrics)

A. School Attendance

Actual Outcome 97.2%

Priority 5 (Pupil Engagement Required Metrics)

B. Chronic Absenteeism

Actual Outcome 1.17% which was significantly lower than comparative county and state rates.

Priority 5 (Pupil Engagement Required Metrics)

C. Middle School Dropout

Actual Outcome 0%

Priority 5 (Pupil Engagement Required Metrics)

D. High School Drop Out

Actual Outcome N/A

**Expected**

Priority 5 (Pupil Engagement Required Metrics)

E. High School Grad Rate

Planned Outcome N/A

**Actual**

Priority 5 (Pupil Engagement Required Metrics)

E. High School Grad Rate

Actual Outcome N/A

Priority 6 (School Climate Metrics)

Metric A. Suspension Rate

Baseline: 0

Priority 6 (School Climate Metrics)

A. Suspension Rate

0

Priority 6 (School Climate Metrics)

B. Expulsion Rate

0

Priority 6 (School Climate Metrics)

B. Expulsion Rate

0

Priority 6 (School Climate Metrics)

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

% of 152 4th-8th graders (agree)

Priority 6 (School Climate Metrics)

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

\*\*This year, in an effort to get more valuable responses and to increase valid input we changed our survey questions to shorten our survey.\*\*

### Expected

Survey Question: Provides a good education for students

Baseline: 94%

Plan: 94%

Outcome: 91.7%

Survey Question: Everything I need to learn

Baseline: 81.5%

Plan: 81.5%

Outcome: 83.4%

Survey Question: EL's provided support

Baseline: 76.8%

Plan: 76.8%

Outcome: 79.3%

Survey Question: Prepares students for college and career

Baseline: 65.1%

Plan: 65.1%

Outcome: 73.1%

Survey Question: Contact parents when absent

Baseline: 59.5%

Plan: 61.5%

Outcome: 69.7%

Survey Question: Look forward to school each day

Baseline: 72%

Plan: 72%

### Actual

% of 117 responses from 4th-8th graders participating in survey (agree or strongly agree)

Survey Questions: I understand and follow schools expectations and rules.

Outcome: 89.2%

Survey Questions: I am rewarded or acknowledged for appropriate behavior in school.

Outcome: 70.3%

Survey Questions: I feel comfortable with what I am learning in school.

Outcome: 87.6

Survey Questions: The teachers make learning fun.

Outcome: 68.6%

Survey Questions: The school's expectations are enforced.

Outcome: 72.7%

Survey Questions: My school has a plan for working with students who do not follow the school's expectations.

Outcome: 64.5%

Survey Questions: In general, the environment in school is positive and safe.

Outcome: 72.7%

### Expected

Outcome: 77.2

Survey Question: Feel Safe

Baseline: 86.5%

Plan: 88.5%

Outcome: 81.4%

Survey Question: Works with parents and guardians to help me do my best

Baseline: 79.5%

Plan: 81.5%

Outcome: 81.4%

Survey Question: My teacher calls or writes my parents

Baseline: 67.5%

Plan: 69.5%

Outcome: 69.7%

Survey Question: MY school is safe and clean (bathrooms and drinking fountains)

Baseline: 31.5%

Plan: 33.5%

Outcome: 49.7%

Survey Question: Provides opportunities for all students including gifted and talented

Baseline: 85.2%

Plan: 85.2%

### Actual

Survey Questions: Students in school show respect to eachother.

Outcome: 48%

Survey Questions:All school staff members are friendly and helpful.

Outcome: 75.3%



**Expected**

Outcome: 84.1%

Survey Question: Common Core standards are being taught

Baseline: 83.2%

Plan: 83.2%

Outcome: 86.2%

Survey Question: Teacher and Principal talk about how school will teach CCSS

Baseline: 76.7%

Plan: 76.7%

Outcome: 81.4%

**Actual**

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

Implement Parent Institute for Quality Education (PIQE). Year two for participants who completed Year 1 in the 2015-16 school year.

**Actual Actions/Services**

We did not implement PIQE this past year because the result the previous year was less organized and there was reorganization going on with the providers of the program.

**Budgeted Expenditures**

\$-0-  
Supp./Conc.  
Services/Operating Expenses

**Estimated Actual Expenditures**

-0-  
Supp./Conc.  
Services/Operating Expenses

## Action 2

### Planned Actions/Services

Create targeted academic education nights for the parents to help reinforce foundational skills.

### Actual Actions/Services

Hosted four parent nights: Technology and Math, Common Core Standards, Family Coding Night and Reading/Expanded Hours Book Fair.

### Budgeted Expenditures

\$2,000  
Supp./Conc.  
Books/Supplies

### Estimated Actual Expenditures

\$2,305.54  
Supp./Conc.  
Books/Supplies

## Action 3

### Planned Actions/Services

Provide Spanish translation at informational events/meetings

### Actual Actions/Services

We were able to provide Spanish translation at all of our events, however many times staff or parent volunteered or it occurred during regular work hours so there was no additional cost.

### Budgeted Expenditures

\$500.00  
Supp./Conc.  
Classified Salaries/Benefits

### Estimated Actual Expenditures

\$224.87  
Supp./Conc.  
Classified Salaries/Benefits

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

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions were implemented as planned.

PIQE- PIQE was suspended for a year due to reorganization on the part of providers. No funding was allocated and no expenses were accrued.

Maple hosted three Academic Parent Nights in addition to all of our other events:

CCSS-Understanding Common Core State Standards for each grade level.

LCAP- Local Control Accountability Plan Reviewing Progress and Setting Goals

Reading with your students- CAMP Reads-A-Lot!

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

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

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

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

Communicating with our families and providing learning opportunities that are accessible is part of Maple's goal that includes partnering with the students, staff, and the community to ensure that all students develop self-discipline and experience success. Our student survey results indicate that 89.2% of the 4th through 8th grade students participating in the survey (#117) understand and follow schools expectations and rules, 70.3% feel that they are rewarded or acknowledged for appropriate behavior in school, 87.6% feel comfortable with what they are learning in school. 68.6% responded that they think the teachers make learning fun, 72.2% responded that they thought the school's expectations are enforced. 64.5% of respondents agreed that the school has a plan for working with students who do not follow the school's expectations, while 72.7%

Survey Questions: In general, the environment in school is positive and safe.

Outcome: 72.7%

Survey Questions: Students in school show respect to each other.

Outcome: 48%

Survey Questions: All school staff members are friendly and helpful.

Outcome: 75.3% Our numerous avenues of communication and willingness of staff to support our families has provided a large number of engagement opportunities. We are achieving our attendance goals and also our behavior goals. We have not suspended or expelled any students for the past two years.

Having available staff there to do translation has proven to be more difficult than anticipated. On several occasions we hired translators only to have no Spanish speakers in attendance. Conversely we have had events with parents needing additional support. Maple School

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and

analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We did not make any significant changes to our LCAP based on our evaluation of the rubrics. We are continuing to refine our use of current strategies and providing time to adequately evaluate the results.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

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

There were multiple occasions for our community, staff and students to participate in our LCAP annual review and analysis.

We held several stakeholder engagements meetings :

Monthly parent club meetings (Parents, staff and community members): September 11, 2017, 6:00 PM, October 2, 2017, 6:30 PM, November 6, 2017, December 4, 2017, 6:30 PM, January 8, 2018, 6:30 PM, March 5, 2018, 6:00 PM, and April 9, 2018, 6:30 PM. At each of these meetings we provide an update on our goals, our progress, our budget and our expenses.

Quarterly School Site Council Meetings: October 2, 2017, 3:30 PM, January 8, 2018, 3:45 PM, March 5, 2018, 3:30 PM and June 4, 2018, 3:45 PM. At each of these meetings we provide an update on our goals, our progress, our budget and our expenses.

LCAP informational meetings: March 12, 2018, 1:45 PM, 5:45 PM. At each of these meetings we provide an update on our goals, our progress, our budget and our expenses.

Board presentations: December 14, 2017, 4:30 PM, May 10, 2018, 4:30 PM, June 14, 2018 4:30 PM Public Hearing and June 19, 2018, 4:30 PM Board meeting for approval.

New parent orientation: August 15, 2017, 4 PM

TK and K Registration: March 30, 2017, 8:45 AM

Parent Nights related to LCAP: January 18, 2018, 6:30 PM,

At each event that we hold, back to school night, parent engagement nights and special events we review our goal and report on our progress and budget planning.

We also distributed electronic and hard copy surveys in March. We received 117 completed students surveys and 121 parent/staff surveys.

## **Impact on LCAP and Annual Update**

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

This year we worked to create a survey that was simple to complete and short in an attempt to get good participation. We received 117 completed students surveys and 121 parent/staff surveys.

Most notably, our survey revealed that parents were concerned about not having easily identifiable staff on the playground therefore staff will be provided with either vests or shirts in a designated color that will make them more visible.

We will continue to offer additional services as requested by parents including Expanded Learning, Math Intervention, Reading Intervention and extended library hours.

Student surveys provided information regarding how the students are treating each other that may not be aligned with our culture and climate. We will be holding additional meetings with students to dig deeper into the meaning behind their responses. We will also edit our survey questions to ask questions in varying ways to see if we are getting valid responses.

Maple is also engaging in increased collaboration with other districts and outside consultants to make certain that we remain current in our research and practices of how to best serve our students and community.

The District is also moving forward with replacing our campus to ensure that our students have the safest possible conditions for learning.

Additionally we will continue our Active Shooter training, AED training, CPR, CPI (Crisis Prevention Intervention) training and Mandated Reporter training. We are planning to engage in Safe School Coalition to join partners with local law enforcement and continue to learn.

Monthly parent club meetings (Parents, staff and community members): September 11, 2017, 6:00 PM, October 2, 2017, 6:30 PM, November 6, 2017, December 4, 2017, 6:30 PM, January 8, 2018, 6:30 PM, March 5, 2018, 6:00 PM, and April 9, 2018, 6:30 PM. At each meeting we discuss any issues of concern and current plans for moving forward. All parents present contributed their opinion that the school was working hard to address the needs of their students. They were all, also in favor of continuing with the Academic Coach position, the aide positions and the Technology Specialist positions. They also expressed positive responses to Expanded Learning opportunities offered and their desire for these to continue.

Quarterly School Site Council Meetings: October 2, 2017, 3:30 PM, January 8, 2018, 3:45 PM, March 5, 2018, 3:30 PM and June 4, 2018, 3:45 PM. Based on media related to school shootings a parent brought up a concern regarding what the school was doing to address this issue. There had been some training that had already occurred however we were reminded that we should be communicating this need, our response and our plan to our parents.

LCAP informational meetings: March 12, 2018, 1:45 PM, 5:45 PM. At each of these meetings we provide an update on our goals, our progress, our budget and our expenses. At each meeting we discuss any issues of concern and current plans for moving forward. All parents present contributed their opinion that the school was working hard to address the needs of their students. They were all, also in favor of continuing with the Academic Coach position, the aide positions and the Technology Specialist positions. They also expressed positive responses to Expanded Learning opportunities offered and their desire for these to continue.

Board presentations: December 14, 2017, 4:30 PM, May 10, 2018, 4:30 PM, June 14, 2018 4:30 PM Public Hearing and June 19, 2018, 4:30 PM Board meeting for approval. Board agreed with current steps in place and continuing to maintain current action plan and goals.

New parent orientation: August 15, 2017, 4 PM

TK and K Registration: March 30, 2017, 8:45 AM

Parent Nights related to LCAP: January 18, 2018, 6:30 PM, At each meeting we discuss any issues of concern and current plans for moving forward. All parents present contributed their opinion that the school was working hard to address the needs of their students. They were all, also in favor of



continuing with the Academic Coach position, the aide positions and the Technology Specialist positions. They also expressed positive responses to Expanded Learning opportunities offered and their desire for these to continue.

At each event that we hold, back to school night, parent engagement nights and special events we review our goal and report on our progress and budget planning.

We also distributed electronic and hard copy surveys in March. We received 117 completed students surveys and 121 parent/staff surveys. Surveys provided feedback, specifically related to safety and need for continued training and communication as well as ability to identify staff on playground.

Based on all of these meetings we decided to continue with our current plan, adjust details if needed and continue to establish our systems and goals while providing enough time to gather data and determine if the current actions are providing the desired results. We will reevaluate each year.

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# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 1

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

**State and/or Local Priorities addressed by this goal:**

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**State Priorities:** 1, 2, 7

**Local Priorities:**

**Identified Need:**

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

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

**Expected Annual Measureable Outcomes**

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Priority 1a  100% of Teachers appropriately assigned and fully credentialed	Priority 1a  100%	Priority 1a  100%	Priority 1a  100%	Priority 1a  100%

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<p>Priority 1b</p> <p>100% Pupil access to standards-aligned textbooks</p>	<p>Priority 1b</p> <p>100% of students have access to standards-aligned textbooks</p>	<p>Priority 1b</p> <p>100% of students have access to standards-aligned textbooks</p>	<p>Priority 1b</p> <p>100% of students have access to standards-aligned textbooks</p>	<p>Priority 1b</p> <p>100% of students have access to standards-aligned textbooks</p>
<p>Priority 1c</p> <p>School facilities in good repair</p>	<p>Priority 1c</p> <p>Our FIT indicates POOR conditions</p>	<p>Priority 1c</p> <p>POOR</p>	<p>Priority 1c</p> <p>GOOD</p>	<p>Priority 1c</p> <p>EXCELLENT</p>
<p>Priority 2a</p> <p>100% Implementation of California Academic and Content Standards</p>	<p>Priority 2a</p> <p>75 % Currently teachers spend at least 75% of their time using standards and strategies outlined in all current content standards including Common Core and Next Generation Science Standards (NGSS).</p>	<p>Priority 2a</p> <p>75%</p>	<p>Priority 2a</p> <p>80%</p>	<p>Priority 2a</p> <p>100%</p>

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Priority 2b

EL Students able to access CCSS and ELD

Priority 2b

100% of EL students are enrolled in a program designed to meet their needs

Priority 2b

100% of EL students are enrolled in a program designed to meet their needs

Priority 2b

100% of EL students are enrolled in a program designed to meet their needs

Priority 2b

100% of EL students are enrolled in a program designed to meet their needs

Priority 7a

Extent to which students have access to and are enrolled in a broad course of study

Priority 7a

100% of Students have access to and are enrolled in a broad course of study.

Priority 7a

100% of Students have access to and are enrolled in a broad course of study..

Priority 7a

100% of Students have access to and are enrolled in a broad course of study.

Priority 7a

100% of Students have access to and are enrolled in a broad course of study.

Priority 7b

Extent to which unduplicated students have access to and are enrolled in a broad course of study

Priority 7b

100% of our Unduplicated students are enrolled in a program designed to meet their needs.

Priority 7b

100% of our Unduplicated students have access to and are enrolled in a broad course of study..

Priority 7b

100% of our Unduplicated students have access to and are enrolled in a broad course of study.

Priority 7b

100% of our Unduplicated students are enrolled in a program designed to meet their needs.

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Priority 7c  Extent to which students with exceptional needs have access to and are enrolled in a broad course of study	Priority 7c  100% of Exceptional Needs students have access to and are enrolled in a broad course of study.	Priority 7c  100% of Exceptional Needs students have access to and are enrolled in a broad course of study.	Priority 7c  100% of Exceptional Needs students have access to and are enrolled in a broad course of study.	Priority 7c  100% of Exceptional Needs students have access to and are enrolled in a broad course of study.

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

Provide PD and support to classroom teachers who will implement provide increased targeted instruction including but not limited to CCSS, EL Strategies, Differentiated Instruction and Inclusion. These services are principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

Provide PD and support to classroom teachers who will implement provide increased targeted instruction including but not limited to CCSS, EL Strategies, Differentiated Instruction and Inclusion. These services are principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

Provide PD and support to classroom teachers who will implement provide increased targeted instruction including but not limited to CCSS, EL Strategies, Differentiated Instruction and Inclusion. These services are principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

### Budgeted Expenditures

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

Amount	\$4,000	\$4,000	\$4,000
--------	---------	---------	---------

Year	2017-18	2018-19	2019-20
Source	Base Grant	Base Grant	Base Grant
Budget Reference	Certificated Salaries/Benefits	Certificated Salaries/Benefits	Certificated Salaries/Benefits

## Action #2

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Purchase Supplemental Curriculum aligned to CCSS. (Science and SS if available)

Purchase Supplemental Curriculum aligned to CCSS. (Science and SS if available)

Purchase Supplemental Curriculum aligned to CCSS. (Science and SS if available)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$30,000	\$30,000	\$30,000
<b>Source</b>	Supp./Conc.	Supp./Conc.	Supp./Conc.
<b>Budget Reference</b>	Books/Supplies	Books/Supplies	Books/Supplies

**Action #3**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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



**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2017-18 Actions/Services**

Maintain Academic Coach to assist students and teachers as needed. The services of the Coach are principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

**2018-19 Actions/Services**

Maintain Academic Coach to assist students and teachers as needed. The services of the Coach are principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

**2019-20 Actions/Services**

Maintain Academic Coach to assist students and teachers as needed. The services of the Coach are principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$100,672	\$101,000	\$102,000

Year	2017-18	2018-19	2019-20
Source	Supp./Conc.	Supp./Conc.	Supp./Conc.
Budget Reference	Certificated Salaries/Benefits	Certificated Salaries/Benefits	Certificated Salaries/Benefits

## Action #4

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

### Students to be Served

### Location(s)

N/A

N/A

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide 5.5 hour classroom aides to support student learning, Intervention groups and additional EL support, Homework help before school, extended library hours

Provide 5.5 hour classroom aides to support student learning, Intervention groups and additional EL support, Homework help before school, extended library hours

Provide 5.5 hour classroom aides to support student learning, Intervention groups and additional EL support, Homework help before school, extended library hours

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$115,000	\$115,000	\$115,000
Source	Base	Base	Base
Budget Reference	Classified Salaries/Benefits	Classified Salaries/Benefits	Classified Salaries/Benefits

**Action #5**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Continue to provide 5.5 hr. support to serve as Health Aide/ Librarian and Intervention Support.  
This support is principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

Continue to provide 5.5 hr. support to serve as Health Aide/ Librarian and Intervention Support.  
This support is principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

Continue to provide 5.5 hr. support to serve as Health Aide/ Librarian and Intervention Support.  
This support is principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
-------------	----------------	----------------	----------------

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

## Action #6

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Continue planning and moving toward modernization, repair or replacement of school site.

Continue planning and moving toward modernization, repair or replacement of school site.

Continue planning and moving toward modernization, repair or replacement of school site.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$100,000	\$100,000	\$100,000
<b>Source</b>	Fund 35	Fund 35	Fund 35
<b>Budget Reference</b>	Services/Operating Expenditures	Services/Operating Expenditures	Services/Operating Expenditures

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 2

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

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

**State Priorities:** 4, 8

**Local Priorities:**

### Identified Need:

Continue to purchase and update technology for student and teacher use in classrooms that enhances student outcomes.

Continue support staff to support technology instruction and infrastructure.

Continue Expanded Learning opportunities for students.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Priority 4a  
CAASP ELA

CAASP ELA  
25% 2015  
Our goal was to increase by 3% annually. Unfortunately due to technology difficulties we did not receive scores for 2016. If we had we would have anticipated scores to be 28% in 2016 and then 31% in 2017.

CAASP ELA  
29.67% 2017

CAASP ELA  
34%

CAASP ELA  
37%



**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Priority 4a  
 CAASP Math  
 24% 2015  
 Our goal was to increase by 3% annually.  
 Unfortunately due to technology difficulties we did not receive scores for 2016. If we had we would have anticipated scores to be 27% in 2016 and then 30% in 2017.

CAASP Math  
 24% 2015

CAASP Math  
 29.67% 2017

CAASP Math  
 33%

CAASP Math  
 36%

SCIENCE 5th  
 Our goal is to have an increase of 3% in the number of students scoring proficient or advanced annually.

Baseline 30%  
 35% (Proficient or Advanced) 2015-16

actual

41%

44%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Science 8th Our goal is to have an increase of 3% in the number of students scoring proficient or advanced annually.	baseline 36% 29% (Proficient or Advanced) 2015-16 16-17	39%	42%	45%
Priority 4b API	N/A	N/A	N/A	N/A
Priority 4c Percentage of pupils completing a-g or CTE programs	N/A	N/A	N/A	N/A

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Priority 4d Percentage of EL students making progress toward English Proficiency Goal was to achieve a 1% increase in number of students proficient or above standard annually.	64% (2016-17)	65%	66%	67%
Priority 4e EL Reclassification Rate Goal was to achieve a 1% increase in number of students reclassified annually.	12% (5 students) 2016-17	13%	14%	15%
Priority 4f Percentage of pupils passing AP exam	N/A	N/A	N/A	N/A

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Priority 4g  
Percentage of pupils who participate in and demonstrate college preparedness on the EAP

N/A

N/A

N/A

N/A

Priority 8  
Physical Fitness Testing 5th Grade

Aerobic Capacity  
61.8%  
Body Composition  
61.8%  
Abdominal Strength  
100%  
Trunk Extension Strength  
100%  
Upper Body Strength  
85.3%  
Flexibility  
67.6%

Aerobic Capacity  
63.8%  
Body Composition  
63.8%  
Abdominal Strength  
100%  
Trunk Extension Strength  
100%  
Upper Body Strength  
85.3%  
Flexibility  
69.6%

Aerobic Capacity  
65.8%  
Body Composition  
65.8%  
Abdominal Strength  
100%  
Trunk Extension Strength  
100%  
Upper Body Strength  
85.3%  
Flexibility  
71.6%

Aerobic Capacity  
67.8%  
Body Composition  
67.8%  
Abdominal Strength  
100%  
Trunk Extension Strength  
100%  
Upper Body Strength  
85.3%  
Flexibility  
73.6%

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Priority 8 Physical Fitness Testing 7th Grade	Aerobic Capacity 47.1%	Aerobic Capacity 49.1%	Aerobic Capacity 51.1%	Aerobic Capacity 53.1%
	Body Composition 55.9%	Body Composition 57.9%	Body Composition 59.9%	Body Composition 61.9%
	Abdominal Strength 85.3%	Abdominal Strength 85.3%	Abdominal Strength 85.3%	Abdominal Strength 85.3%
	Trunk Extension Strength 79.4%	Trunk Extension Strength 81.4%	Trunk Extension Strength 83.4%	Trunk Extension Strength 85.4%
	Upper Body Strength 82.4%	Upper Body Strength 84.4%	Upper Body Strength 86.4%	Upper Body Strength 86.4%
	Flexibility 73.5%	Flexibility 75.5%	Flexibility 77.5%	Flexibility 79.5%

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Purchase an additional ten Electronic Tablets to support or TK and K teachers in introducing our students to technology

Purchase an additional ten Electronic Tablets to support or TK and K teachers in introducing our students to technology

Purchase an additional ten Electronic Tablets to support or TK and K teachers in introducing our students to technology

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

\$2,200

\$2,200

\$2,200

**Source**

Supp./Conc.

Supp./Conc.

Supp./Conc.

**Budget Reference**

Books/Supplies

Books/Supplies

Books/Supplies

**Action #2**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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.

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. We have created a new Certificated position to continue this which will cost us additional salary and benefit expense.

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. We have created a new Certificated position to continue this which will cost us additional salary and benefit expense.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$77,934	\$100,000	\$100,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Classified Salaries/Benefits	Certificated Salaries/Benefits	Certificated Salaries/Benefits

### Action #3

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

**Students to be Served**

**Location(s)**



N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Continue to maintain and update Chromebooks, computer cart, and infrastructure.

Continue to maintain and update Chromebooks, computer cart, and infrastructure.

Continue to maintain and update Chromebooks, computer cart, and infrastructure.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$10,000

\$10,000

\$10,000

<b>Source</b>	Supp./Conc.	Supp./Conc.	Supp./Conc.
<b>Budget Reference</b>	Books/Supplies	Books/Supplies	Books/Supplies

## Action #4

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

Continue Project Lead the Way Pilot and training year for (PLTW) Engineering, Computer Science, and Environmental Sustainability.

**2018-19 Actions/Services**

Continue Project Lead the Way Pilot and training year for (PLTW) Engineering, Computer Science, and Environmental Sustainability.

**2019-20 Actions/Services**

Continue Project Lead the Way Pilot and training year for (PLTW) Engineering, Computer Science, and Environmental Sustainability.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$4,000	\$4,000	\$4,000
<b>Source</b>	Supp./Conc.	Supp./Conc.	Supp./Conc.
<b>Budget Reference</b>	\$2,000 Books and Supplies \$2,000 Certificated Salaries/Benefits	\$2,000 Books and Supplies \$2,000 Certificated Salaries/Benefits	\$2,000 Books and Supplies \$2,000 Certificated Salaries/Benefits

**Action #5**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Maintain Aeries web-based software program to allow students to access grades, homework, and other resources. Parents also have access to attendance and behavior data.

Maintain Aeries web-based software program to allow students to access grades, homework, and other resources. Parents also have access to attendance and behavior data.

Maintain Aeries web-based software program to allow students to access grades, homework, and other resources. Parents also have access to attendance and behavior data.

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

\$3,500

\$3,500

\$3,500

<b>Source</b>	Supp./Conc.	Supp./Conc.	Supp./Conc.
<b>Budget Reference</b>	Services/Operating Expenses	Services/Operating Expenses	Services/Operating Expenses

## Action #6

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

### Students to be Served

### Location(s)

N/A

N/A

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide Expanded Learning opportunities (After School, Before School, and Summer Intersession) to provide greater exposure to physical fitness activities, Science and Math Activities and increased exposure to the Arts.

Provide Expanded Learning opportunities (After School, Before School, and Summer Intersession) to provide greater exposure to physical fitness activities, Science and Math Activities and increased exposure to the Arts.

Provide Expanded Learning opportunities (After School, Before School, and Summer Intersession) to provide greater exposure to physical fitness activities, Science and Math Activities and increased exposure to the Arts.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$48,000	\$48,000	\$48,000
<b>Source</b>	Supp./Conc.	Supp./Conc.	Supp./Conc.
<b>Budget Reference</b>	a.) \$30,000 Certificated Salaries/Benefits b.) \$15,000 Classified Salaries/Benefits c.) \$3,000 Books/Supplies	a.) \$30,000 Certificated Salaries/Benefits b.) \$15,000 Classified Salaries/Benefits c.) \$3,000 Books/Supplies	a.) \$30,000 Certificated Salaries/Benefits b.) \$15,000 Classified Salaries/Benefits c.) \$3,000 Books/Supplies

**Action #7**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Purchase Nextgen Math Software

Purchase Nextgen Math Software

Purchase Nextgen Math Software

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$1,500

\$1,500

\$1,500

<b>Source</b>	Supp./Conc.	Supp./Conc.	Supp./Conc.
<b>Budget Reference</b>	Books/Supplies	Books/Supplies	Books/Supplies

## Action #8

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

Students to be Served	Location(s)
N/A	N/A

**OR**

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged



**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Purchase Edom Software from Improving Education Outcomes Assessment and Data Support

Purchase Edom Software from Improving Education Outcomes Assessment and Data Support

Purchase Edom Software from Improving Education Outcomes Assessment and Data Support

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$4,385.00	\$4,385.00	\$4,385.00
<b>Source</b>	Supp./Conc.	Supp./Conc.	Supp./Conc.
<b>Budget Reference</b>	Books/Supplies	Books/Supplies	Books/Supplies

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 3

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

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

**State Priorities:** 3, 5, 6

**Local Priorities:**

### Identified Need:

Continue to offer Parent Education opportunities

Continue to offer Parent Nights

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

### Expected Annual Measureable Outcomes

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

Priority 5b Chronic Absenteeism	1.03%	.83%	.63%	.43%
Priority 5c Middle School Dropout Rate	0%	0%	0%	0%
Priority 5d High School Dropout Rate	N/A	N/A	N/A	N/A
Priority 5e High School Graduation Rate	N/A	N/A	N/A	N/A
Priority 6a Pupil suspension Rate	0%	0%	0%	0%
Priority 6b Pupil Expulsion Rate	0%	0%	0%	0%

Priority 6c  
School  
connectedness  
Pupil Survey  
4th-8th grade  
students Agree

Provides students a Good Education  
91.7%  
Everything I need to Learn  
83.4%  
EL's provided support  
79.3%  
Prepares students for college and career  
73.1%  
Contact parents when absent  
69.7%  
Look forward to school each day  
77.2%  
Feel Safe  
84.4%  
Works with parents and guardians to help me do my best  
81.4%  
My teacher calls or writes my parents  
69.7%  
MY school is safe and clean (bathrooms and drinking fountains)

Provides students a Good Education  
91.7%  
Everything I need to Learn  
83.4%  
EL's provided support  
79.3%  
Prepares students for college and career  
73.1%  
Contact parents when absent  
71.7%  
Look forward to school each day  
77.2%  
Feel Safe  
86.4%  
Works with parents and guardians to help me do my best  
83.4%  
My teacher calls or writes my parents  
71.7%  
MY school is safe and clean (bathrooms and drinking fountains)

Provides students a Good Education  
91.7%  
Everything I need to Learn  
83.4%  
EL's provided support  
79.3%  
Prepares students for college and career  
73.1%  
Contact parents when absent  
73.7%  
Look forward to school each day  
77.2%  
Feel Safe  
88.4%  
Works with parents and guardians to help me do my best  
85.4%  
My teacher calls or writes my parents  
73.7%  
MY school is safe and clean (bathrooms and drinking fountains)

Provides students a Good Education  
91.7%  
Everything I need to Learn  
83.4%  
EL's provided support  
79.3%  
Prepares students for college and career  
73.1%  
Contact parents when absent  
75.7%  
Look forward to school each day  
77.2%  
Feel Safe  
90.4%  
Works with parents and guardians to help me do my best  
87.4%  
My teacher calls or writes my parents  
75.7%  
MY school is safe and clean (bathrooms and drinking fountains)

<p>49.7%</p> <p>Provides opportunities for all students including gifted and talented</p> <p>84.1%</p> <p>Common Core standards are being taught</p> <p>86.1%</p> <p>Teacher and Principal talk about how school will teach CCSS</p> <p>81.4%</p>	<p>51.7%</p> <p>Provides opportunities for all students including gifted and talented</p> <p>84.1%</p> <p>Common Core standards are being taught</p> <p>86.1%</p> <p>Teacher and Principal talk about how school will teach CCSS</p> <p>81.4%</p>	<p>53.7%</p> <p>Provides opportunities for all students including gifted and talented</p> <p>84.1%</p> <p>Common Core standards are being taught</p> <p>86.1%</p> <p>Teacher and Principal talk about how school will teach CCSS</p> <p>81.4%</p>	<p>55.7%</p> <p>Provides opportunities for all students including gifted and talented</p> <p>84.1%</p> <p>Common Core standards are being taught</p> <p>86.1%</p> <p>Teacher and Principal talk about how school will teach CCSS</p> <p>81.4%</p>
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## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Implement Parent Institute for Quality Education (PIQE). Year two for participants who completed Year 1 in the 2015-16 school year.  
This support is principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

Implement Parent Institute for Quality Education (PIQE). Year two for participants who completed Year 1 in the 2015-16 school year.  
This support is principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

Implement Parent Institute for Quality Education (PIQE). Year two for participants who completed Year 1 in the 2015-16 school year.  
This support is principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

**Budgeted Expenditures**

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

## Action #2

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20



Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

Create targeted academic education nights for the parents to help reinforce foundational skills.  
 This support is principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

**2018-19 Actions/Services**

Create targeted academic education nights for the parents to help reinforce foundational skills.  
 This support is principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

**2019-20 Actions/Services**

Create targeted academic education nights for the parents to help reinforce foundational skills.  
 This support is principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

**Budgeted Expenditures**

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

**Action #3**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide Spanish translation at informational events/meetings.  
This support is principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

Provide Spanish translation at informational events/meetings.  
This support is principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

Provide Spanish translation at informational events/meetings.  
This support is principally directed to and effective in meeting the goals of all students (District is over 55% unduplicated), uncluding unduplicated students in State and local Priorities.

**Budgeted Expenditures**

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

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 295,994

14.46 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

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

Maple School District is committed to providing each and every student an incredible foundation and tools to continue in the education system and be successful. We have worked hard to put in place resources that will not only provide the basics, but also provide expanded learning opportunities for students and staff. This year we were able to really build on that foundation, we recieved a grant for creating Multi-Tiered Systems of Support (MTSS) and have used those funds to hire a consultant. We engage in a cycle of inquiry ans system of continuous improvement. Our students are provided an

all-inclusive education with peers of all ability levels. We provide additional support with instructional aides, intervention, expanded learning time and specialized support. The small campus and close knit community provides students with a safe, secure learning environment that the parents have appreciated and supported for generations.

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

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

# LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$316,125

14.67%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

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

and effective in serving the needs of our unduplicated population and students with exceptional needs.

Maple School District is committed to providing each and every student an incredible foundation and tools to continue in the education system and be successful. We have worked hard to put in place resources that will not only provide the basics, but also provide expanded learning opportunities for students and staff. This year we were able to really build on that foundation, we received a grant for creating Multi-Tiered Systems of Support (MTSS) and have used those funds to hire a consultant. We engage in a cycle of inquiry and system of continuous improvement. Our students are provided an all-inclusive education with peers of all ability levels. We provide additional support with instructional aides, intervention, expanded learning time and specialized support. The small campus and close knit community provides students with a safe, secure learning environment that the parents have appreciated and supported for generations.

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

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

Specifically each action that we take is to increase quality and quantity of service to students. Our intent with each of our action steps is to improve our service to our unduplicated students by:

Professional development will increase our teachers skill level and knowledge of serving our students who qualify as Socioeconomically disadvantaged, English Learners or Foster Youth.

Our Academic Coach is also provided to improve teacher effectiveness, support classroom and small group learning, assist with assessment and provide direct service to students in the form of intervention, pull-out support and classroom assistance.

Our Technology Specialist is also providing additional services by supporting teachers, supporting students, providing additional training and directly

serving students. This will include professional development for teachers, assessment development and data analysis. For students this includes small group instruction, additional expanded learning classes with expanded hours, homework help and expanded library time.

Parent engagement opportunities, translation and Parent Institute for Quality Education are all provided to ensure that our unduplicated students and their families receive the highest level of support that we can provide.

Additional supplemental curriculum and resources will also aid us in providing additional support.