

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Maple Elementary

CDS Code: 15636100000000

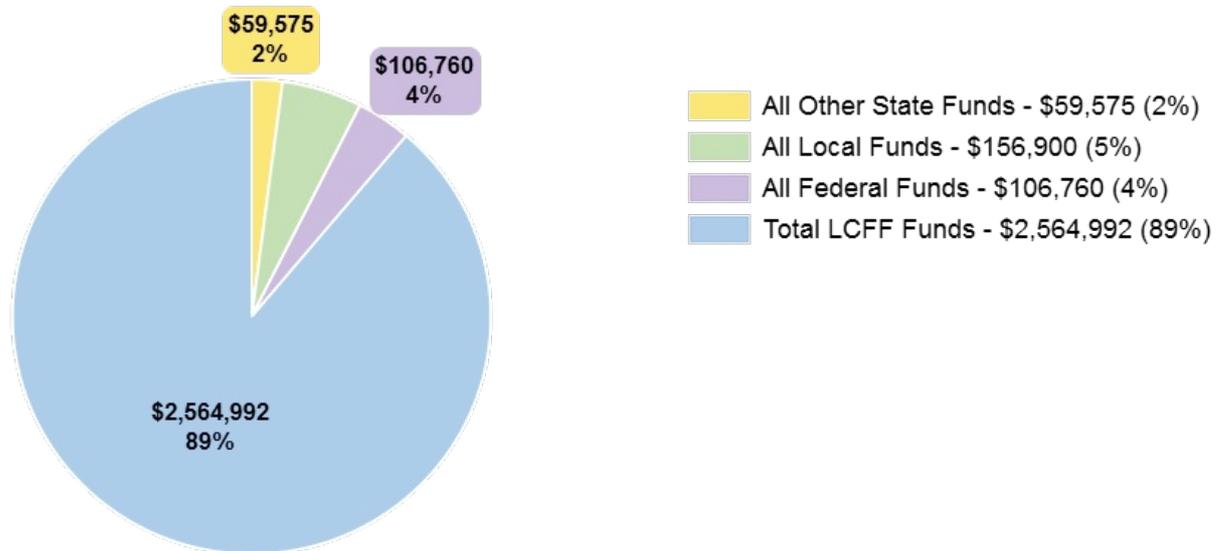
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Julie Boesch | jboesch@mapleschool.org | 6617464439

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

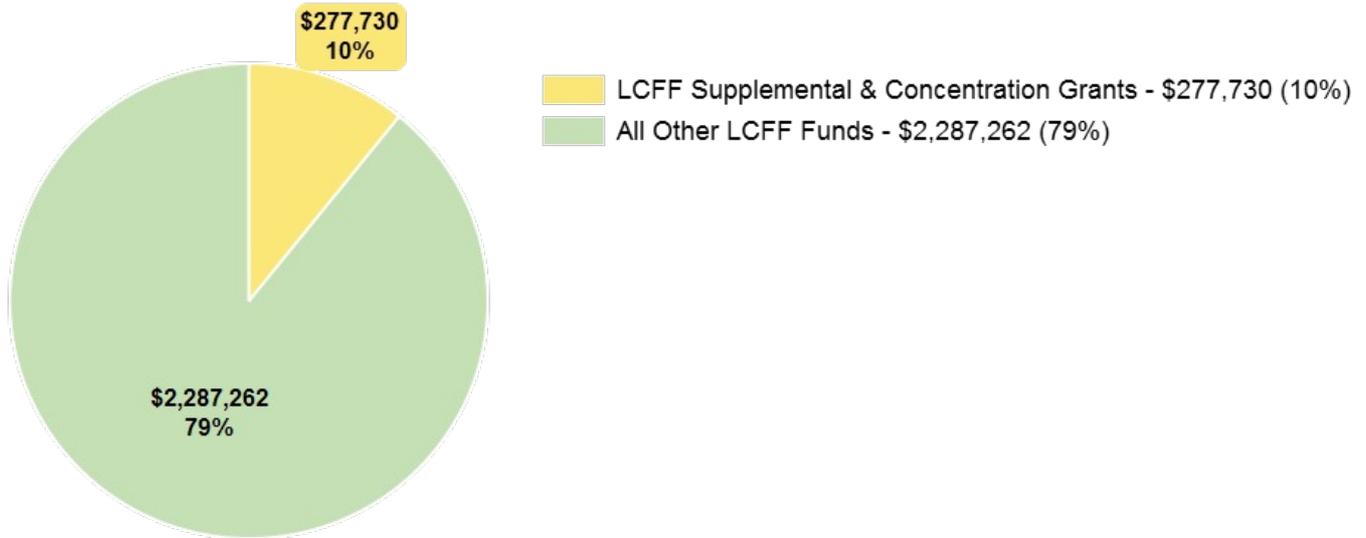
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$59,575	2%
All Local Funds	\$156,900	5%
All Federal Funds	\$106,760	4%
Total LCFF Funds	\$2,564,992	89%

Breakdown of Total LCFF Funds



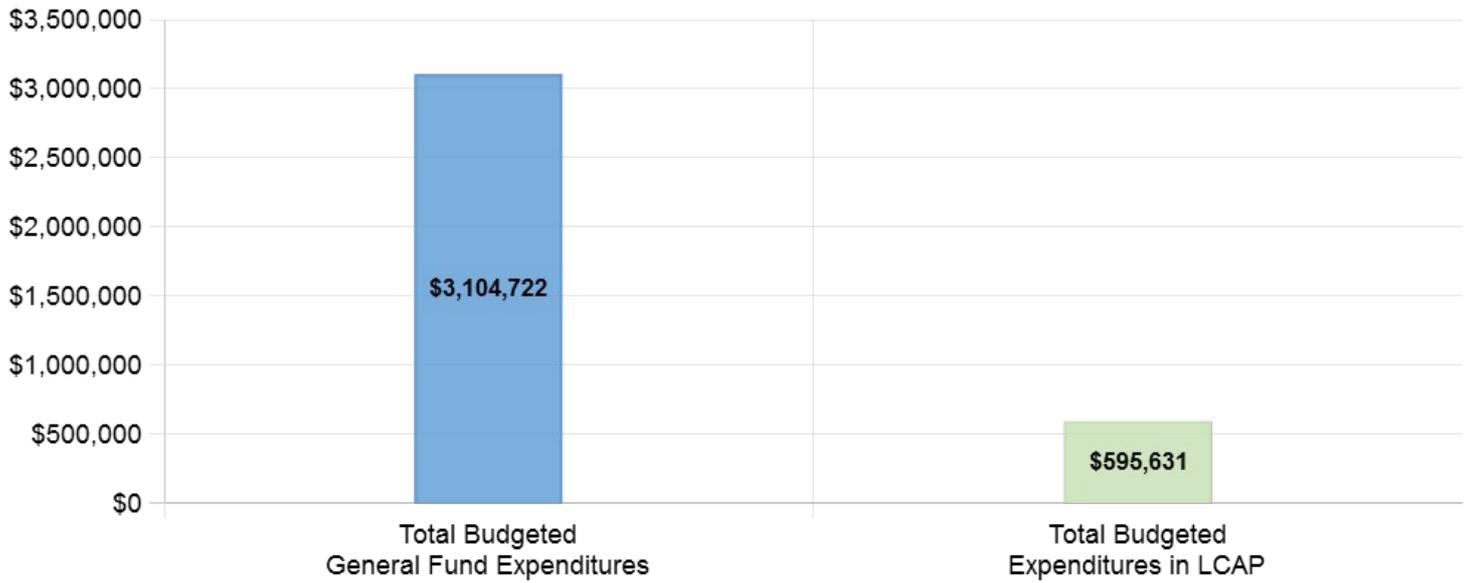
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$277,730	10%
All Other LCFF Funds	\$2,287,262	79%

These charts show the total general purpose revenue Maple Elementary expects to receive in the coming year from all sources.

The total revenue projected for Maple Elementary is \$2,888,227, of which \$2,564,992 is Local Control Funding Formula (LCFF), \$59,575 is other state funds, \$156,900 is local funds, and \$106,760 is federal funds. Of the \$2,564,992 in LCFF Funds, \$277,730 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$3,104,722
Total Budgeted Expenditures in LCAP	\$595,631

This chart provides a quick summary of how much Maple Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Maple Elementary plans to spend \$3,104,722 for the 2019-20 school year. Of that amount, \$595,631 is tied to actions/services in the LCAP and \$2,509,091 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

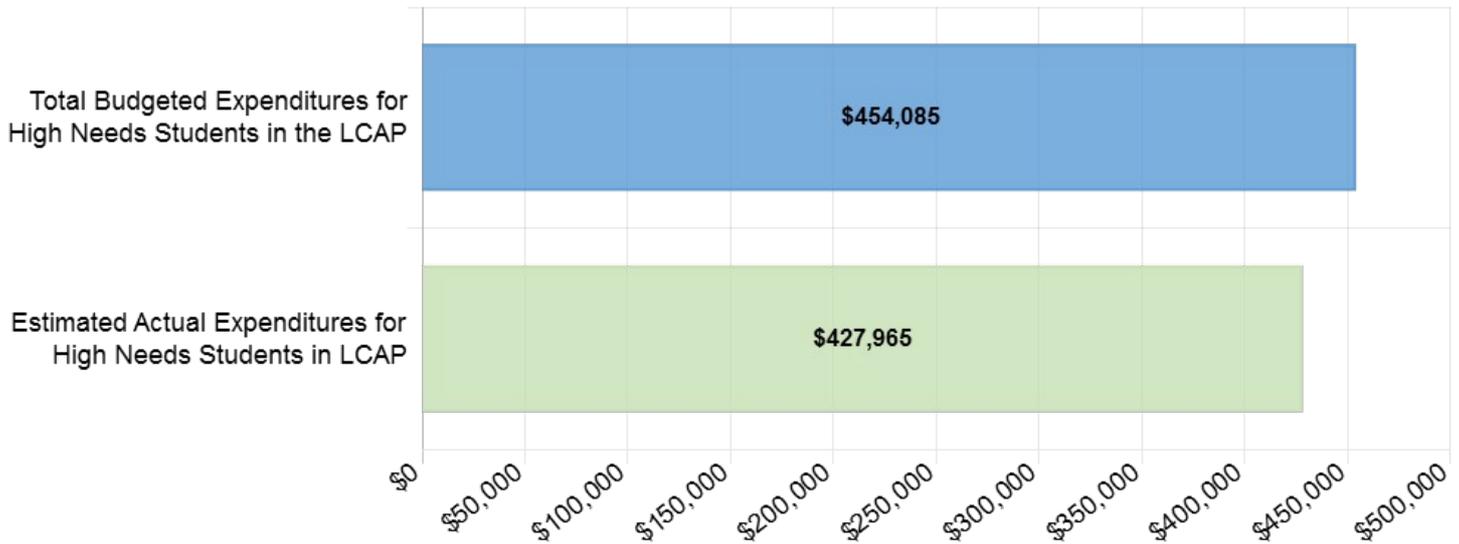
All General Fund Budget Expenditures not included in the LCAP are allocated to meet District operational needs. The General Fund budget covers Certificated personnel salaries, Classified personnel salaries, employee benefits (taxes, fees, medical/dental/vision benefits, retirement costs), books, supplies and research materials, services and other operating expenditures (utilities, services, leases, etc.), District insurance and improvement to build

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Maple Elementary is projecting it will receive \$277,730 based on the enrollment of foster youth, English learner, and low-income students. Maple Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Maple Elementary plans to spend \$376,631 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$454,085
Estimated Actual Expenditures for High Needs Students in LCAP	\$427,965

This chart compares what Maple Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Maple Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Maple Elementary's LCAP budgeted \$454,085 for planned actions to increase or improve services for high needs students. Maple Elementary estimates that it will actually spend \$427,965 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$26,120 had the following impact on Maple Elementary's ability to increase or improve services for high needs students:

There were a couple of items that cost less than anticipated due to being able to provide resources during staff regular work hours and not needing additional time. Additionally we were not able to provide PIQE as previously planned, however we are modifying that plan for the future and will be hiring a parent liaison to provide additional support to our parents with additional needs.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

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

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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 2018 Dashboard is 60.4% (171). This amount includes a poverty rate based upon free and reduced lunch eligibility is 60.4% (171). Based upon current year enrollment, 36 students at Maple are English Language Learners or 12.7% (36) of our student

population. Maple has a very small percentage, 0.0% of it's population identified as Foster Youth, 1 student or 0.4% is identified as homeless, 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) 31.8% (90), Hispanic or Latino 67.8% (192), and socioeconomically disadvantaged 60.4% (171). 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% three years ago to 7.4% (21 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 student's potential for academic growth.
3. Maple School will partner with the students, staff, and the community to ensure that all students develop self-discipline and experience success.

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 California School Dashboard, 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

Some of the greatest progress that we have been able to experience has been related to receiving a Full Service Community Schools grant in collaboration with three other small rural schools in our area. We have worked in collaboration with Lost Hills Union Elementary School District and Semitropic School district. This is a multi-year grant which is providing us the opportunity to increase services in the areas of extended day programs, Summer learning opportunities and Social Emotional Support for our students. Our greatest accomplishment this year is that we have gone from no social workers to one full-time social worker. He has had a caseload of 17-24 students since he came on board in the fall and stays busy with teacher and parent referrals addressing needs of students related to low motivation, poor social skills, and aggressive behaviors. The Social worker has been able to provide social skills group, anger replacement training, self-esteem group, counseling, interactive journaling and crisis management support. The Social Worker is available to all students in general, for support, in addition to the students he sees on his caseload, he has been a tremendous support to our students and has directly reduced our need for behavior intervention at the administrative level.

Another great addition to our staff has been our Americorp Worker who is also providing additional services related to our students social emotional well being. This is also a full time, grant funded employee who is available to support students as a mentor. Our Americorp worker currently has a caseload of 13 students, 4.4% of our population, 9 are Hispanic (4.5%), 4 are White (4%), 6 are Male (4.1%), 7 are female (4.6%), all 13 are receiving Free or reduced priced meals or (7.8%) of our population, and 5 (15.6%) are English Language Learners, these numbers are based on our current enrollment of 298 students (5/13/2019).

Our other greatest area of progress this year have been related to our work in the area of Math. Both our teachers and our instructional aides have been engaged in an ongoing process using the Data Wise improvement process to make collective decisions around instructional strategies, across the grade levels. These strategies include using a four box graphic or visual representation to discuss and identify

components of math problems in order to facilitate conversations and increase student's ability to explain their process and problem solving strategies as they work through problems. This strategy will be used at all grade levels. We anticipate this providing improved results in our state standardized math scores in the future as the students become more proficient.

Referring to the California School Dashboard, 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 currently has one performance area in "Orange" which is our Math scores. According to the data available on the CA Dashboard all four of our student groups performed in the Orange range with our scores ranging from:

English Learners: 86.1 points below standard
 Maintained -1.9 Points
 Number of Students: 35

Socioeconomically Disadvantaged: 68.1 points below standard
 Maintained -2.2 Points
 Number of Students: 120

Hispanic: 59.3 points below standard
 Maintained -2.6 Points
 Number of Students: 123

White: 27.9 points below standard
 Declined 3.6 Points
 Number of Students: 60

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 (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 ELA (2018)

All Students: -44.4 (Below Standard)

English Learners: -94.3

Hispanic: -52.4

Socioeconomically Disadvantaged: -63.6

Students with Disabilities: -144.5

White: -27.9

Decreased the distance from standard in all groups except students with disabilities. Our number is very small and therefore only one student can significantly impact our scores. Each and every student deserves the support and opportunity to be successful and we will continue to strive to offer that support.

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

Distance from Level 3 Math (2018)

All Students: -49

English Learners:-86.1

Hispanic: -59.3

Socioeconomically Disadvantaged: -68.1

Students with Disabilities: -137.6

White: -27.9

Increased distance from standard by all groups. In our root cause analysis we determined that we needed to provide consistent use of strategies across the grade spans and provide students with skills and language to analyze problems, determine best way deconstruct math problems- to solve and be able to demonstrate their understanding with the use of language, graphics and computation.

The District has begun Consulting with Dr. Michael Figuaroa 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. Figuaroa 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 and 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 the needs of all students are being met.

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 delivery being required by staff and participating partners.

Referring to the California School Dashboard, 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

While we don't have any students groups that are two performance indicators below the other student groups we do recognize that our English Learners are one performance Indicator below our other student groups in Language Arts. We have taken multiple steps to increase our support and strategies for serving these students. We have offered our teachers professional development, which they have all participated in as well as bringing in consultants who have observed in our classrooms, provided data and analysis and provided training to increase our writing skills as well as our use of Thinking Maps, Sentence Starters, Think Aloud, and annotation to support our students learning.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Maple is a single school District and it has been identified as a District eligible for Comprehensive support.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

We are a single school district with only one school. Our Comprehensive support and improvement is focused on our Math instruction. Based on our teams willingness to be reflective practitioners, to be transparent and to look at our root cause analysis and identify goals and actions we are committed to taking steps to improve math instruction across all grade levels. All grade levels are implementing the Four box instructional strategy, monitoring the extent to which this instructional strategy is solving their problem of practice and using data to substantiate any claim or shift in practice. Most importantly, the

Data Wise System is helping Maple's team develop collective goals and make collective decisions related to Math instruction. The Math consultant and other content training that we have focused on this year have been a great supplement to the work that we are doing Districtwide.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

We are at the beginning stages of collecting Math data in order to attempt to predict the impact of the work that we are doing. Currently the District uses STAR Math to assess students Math progress each quarter. We are also using IO or Illuminate to develop and collect assessments and data on student progress. We have developed an assessment schedule that will be implemented next year as well as the hiring of a Math Coach through the Full Service Community Schools grant funds to guide this work and provide support for teachers.

Annual Update

LCAP Year Reviewed:

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities:

Annual Measurable Outcomes

Expected

Priority 1a (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 1b (Basic Services)

B) 100% of students have access to standards-aligned textbooks

Priority 1c (Basic Services)

C) School Facilities in GOOD repair.

Actual

Priority 1b (Basic Services)

B) 100% of students have access to standards-aligned textbooks as measured by inventory and enrollment records.

Priority 1c (Basic Services)

C) Overall our school facilities at the beginning of this year were still in POOR repair, however this year has seen enormous progress in our rebuild project. We have completely moved our teachers into new classrooms which were completed early in the new year. We completely demolished our existing buildings and we have begun construction on our new multi-purpose building. The completion of this project is scheduled for February 2020. Our new playground equipment will be placed by the end of June, 2019, our new library, Administration building and 1st and 2nd grade will be placed this summer and additional progress will be made on the multi-purpose building. The completion of this project will eliminate our non-operational fire alarm system, our antiquated electrical system and our swamp coolers. We will have a new modernized campus, air conditioned classrooms, classrooms with natural lighting and all new, safe playground equipment. We anticipate that by the time we complete our new FIT (Facilities Inspection Tool) in October we will have a minimum score of GOOD.

Expected

Priority 2a (Implementation of State Standards)

A) Implementation of Common Core State Standards- 80%

Priority 2b (Implementation of State Standards)

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

Actual

Priority 2 (Implementation of State Standards)

A) We continued to implement common core state standards, increasing rigor and relevance. Teachers are using current common core and NGSS standards to deliver instruction and using curriculum aligned to these standards. This implementation is occurring at least 80% of the classroom instructional time.

This includes all subject area. This implementation is measured by observation of classroom instruction by Academic Coach, Administration, Instructional Rounds by colleagues and consultants. Teachers are working very hard to increase their rigor and relevance and are allowing students multiple means and methods of demonstrating their learning including: technology, project based learning, experiential learning and traditional methods. The students are also given voice and choice to create the best possible learning environment to enhance their learning experience.

Priority 2b (Implementation of State Standards)

B) 100% of EL students are able to access 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 7a (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 have access to and are enrolled in a broad course of study-100%

Priority 7b (Course Access)

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

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

Priority 7c (Course Access)

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

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

Actual

Priority 7a (Course Access)

A) 100% of Students have access to and are enrolled a program designed to meet their needs.

Priority 7b (Course Access)

B) 100% of our Unduplicated students have access to and are enrolled a program designed to meet their needs. We've implemented more comprehensive intervention programs targeting students' specific needs and continually refining services to students.

Priority 7c (Course Access)

C) 100% of exceptional needs students are enrolled a program designed to meet their needs. We have implemented full inclusion for all students making certain to meet all of their individual needs in the least restrictive environment.

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

Provide PD and support to classroom teachers who will implement provide increased targeted instruction including but not limited to CCSS, EL Strategies, Differentiated Instruction and Inclusion

Provide

Actual Actions/Services

This year our teachers and Instructional aides were once again invited to attend our Westside Small schools collaborative summer institute. This training is a three day event that is made possible through the cooperation of several small districts who are able to pool our resources in order to increase the quality and quantity of training for our teachers and support staff. The training was top quality again this year with well known speakers from across the nation. We also included sessions on Culturally Proficient environments, Technology, Nextgen Math, Brain Science, EL Strategies and creating a positive culture. The staff and teachers also attended

Budgeted Expenditures

\$4,000
Supplemental/Concentration
Certificated Salaries/Benefits

Estimated Actual Expenditures

\$4,960
Supplemental/Concentration
Certificated Salaries/Benefits

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

a variety of other trainings including: TK/K conference, Google for the Primary Classroom, Aeries training, ELPAC Training, CAASPP Training, Autism Training, Behavior Intervention Training, Thinking Maps, Struggling Reader's Support and Multi-Tiered Systems of Support training with Consultant.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

This year we were able to purchase STEM TAUGHT Science curriculum for grades 3-6. Beth and Jake Hunter came out and spent three days coaching and mentoring teachers in the use of the equipment, shadowing and modeling lessons and providing support and hands-on training. The students were highly engaged and we plan to increase implementation in the coming years.

\$30,000
Supplemental/Concentration Books/Supplies

\$5,346
Supplemental/Concentration Books/Supplies

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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), including unduplicated students in State and local Priorities.

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 of student progress, designing professional development to support staff, as well as training and implementation of all intervention programs including expanded learning.

\$101,000
Supplemental/Concentration
Certificated Salaries/Benefits

\$111,787
Supplemental/Concentration
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

We continue to provide 5.5 hour classroom aides for each classroom. These aides help ensure that we are providing 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 training/hours/support.

\$115,000
Supplemental/Concentration
Classified Salaries/Benefits

\$126,773
Supplemental/Concentration
Classified Salaries/Benefits

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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), including unduplicated students in State and local Priorities.

Provided 5.5 hour Health aide/librarian/intervention aide. As the needs of the school have changed this aide has continued to grow and stretch to fill all needs. She currently serves the needs of orthopedically impaired student, our diabetic students and operates our library.

\$22,000
Supplemental/Concentration
Classified Salaries/Benefits

\$23,894
Supplemental/Concentration
Classified Salaries/Benefits

Action 6**Planned Actions/Services**

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

Actual Actions/Services

We have completely moved our teachers into new classrooms which were completed early in the new year. We completely demolished our existing buildings and we have begun construction on our new multi-purpose building. The completion of this project is scheduled for February 2020. Our new playground equipment will be placed by the end of June, 2019, our new library, Administration building and 1st and 2nd grade will be placed this summer and additional progress will be made on the multi-purpose building. The completion of this project will eliminate our non-operational fire alarm system, our antiquated electrical system and our swamp coolers. We will have a new modernized campus, air conditioned classrooms, classrooms with natural lighting

Budgeted Expenditures

\$100,000

Fund 35 SFP School Facilities Program Funding

Estimated Actual Expenditures

\$4,593,286

Fund 35 SFP School Facilities Program Funding

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

and all new, safe playground equipment. We have also created a Foundation, Tradition of Excellence Foundation, and received a donation of a new parcel of property. We are beginning our fundraising efforts to develop the plans for this property and the completion of the current project.

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 position as well as our instructional aides and our health aide 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 Academic Coach, Technology Specialist, Health Aides and Instructional Aides. We have also made great progress in Rebuilding our school facilities to provide a safe and inviting learning environment for our students.

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 Summer Institute for over 200 educators in collaboration with about 13 other small school districts in our county. Staff also participated in Aeries training, Google Training, Autism Training and Behavioral Training. Our Classified staff has also been included in many of our training experiences because they are such an integral part of our staff and our plan for serving our students. We also began working with Consultant Michael Figueroa to design and increase our multi-tiered system of support. With his help we were also awarded a Full Service Community Schools Grant as part of a consortium with Lost Hills Union Elementary School and Semitropic Elementary School. This has provided an abundance of new resources to support our effort in supporting our students social emotional needs and our expanded learning options.

Curriculum- Additional resources for Science were purchased. We were able to introduce new Science curriculum that the teachers selected called STEMTAUGHT. This curriculum is extremely hands-on and the students have really enjoyed every lesson they have been introduced to. We will be increasing this and measuring the results of implementation next year.

Aides- Our school employs nine instructional aides. These aides spend a majority of their 5.5 hour shifts facilitating intervention, providing small group instruction in classrooms or providing supervision on the playground or in the cafeteria. We also added an additional aide to support our Special Education teacher in serving all students in our full inclusion model for providing services in the least restrictive environment.

Academic Coach- We have continued to fund this position. Our Academic Coach is in charge of overseeing all testing, helping to develop local measures of student progress, 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-Provided 5.5 hour Health aide/librarian/intervention aide. As the needs of the school have changed this aide has continued to grow and stretch to fill all needs. She currently serves the needs of orthopedically impaired student, our diabetic students and operates our library. She monitors, reports and injects insulin as needed and also performs any services needed for orthopedically impaired student.

Facilities- We have completely moved our teachers into new classrooms which were completed early in the new year. We completely demolished our existing buildings and we have begun construction on our new multi-purpose building. The completion of this project is scheduled for February 2020. Our new playground equipment will be placed by the end of June, 2019, our new library, Administration building and 1st and 2nd grade will be placed this summer and additional progress will be made on the multi-purpose building. The completion of this project will eliminate our non-operational fire alarm system, our antiquated electrical system and our swamp coolers. We will have a new modernized campus, air conditioned classrooms, classrooms with natural lighting and all new, safe playground equipment. We have also created a Foundation, Tradition of Excellence Foundation, and received a donation of a new parcel of property. We are beginning our fundraising efforts to develop the plans for this property and the completion of the current project.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our expenditures were fairly close to our budgeted amounts. However we received Financial Hardship and Facilities Hardship State funding for our facilities project so we were able to use some of the local funds for other items. In the future we will also be using some of our general funds to purchase some new furnishing and items desperately needed to update our classrooms and provide adequate materials for our teachers.

Once again we spent more on salaries to better serve our students than we did on buying items that were not yet determined to be needed. We are working to get our learning environment in the best possible conditions to support success. We will begin next year to collaborate with other local districts to explore Social Studies text books for adoption and we will continue to expand our expanded learning (after school) activities and options.

Our focus must always remain on student safety and we feel that it has been even more important during this time in our district to maintain our staffing to be certain that we had adequate coverage for students in all locations on campus at all times.

We have continued to remain consistent with our goals and expenditures and have continued so see small incremental growth.

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 and 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 continue to target grade levels where we can make the most impact in increasing students' skill level and fluency.

We will also continue with Math intervention, however the current model will be revisited and refined for greater impact and greater use of data next year.

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

Actual

Priority 4 (Pupil Achievement Required Metric)

A) State Assessments (Goal minimum 3% Increase)

CAASPP ELA

34% of all students meeting or exceeding the standards.

CAASPP ELA

Standard Met/ Exceeded

3rd
29.63%

4th
33.33%

5th
19.35%

6th
32.26%

7th
32.43%

8th
35.48%

Average 30.48%

While our 4th and 8th grade students met our goal our overall average was 30.48% indicating that we fell short of our goal by 2.52%.

Priority 4 (Pupil Achievement Required Metric)

Mathematics

Expected

A) State Assessments (Goal minimum 3% Increase)

CAASPP Math
33%

Actual

Standard Met/ Exceeded

3rd
40.74%

4th
43.34%

5th
12.90%

6th
16.13%

7th
29.73%

8th
29.03%

Average 28.34%

Our third and fourth grade classes far exceeded our goals of 33%, however we had a steep drop off at 5th grade and the overall average of all of our grade levels combined was 29.03% leaving us 4.66% short of reaching our goal.

Expected

Priority 4 (Pupil Achievement Required Metric)

A) State Assessments (Goal minimum 3% Increase)

5th Grade Science

41% Proficient of Advanced for 2018

Actual

Priority 4 (Pupil Achievement Required Metric)

A) State Assessments (Goal minimum 3% Increase)

5th Grade Science

We had anticipated that our scores would increase by 3% each year, however there has been a change in the 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 help them be successful.

Expected

Priority 4 (Pupil Achievement Required Metric)

A) State Assessments (Goal minimum 3% Increase)

8th Grade Science

42% Proficient of Advanced for 2018

Actual

Priority 4 (Pupil Achievement Required Metric)

A) State Assessments (Goal minimum 3% Increase)

8th Grade Science

We had anticipated that our scores would increase by 3% each year, however there has been a change in the 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 help them be successful.

Priority 4 (Pupil Achievement Required Metric)

B) API- N/A

Priority 4 (Pupil Achievement Required Metric)

B) API- N/A

Priority 4 (Pupil Achievement Required Metric)

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

Priority 4 (Pupil Achievement Required Metric)

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

Expected

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: 66% Intermediate and above.

Actual

D) Progress in EL

Percentage of EL students making progress toward proficiency.

This year was the first year that we received ELPAC results for our students. While we have a small number of students testing, 37, which limits our data we did receive results. This data can not be reported as growth data as anticipated but can be reported based on overall results. The students received results with levels 1-4, ranging from beginning stage (1) to well developed (4). Overall 28.73% (11) of our students tested received a level 4, while 45.54% (15) received a level 3 which is moderately developed. In oral language 62.16% (23) received a score of a level 4, well developed. In written language 35.14% (13) received a score of level 2 or somewhat developed, and 29.73% (11) received a level 1 or beginning stage. This would indicate that we definitely need to increase our focus on writing with our English Language Learners. When broken down into domains the scores indicate that 45.95% (17) of our students tested were well developed in listening while 45.95% (17) were somewhat or moderately developed in listening. In regards to speaking 83.78% (31) were well developed in speaking. In reading 40.54% (15) were somewhat/moderately developed in reading, while 45.95% (17) were at the beginning stage in reading. Lastly 65.76% (24) demonstrated a performance level that was somewhat to moderately developed in writing at this domain performance level.

Expected

E) Reclassification Rate

Goal 1% increase in percentage of students reclassified

Goal: 14%

Actual

E) Reclassification Rate

This year was the first year that we received ELPAC results for our students. While we have a small number of students testing, 37, which limits our data we did receive results. This data can not be reported as growth data as anticipated but can be reported based on overall results. The students received results with levels 1-4, ranging from beginning stage (1) to well developed (4). Overall 28.73% (11) of our students tested received a level 4, while 45.54% (15) received a level 3 which is moderately developed. In oral language 62.16% (23) received a score of a level 4, well developed. In written language 35.14% (13) received a score of level 2 or somewhat developed, and 29.73% (11) received a level 1 or beginning stage. This would indicate that we definitely need to increase our focus on writing with our English Language Learners. When broken down into domains the scores indicate that 45.95% (17) of our students tested were well developed in listening while 45.95% (17) were somewhat or moderately developed in listening. In regards to speaking 83.78% (31) were well developed in speaking. In reading 40.54% (15) were somewhat/moderately developed in reading, while 45.95% (17) were at the beginning stage in reading. Lastly 65.76% (24) demonstrated a performance level that was somewhat to moderately developed in writing at this domain performance level.

F) Percentage of pupils passing AP Exam

N/A

N/A

Expected

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

65.8%

Body Composition

65.8%

Abdominal Strength

100%

Trunk Extension Strength

100%

Upper Body Strength

85.3%

Flexibility

71.6%

Actual

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

75%

Body Composition

53.6%

Abdominal Strength

96.4%

Trunk Extension Strength

89.5%

Upper Body Strength

96.4%

Flexibility

75%

Test results are obtained from the current year's 5th and 7th grade

Expected

Priority 8 Other Pupil Outcomes (Required Metrics) Ed Code 51210 and 51220

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

Physical Fitness Testing 7th Grade

Aerobic Capacity

51.1%

Body Composition

59.9%

Abdominal Strength

85.3%

Trunk Extension Strength

83.4%

Upper Body Strength

86.4%

Flexibility

Actual

students, therefore the students each year are different students from the previous year. Our students met most of their physical fitness goals, with the exception of 5th grade body composition and 7th grade trunk extension and upper body strength. We take physical fitness very seriously here and will continue to work daily on our physical fitness goals.

Priority 8 Other Pupil Outcomes (Required Metrics) Ed Code 51210 and 51220

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

Physical Fitness Testing 7th Grade

Aerobic Capacity

63.9%

Body Composition

63.9%

Abdominal Strength

97.2%

Trunk Extension Strength

75%

Upper Body Strength

86.1%

Flexibility

Expected

77.5%

Actual

83.3%

Test results are obtained from the current year's 5th and 7th grade students, therefore the students each year are different students from the previous year. Our students met most of their physical fitness goals, with the exception of 5th grade body composition and 7th grade trunk extension and upper body strength. We take physical fitness very seeriously here and will continue to work daily on our physical fitness goals.

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

This year we have been in major construction and made the decision, based on TK and K teacher feedback, to use the money set aside for this purpose to contribute to our campus wide wireless internet connection to our new classrooms.

Budgeted Expenditures

\$2,200
Supplemental/Concentration Books/Supplies

Estimated Actual Expenditures

\$3,167
Supplemental/Concentration Books/Supplies

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

Actual Actions/Services

Maintained Technology Specialist position. This year our technology specialist retired so we changed this position to a certificated position in order to modify the services provided to include teacher training and direct services to students in the form of technology instruction, Robotics instruction and Project Lead the Way Instruction.

Budgeted Expenditures

\$100,000
Supplemental/Concentration
Certificated Salaries/Benefits

Estimated Actual Expenditures

\$114,382
Supplemental/Concentration
Certificated Salaries/Benefits

Action 3

Planned Actions/Services

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

Actual Actions/Services

Purchased equipment and devices to provide connectivity in our new classrooms as well as maintain 1:1 student to device ratio of our Chromebook implementation grades 1-8.

Budgeted Expenditures

\$10,000
Supplemental/Concentration
Books/Supplies

Estimated Actual Expenditures

\$10,090
Supplemental/Concentration
Books/Supplies

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

Program continued although in a very modified and abbreviated phase due to construction and elimination of space.

Budgeted Expenditures

\$4,000
Supplemental/Concentration
Books/Supplies

Estimated Actual Expenditures

\$2,598
Supplemental/Concentration
Books/Supplies

Action 5

Planned 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.

Actual Actions/Services

Maintained Aeries

Budgeted Expenditures

\$3,500
Supplemental/Concentration
Books/Supplies

Estimated Actual Expenditures

\$5,300
Supplemental/Concentration
Books/Supplies

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

This year Maple provided several sessions of Expanded Learning. Moving into next year this program will be expanded through grant funding to include a five day per week, three hour per day program for each day that school is in session.

\$48,000
Supplemental/Concentration
Books/Supplies
Classified salaries/Benefits

\$10,449
Supplemental/Concentration
Books/Supplies
Classified Salaries/Benefits

Action 7

Planned Actions/Services

Purchase Nextgen Math Software

Actual Actions/Services

Purchased, trained and implemented.

Budgeted Expenditures

\$1,500
Supplemental/Concentration
Books/Supplies

Estimated Actual Expenditures

\$2,400
Supplemental/Concentration
Books/Supplies

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Purchase Edom Software from Improving Education Outcomes Assessment and Data Support

This Software is more commonly known as IO or Illuminate which contains data gathering devices such as a "virtual wall" which provides the District with the ability to gather and organize all of its data points in one location. This year we began using this and had some training, we will continue with this software and additional training next year so that we can increase our effectiveness and ability to easily store, access and evaluate data to share and use for decision making purposes.

\$4,385.00
Supplemental/Concentration
Books/Supplies

\$4,307
Supplemental/Concentration
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 one and three were modified to provide different technology support than what was previously planned. Instead of maintaining our current 1:1 device to student ratio in grades 1-8 we were able to maintain this, replace any damaged devices as well as move forward with increasing connectivity in our new classrooms. Our construction has required new equipment and reconfiguration of our network and we have been able to support this change. Due to construction and demolition of our campus many of our planned activities had to be altered to accommodate our current availability of space but we have maintained our desire to provide top quality service to our students and provide a safe learning environment for them every day.

TK/K Tablets- Due to our tremendous project that included the entire demolition and rebuild of our campus our TK and K teachers felt that this money would be better spent ensuring that we had reliable connectivity throughout our new buildings. We plan to work to move our Chromebook implementation down to these grades as we replace devices in our other grades.

Technology Specialist- This year with the continued support of our Technology Specialist and our change in the position we have continued to move forward with very positive changes for our students. We have successfully completed our CAASPP testing, implemented 1:1 1st-8th grade, increased our internet speed in our new buildings and established a plan for moving into the future. Our new buildings are equipped for short throw projectors that we will be using for our teachers and students to use as they

Chromebooks-Completed integration of 1:1 device to student ratio in 1st-8th grade and excellent connectivity in our new classrooms. We had to purchase hardware and access points to achieve this but this has been a marked improvement over past years.

PLTW-The materials for our Project Lead the Way Program have all been purchased and our program has launched in an abbreviated state. Next year when we open our new STEM lab in our newly constructed multi-purpose room we will realize full implementation of this program.

Nextgen-The program was continued this year with increased use, we will gather data and decide whether it is the best use of our funds for Math support and intervention.

Expanded Learning-This year we were able to provide several sessions of expanded learning including crafts, art, cooking, and Maple STEAM Academy. We were also notified early in the year that we have received a Full Service Community School grant which will allow us to provide five day per week, three hour per day expanded learning through a grant funded program for our students next year.

SIS- Aeries-SIS- Aeries- We have continued to increase our use of the Aeries Student Information System. The report cards have been updated and are more effective since last year. We will continue to make minor adjustments to our standards-based report cards by fixing on two minor issues with the English language arts and reading grades and standards. Teachers continue to implement the use of the Aeries grade book and we currently have 125 parents (an increase of 30 over last year's 95), representing 182 students (an increase of 41 over last year's 141). All of our 298 students have student Aeries portal accounts with 62 of those accounts being active (an increase of 5 from last year's 57).

EL-This year was the first year that we received ELPAC results for our students. While we have a small number of students testing, 37, which limits our data we did receive results. This data can not be reported as growth data as anticipated but can be reported based on overall results. The students received results with levels 1-4, ranging from beginning stage (1) to well developed (4). Overall 28.73% (11) of our students tested received a level 4, while 45.54% (15) received a level 3 which is moderately developed. In oral language 62.16% (23) received a score of a level 4, well developed. In written language 35.14 % (13) received a score of level 2 or somewhat developed, and 29.73% (11) received a level 1 or beginning stage. This would indicate that we definitely need to increase our focus on writing with our English Language Learners. When broken down into domains the scores indicate that 45.95% (17) of our students tested were well developed in listening while 45.95% (17) were somewhat or moderately developed in listening. In regards to speaking 83.78% (31) were well developed in speaking. In reading 40.54% (15) were somewhat/moderately developed in reading, while 45.95% (17) were at the beginning stage in reading. Lastly 65.76% (24) demonstrated a performance level that was somewhat to moderately developed in writing at this domain performance level.

Science-2018 is a field test year for the new CAST testing for Science and there are no scores available to review. This year should provide a baseline score 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.

Physical Fitness-We have completely revamped our physical fitness program and feel that we have created a well-rounded program in which each of

our students receives instruction in physical fitness several times per week. We also have a very robust sports program which serves to increase our students time outdoors and active engagement in outdoor physical education activities.

Test results are obtained from the current year's 5th and 7th grade students, therefore the students each year are different students from the previous year. Our students met most of their physical fitness goals, with the exception of 5th grade body composition and 7th grade trunk extension and upper body strength. We take physical fitness very seeriously here and will continue to work daily on our physical fitness goals.

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

Overall the District successfully implemented each of the services and actions outlined in the LCAP plan related to Goal 2. We have made even greater progress than anticipated with our facilities progress and updates due to State funding and community relationships. We have created a Foundation and received a donation of an additional piece of property. We are looking forward to continuing to grow our community partnerships to provide even greater opportunities for our students in the future.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures- Due to the major progress in our facilities demolition and rebuild we had to make some changes in our plan. We did not change any of our goals or plans, it was just the right time to use some of our funds planned for technology devices for infrastructure in our new facilities to support our students in gaining greater access to technology.

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 towad our overall goals. We plan to continue with our current action steps and continue to refine our process. Our technology services have continued to increase and improve annually as well as our expanded learning opportunities. These coupled with our new, improved facilities has dramatically improved the learniing environment for our students. We will be taking the funding that we had allocated for technology and be using that to provide some much needed furnishings for our new classrooms. We are pleased that we will still be able to provide the technology advanceds based on receiving the REAP (Rural Education Acheivement Program) funding again this year. Also due to receiving the Full Service Community School grant we will be able to increase our services to additional students while maintaining

primary focus on our unduplicated students to make certain that they are receiving every possible opportunity available.

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

Goal: 9

Actual

Priority 3 (Parental Involvement)

A) Efforts to seek parent input in decision making

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

Our actual outcome is that we have maintained the number of parents regularly attending our parent club meetings from last year. Last year we had approximately 1-12 regularly attending. This year with construction, it has been a little less consistent, but we have still met our goal of at least 9 parents 80% of the time.

Expected

B) Participation of parents of unduplicated students

Continue calendaring, communicating and coordinating all events for unduplicated students

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

Personal invitations to parents for all events including unduplicated students with exceptional needs.

Actual

We increased the effectiveness by including an increased number of items in Spanish as well as English. We also provided translators for meetings once we confirmed the need with parents. We have continued to increase access to English and Spanish materials on our Remind App., our Website, our Maple Community Club Facebook page, and our newsletter and notices home. We have bilingual office staff and classroom aides on campus at all times who are able to translate for parents as well as bi-lingual staff in the transportation department. We have increased the use of our website, updating constantly, calendaring all events on the District website, constantly updating our yearlong dates at a glance and making certain to post all importance updates and reminders. We also are still sending notices home in hard copy to make certain it they are available in the event someone does not have internet access.

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 Metric)

A) School Attendance

Planned Outcome: 97.2%

B) Chronic Absenteeism Baseline

Planned Outcome: .63%

C) Middle School Dropout Baseline

Planned Outcome: 0%

D) High School Dropout Baseline

Planned Outcome N/A

Actual

Actual Outcome: 97.4%

Actual Outcome:

Our actual outcome was 1.4% average for all student groups which was maintained with a .1% change from the previous year, which is still significantly lower than the State average of 9%. However we did note that we saw a 6.8% decrease in the Chronic absenteeism rate for our English Language Learner Group which is a very positive significant change.

Actual Outcome: N/A

Actual Outcome: N/A

Expected

E) High School Graduation Rate

Planned Outcome N/A

Priority 6 (School Climate Metrics)

Metric A. Suspension Rate

Expected Outcome: 0%

B) Expulsion Rate

Expected Outcome: 0%

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

% of 152 4-8 grade students (agree)

Provides students a Good Education

91.7%

Everything I need to Learn

83.4%

EL's provided support

79.3%

Actual

Actual Outcome: N/A

Priority 6 (School Climate Metrics)

Metric A. Suspension Rate

Actual Outcome: 0%

B) Expulsion Rate

Actual Outcome: 0%

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.**

% of 194 student responses

1. I understand and follow the school's expectations and rules:

93.3% Agree or Strongly Agree

Expected

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)
53.7%

Provides opportunities for all students including gifted and talented
84.1%

Common Core standards are being taught
86.1%

Teacher and Principal talk about how school will teach CCSS
81.4%

Actual

2. I am rewarded or acknowledged for appropriate behavior in school.
79.9% Agree or Strongly Agree

3. I feel comfortable with what I am learning in school.
89.6% Agree or Strongly Agree

4. The teachers make learning meaningful, we know what is expected of us.
92.3% Agree or Strongly Agree

5. The school provides activities in addition to our classroom learning.
91.2% Agree or Strongly Agree

6. My school has a plan for working with students who do not follow the school's expectations.
76.3% Agree or Strongly Agree

7. In general, the environment in school is positive and safe.
88.5% Agree or Strongly Agree

8. For the most part, students in school show respect for each other.
58.7% Agree or Strongly Agree
10.3% unaware
23.3% Disagree
7.7% Strongly Disagree

9. Staff members are friendly and helpful.
89.7% Agree or Strongly Agree

Expected

Actual

10. What activities or programs would you like to see offered in school?
 There were several suggestions, many included activities like: GATE programs, French Class, Spanish Class, more sports, Cheerleading, Tackle football, more Robotocs, More Project Lead the Way, more music, those types of activities.

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

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

The above goal was previously written and could not be edited. We had planned to continue to provide PIQE on a 2 year cycle that had begun in 15-16. However that has proven difficult to continue due to lack of consistant participation and representation for the program so we have created new opporitiunities for our parents. This year we were notified that we had received a full service

\$6,000
 Supplemental/Concentration Books/Supplies

\$0.0
 Supplemental/Concentration Books/Supplies

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

community school grant and were going to have the opportunity to develop a community liasion position. We began to research and look for ways to implement this position in hopes of increasing more consistent services to our families. We assigned tasks to an employee and did increase our communication, next year this will be a position that will be fully implemented and designated to this purpose.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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), including unduplicated students in State and local Priorities.

This year we were able to host two parents as partners nights.

\$2,000

Supplemental/Concentration Books/Supplies

\$2,000

Supplemental/Concentration Books/Supplies

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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), including unduplicated students in State and local Priorities.

We were able to provide Spanish translation to all of our events where we knew there would be Spanish speaking parents. We provided Spanish translation when needed for all parent/teacher conferences, IEP meetings and events. All other communication was also sent out in Spanish this year including Remind notifications, Facebook posts, notices home, Summer School and Mariachi communication. Many times these events occurred during school hours so sometimes there was no additional cost.

\$500.00

Supplemental/Concentration
Classified Salaries/Benefits

\$512

Supplemental/Concentration
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 items were implemented as planned. We had planned to take a break from PIQE this year to re-evaluate and determine what to do in the future. Based in the feedback that we received from our parents and our staff and the fact that we received a grant that identifies a need for a parent liaison, we have decided to focus our efforts on creating , filling and training a person for this position.

PIQE-PIQE was suspended for this year, no funding was allocated and no expenses were accrued.

Parent Nights-

In addition to all of our other events (Mother Son event, Family BINGO, BBQ, Father.Daughter Dance, Misoula Children's Theater, Open House, Back to School, and numerous other events we also had to events specific to parents)

January 17th- Technology

April 25th- LCAP

Translation/Interpretation- Maple provided Spanish translation to all of our events where we knew there would be Spanish speaking parents. We provided Spanish translation when needed for all parent/teacher conferences, IEP meetings and events. All other communication was also sent out in Spanish this year including Remind notifications, Facebook posts, notices home, Summer School and Mariachi communication.

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

Overall we feel that there is still significant progress to be made in meeting the needs of all of our families, however based on our parent surveys the data indicates that the actions that Maple School District is taking are making a positive impact and making positive progress toward meeting the needs of our students, our community and our parents.

Survey Questions: Parent Responses 149 Responses

1. Maple Provides a motivating, welcoming and supportive environment for all students.

98.7% Agree or Strongly Agree

2. Maple uses building space that is safe and clean.

93.3% Agree or Strongly Agree

3. Maple provides adequate security and supervision by an approved adult at all times.

92% Agree or Strongly Agree

4. Maple has effective arrival and dismissal procedures and plans for safe travel home.

95.3% Agree or Strongly Agree

5. Maple provides a healthy and nutritious lunch.

83.9% Agree or Strongly Agree

6. Maple has a positive culture that allows students to explore their own interests.

93.9% Agree or Strongly Agree

7. Maple establishes, maintains and communicates expected behaviors to students, staff and their families.

93.3% Agree or Strongly Agree

8. Maple staff applies rewards and consequences for student behavior appropriately and consistently.

89.3% Agree or Strongly Agree

9. Maple promotes a school culture of mutual respect.

97.3% Agree or Strongly Agree

10. Maple addresses the safety needs of all students.

91.3% Agree or Strongly Agree

11. Maple provides activities that reflect the mission of the school program.

95.9% Agree or Strongly Agree

12. Maple offers projects and activities that encourage students' creativity.

96.6% Agree or Strongly Agree

13. Maple offers high quality academic support, including intervention, tutoring and/or homework help.

83.9% Agree or Strongly Agree

14. Maple offers enrichment opportunities in multiple subjects (English, Math, Art, Technology and Health)

92% Agree or Strongly Agree

15. Maple establishes and follows a schedule that is known to all staff, students and their families.

96.7% Agree or Strongly Agree

16. Maple provides a range of opportunities in which students' work can be displayed for others to see.

94% Agree or Strongly Agree

17. Maple includes opportunities for students to develop responsibility and leadership.

94.6% Agree or Strongly Agree

18. Maple provides regular opportunities to be outdoors.

98.7 % Agree or Strongly Agree

While some parent comments do reflect the need for change, which we are always open to there is an overwhelming positive response to the work that our staff is doing and the experience our students are having. Some specific comments include "I love Maple School is the best I've had a very nice opportunity to bring my daughter because the teachers are very professional with a big heart I thank them for helping a lot in helping my daughter and the other students of Maple and the girls in the office are very nice. They are very educated and very good at what they do. They also like the principal because of the magnificent work she does to help us with our kids. For me it is the best I love. Thank you all for being such good teachers.", another parent said "We love this school and the wonderful community that comes along with it. Staff is amazing and children are thoughtful and kind. Looking forward to the many years we have ahead of us here!"

A couple areas that parents would like us to work on are making certain that the gate is open and the person is on duty on time at 7:45 AM each morning, some would like students to wear uniforms, some would like different food served to students and some would like the awards spread out among a larger number of students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The primary difference between what was allocated and what was spent was the change in plans that occurred through the year based on input and receiving the Full Service Community School Grant. This grant provided some much needed support for us and allowed us to really step back and

evaluate what we could do better. By looking at the big picture of services that we provide, evaluating what we have in place for all students, determining what our goals were and creating an action plan we were able to develop an integrated action plan that includes the data wise approach at gathering data, evaluating our data, developing a continuous cycle of improvement and focusing our efforts. In this process we have identified obstacles and worked hard to overcome them but this effort of collective decision making, collective goal setting and collective attempts at finding solutions will ultimately produce better results for all of our 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.

The only significant change we are making to our LCAP based on our evaluation of the rubrics is that we are initiating the position of a parent liaison and eliminating the PIQE (Parent Institute for Quality Education) that we had previously funded. We feel that providing this personal contact and the opportunity to build relationships with our community members and parents will increase our effectiveness by a greater degree than providing short term classes. Our goal is that the parents will begin to identify our liaison as a person that they can rely on to answer any questions or concerns that they have in regards to their child's education. The liaison is also part of the Full Service Community School's Grant which also provides for additional support and transitions, mental health and wellness services, physical health, nutrition and social emotional support.

We will continue to gather the data, refine our strategies and continue to evaluate our results to determine the best course of action.

Stakeholder Engagement

LCAP Year: 2019-20

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?

The Maple School District takes stakeholder engagement very seriously. There were multiple occasions for our community, staff and students to participate in our LCAP annual review and analysis.

We help stakeholder engagement meetings:

Monthly Maple Community Club Meetings (Parents, staff, and community Members:

September 10-6:00 PM

October 1-6:00 PM

November 5-6:00 PM

December 4-5:00 PM

January 7-6:00 PM

March 5-6:00 PM

April 1-6:00 PM

May 6-6:00 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 1, 3:30 PM

January 14, 3:30 PM

March 5, 3:30 PM

June 3, 3:30 PM

At each of these meetings we provide an update on our goals, our progress, our budget and our expenses.

Parents as Partners Meetings

January 17- 6:30 PM

April 25-6:30PM

At each of these meetings we provide an update on our goals, our progress, our budget and our expenses.

LCAP Informational Meetings:

March 12- 1:45 PM

March 12- 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 13, 4:30 PM

May 14, 4:30 PM

June 13, 4:30 PM

June 20, 4:30 PM

At each of these meetings we provide an update on our goals, our progress, our budget and our expenses.

New Parent Orientations: August 14, 2018, 4 PM

TK and K Registration: March 29, 8:30 AM

At each event that we hold; Back to School Night, Open House, Concerts, etc. we report on our progress and our focus to maintain our efforts to make certain we are doing the best we can every day to serve every student, every minute of every day.

We also distributed electronic and hard copy surveys in April and received 149 Parent/staff/community surveys, an increase of 28 over last year and 194 student surveys, an increase of 77 over last year.

Impact on LCAP and Annual Update

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

We continue to try to make our survey as user friendly, accessible and easily understood as possible. We saw an increase in response this year over the past years. We continue to deliver in both electronic and paper format to ensure each person has the opportunity to complete. We received 149 Parent/staff/community surveys, an increase of 28 over last year (121) and 194 student surveys, an increase of 77 over last year (117).

Most notably, our comments were related to items of concern related to construction. The students, parents and staff have had to make numerous changes this year to the processes of serving lunches, housing students, playground accessibility and arrival dismissal procedures. While this has gone remarkably smoothly considering the monumental task there have been times when changes have had to occur on short notice. Our staff has pulled together and made the best of every possible situation. While we have had a couple of parent concerns, and we take each of these very seriously the number has been quite small considering the number of changes and the magnitude of our project. We are thrilled with the support and willingness of our community to work together to help us keep our students as safe as possible and work together knowing that the minor inconveniences are all for the very worthy goal of ultimately replacing our entire campus.

We will continue to offer expanded learning services and also be able to provide additional hours and days to what was previously provided which will address many of the requests by both parents and students.

We have continued to move forward in collaboration with other districts and outside consultants to provide the best possible, research based practices when serving our students and providing support for our teachers.

The District has also made great progress with the replacement of our old buildings that were unsafe and replaced most of our classroom buildings with the last two being placed this summer. Our multi purpose building will also be replaced and we will move forward with continued improvements with regards to ensuring the best possible learning environment.

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. All of these items will be an ongoing process due to the fact that our buildings, our grounds, our campus are in a constant state of change currently and we continue to need to

be flexible and vigilant as we make changes.

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:

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

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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Priority 2a

100%
Implementation of
California Academic
and Content
Standards

Priority 2a

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).

Priority 2a

75%

Priority 2a

80%

Priority 2a

100%

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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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.

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

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
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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
Amount	\$30,000	\$30,000	\$30,000
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)

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	\$118,808

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

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

Year	2017-18	2018-19	2019-20
Amount	\$21,147	\$22,000	\$23,000
Source	Supp./Conc.	Supp./Conc.	Supp./Conc.
Budget Reference	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

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$100,000	\$100,000
Source	Fund 35	Fund 35	Fund 35
Budget Reference	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%

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%

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

<p>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.</p>	64% (2016-17)	65%	66%	67%
<p>Priority 4e EL Reclassification Rate Goal was to achieve a 1% increase in number of students reclassified annually.</p>	12% (5 students) 2016-17	13%	14%	15%
<p>Priority 4f Percentage of pupils passing AP exam</p>	N/A	N/A	N/A	N/A

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%

Priority 8
Physical Fitness
Testing 7th Grade

Aerobic Capacity
47.1%
Body Composition
55.9%
Abdominal Strength
85.3%
Trunk Extension Strength
79.4%
Upper Body Strength
82.4%
Flexibility
73.5%

Aerobic Capacity
49.1%
Body Composition
57.9%
Abdominal Strength
85.3%
Trunk Extension Strength
81.4%
Upper Body Strength
84.4%
Flexibility
75.5%

Aerobic Capacity
51.1%
Body Composition
59.9%
Abdominal Strength
85.3%
Trunk Extension Strength
83.4%
Upper Body Strength
86.4%
Flexibility
77.5%

Aerobic Capacity
53.1%
Body Composition
61.9%
Abdominal Strength
85.3%
Trunk Extension Strength
85.4%
Upper Body Strength
86.4%
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	\$122,738
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

Source	Supp./Conc.	Supp./Conc.	Supp./Conc.
Budget Reference	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
Amount	\$4,000	\$4,000	\$4,000
Source	Supp./Conc.	Supp./Conc.	Supp./Conc.
Budget Reference	\$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

Source	Supp./Conc.	Supp./Conc.	Supp./Conc.
Budget Reference	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

Year	2017-18	2018-19	2019-20
Amount	\$48,000	\$48,000	\$48,000
Source	Supp./Conc.	Supp./Conc.	Supp./Conc.
Budget Reference	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

Source	Supp./Conc.	Supp./Conc.	Supp./Conc.
Budget Reference	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

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

New

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.

Develop position to increase communication, parent involmnet opportunities, Parent liaison support and point person to help community/school partnership ensure inclusive involvement for all families wishing to be involved.

Budgeted Expenditures

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

Amount	0	\$6,000	\$6,000
Source	Supp./Conc.	Supp./Conc.	Supp./Conc.
Budget Reference	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)

Specific Student Groups, English Learners

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

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

\$ 295,994

Percentage to Increase or Improve Services

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

\$316,125

Percentage to Increase or Improve Services

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.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$283,752 Supplemental & Concentration minimum.

Percentage for increased and improved services is 12.37%.

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

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

Maple School District has a greater than 55% rate of population identified as students who are socioeconomically disadvantaged, English Language Learners or Foster Youth, therefore we have selected to provide additional support and services (Goal 1 Actions 1-6, Goal 2 Actions 1-8 and Goal 3 Actions 1-3) to our entire 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 continued to build on the foundation that we had previously created and to expand our services. We received a grant for creating a Multi-Tiered System of Support (MTSS) and have used those funds to continue to work with our 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 continuing 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 next year we are specifically assigning an employee to serve as a community liaison to make certain that we continue to provide the highest level of communication and engagement possible. We had a staff member take this on this year and she was outstanding, however she will not be returning so we will make certain to assign those duties so that this is not missed in our efforts to continue moving forward. With this, we will also increase opportunities for informal meet and greet opportunities with parents and staff and parent club.

The addition of mariachi this year has provided engagement opportunities for any students interested in learning mariachi music. This program as well as summer school has added additional 3,840 instructional minutes for up to 70 summer learning spots and 30 mariachi spots. This is in the form of a 4 week, four hour/day, four day per week summer learning program that is focused on STEM as well as mariachi.