

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Maple School District

CDS Code: 15-63610-6009732

School Year: 2021-22

LEA contact information:

Julie Boesch, EdD

Superintendent/Principal

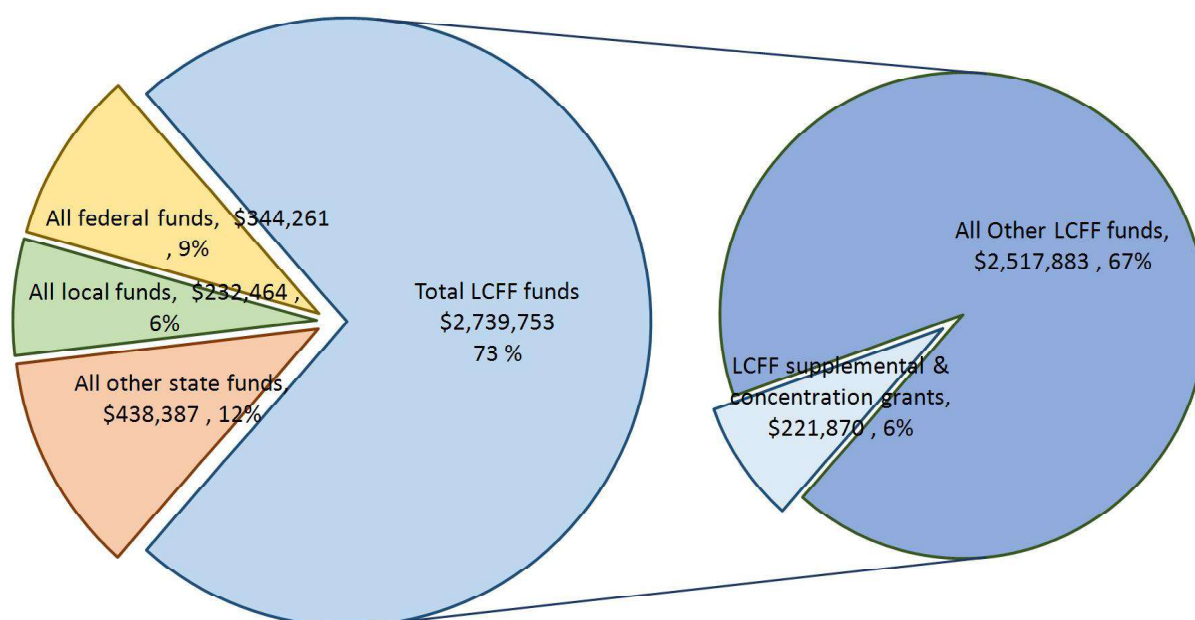
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2021-22 School Year

### Projected Revenue by Fund Source



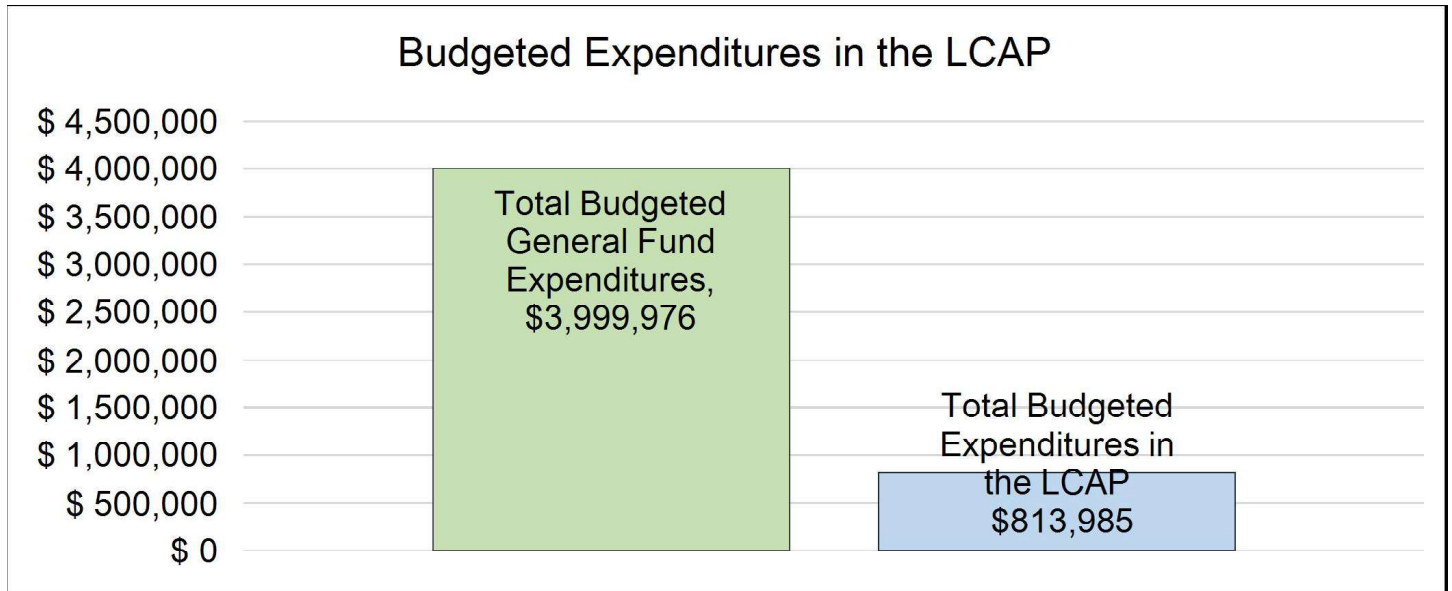
This chart shows the total general purpose revenue Maple School District expects to receive in the coming year from all sources.

The total revenue projected for Maple School District is \$3,754,865, of which \$2,739,753 is Local Control Funding Formula (LCFF), \$438,387 is other state funds, \$232,464 is local funds, and \$344,261 is federal

funds. Of the \$2,739,753 in LCFF Funds, \$221,870 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Maple School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Maple School District plans to spend \$3,999,976 for the 2021-22 school year. Of that amount, \$813,985 is tied to actions/services in the LCAP and \$3,185,991 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

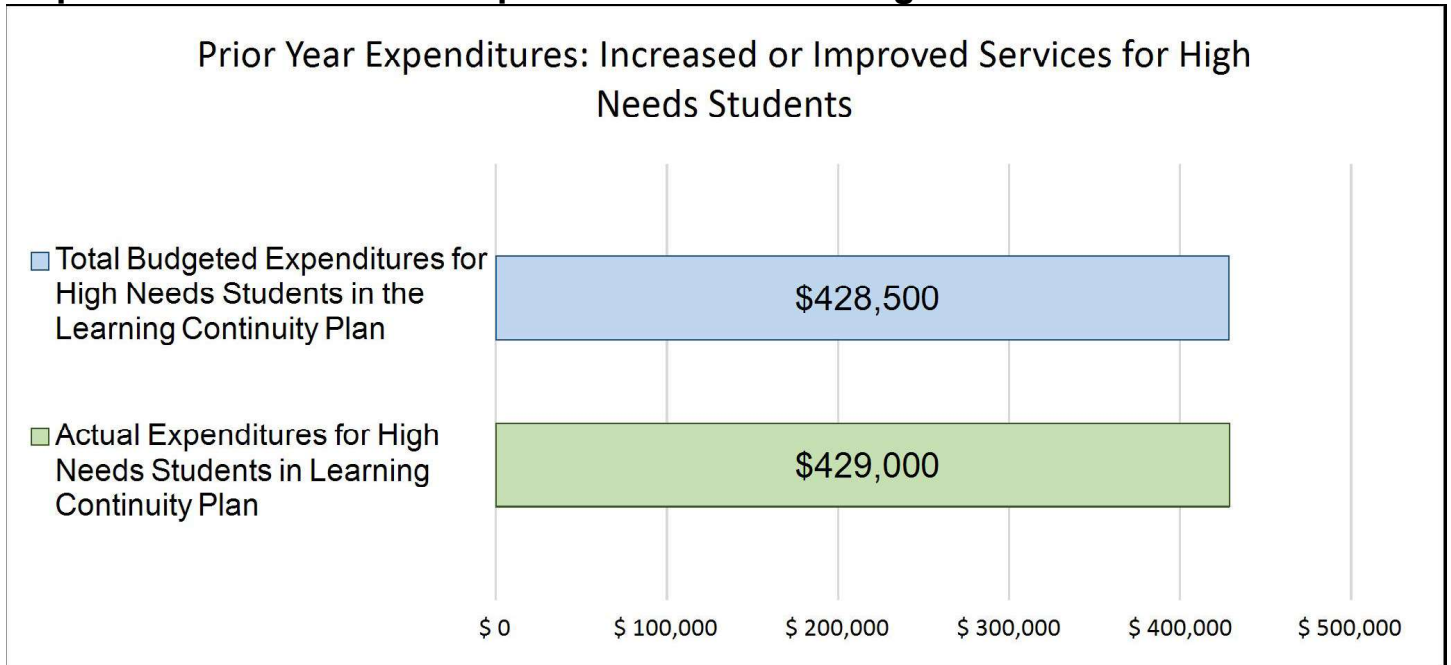
All General Fund Budget Expenditures not included in the LCAP are allocated to meet District operational needs. The General Fund budget covers Certificated personnel salaries, Classified personnel salaries, employee benefits (taxes, fees, medical/dental/vision benefits, retirement costs), books, supplies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

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Maple School District is projecting it will receive \$221,870 based on the enrollment of foster youth, English learner, and low-income students. Maple School District must describe how it intends to increase or improve services for high needs students in the LCAP. Maple School District plans to spend \$697,485 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Maple School District's Learning Continuity Plan budgeted \$428,500 for planned actions to increase or improve services for high needs students. Maple School District actually spent \$429,000 for actions to increase or improve services for high needs students in 2020-21.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Maple School District	Julie Boesch, EdD Superintendent/Principal	jboesch@mapleschool.org (661) 746-4439

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

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


State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Priority 1a 100% of Teachers appropriately assigned and fully credentialed <b>19-20</b> Priority 1a 100% <b>Baseline</b> Priority 1a 100%	Priority 1 (Basic Services)  A) 100% of teachers being appropriately assigned, teaching inside their subject area and authorized to serve EL students as evidenced by our credential audit report.
<b>Metric/Indicator</b> Priority 1b  100% Pupil access to standards-aligned textbooks  <b>19-20</b> Priority 1b  100% Pupil access to standards-aligned textbooks  <b>Baseline</b> Priority 1b	Priority 1b (Basic Services)  B) 100% of students have access to standards aligned textbooks as measured by inventory and enrollment records.

Expected	Actual
100% Pupil access to standards-aligned textbooks	
<p><b>Metric/Indicator</b> Priority 1c</p> <p>School facilities in good repair</p> <p><b>19-20</b> Priority 1c</p> <p>EXCELLENT</p> <p><b>Baseline</b> Priority 1c</p> <p>Our FIT indicates POOR conditions</p>	<p>Our facilities have been rebuilt and are in excellent repair as measured by the Facility Inspection Tool.</p> 
<p><b>Metric/Indicator</b> Priority 2a</p> <p>100%</p>	<p>Priority 2 ( Implementation of State Standards)</p> <p>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</p>

Expected	Actual
<p>Implementation of California Academic and Content Standards</p> <p><b>19-20</b> Priority 2a</p> <p>100%</p> <p><b>Baseline</b> Priority 2a</p> <p>80%</p> <p>Currently teachers spend at least 75% of their time using standards and strategies outlined in all current content standards including Common Core and Next Generation Science Standards (NGSS).</p>	<p>using curriculum aligned to these standards. This implementation is occurring 100% of the time that teachers are teaching core academic subjects.</p> <p>This includes all subject areas. 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.</p>
<p><b>Metric/Indicator</b> Priority 2b</p> <p>EL Students able to access CCSS and ELD</p> <p><b>19-20</b> Priority 2b</p> <p>100% of EL students are enrolled in a program designed to meet their needs</p> <p><b>Baseline</b> Priority 2b</p> <p>100% of EL students are enrolled in a program designed to meet their needs</p>	<p>Priority 2b ( Implementation of State Standards)</p> <p>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.</p>



Expected	Actual
<p><b>Metric/Indicator</b> Priority 7a</p> <p>Extent to which students have access to and are enrolled in a broad course of study</p> <p><b>19-20</b> Priority 7a</p> <p>100% of Students have access to and are enrolled in a broad course of study.</p> <p><b>Baseline</b> Priority 7a</p> <p>100% of Students have access to and are enrolled in a broad course of study.</p>	<p>Priority 7a (Course Access)</p> <p>A) 100% of Students have access to and are enrolled in a broad course of study designed to meet their needs.</p>
<p><b>Metric/Indicator</b> Priority 7b</p> <p>Extent to which unduplicated students have access to and are enrolled in a broad course of study</p> <p><b>19-20</b> Priority 7b</p> <p>100% of our Unduplicated students are enrolled in a program designed to meet their needs.</p> <p><b>Baseline</b> Priority 7b</p>	<p>Priority 7b (Course Access)</p> <p>B) 100% of our Unduplicated students have access to and are enrolled in a broad course of study designed to meet their needs. We've implemented more comprehensive intervention programs targeting students' specific needs and continually refining services to students.</p>

Expected	Actual
100% of our Unduplicated students are enrolled in a program designed to meet their needs.	
<b>Metric/Indicator</b> Priority 7c  Extent to which students with exceptional needs have access to and are enrolled in a broad course of study  <b>19-20</b> Priority 7c  100% of Exceptional Needs students have access to and are enrolled in a broad course of study.  <b>Baseline</b> Priority 7c  100% of Exceptional Needs students have access to and are enrolled in a broad course of study.	Priority 7c (Course Access)  C) 100% of exceptional needs students are enrolled in a broad course of study 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

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	1000-1999: Certificated Personnel Salaries Base \$4,000	Professional Development 1000-1999: Certificated Personnel Salaries Base \$5,400
Purchase Supplemental Curriculum aligned to CCSS. (Science and SS if available)	4000-4999: Books And Supplies Supplemental and Concentration \$30,000	4000-4999: Books And Supplies Supplemental and Concentration \$30,000

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Maintain Academic Coach to assist students and teachers as needed.</p> <p>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.</p>	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$118,808	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$118,808
Provide 5.5 hour classroom aides to support student learning, Intervention groups and additional EL support, Homework help before school, extended library hours	2000-2999: Classified Personnel Salaries Base \$115,000	2000-2999: Classified Personnel Salaries Base \$115,000
<p>Continue to provide 5.5 hr. support to serve as Health Aide/ Librarian and Intervention Support.</p> <p>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.</p>	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$23,000	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$23,000
Continue planning and moving toward modernization, repair or replacement of school site.	5000-5999: Services And Other Operating Expenditures Fund 35 \$100,000	5000-5999: Services And Other Operating Expenditures Fund 35 \$500,000

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Our estimated actual expenditures are mostly in line with what we had planned. In each case, we maintained the level of personnel that we had anticipated. Although there was some change in staffing we brought in subs to fill any vacancies and were able to serve the vast majority of our students virtually and in person as COVID-19 began to impact our District. We maintained our professional services and also professional development for our staff, which became even more important as we transitioned to distance Learning and then back again. We also made certain that every student, including our unduplicated students (socioeconomically disadvantaged, English Learners, and Foster Youth) received every single possible help and support.

We ended up spending more in our fund 35 to complete our facilities because we completed the project and had to pay out all retentions. Had our new facilities not been completed we would not have been able to provide a safe learning environment for all

students including well ventilated classrooms with air conditioning and heating, free of mold and water intrusion and with a fully operating fire alarm system. Our new facilities allowed us to create small cohorts of students, keep them separated and prepare and send home meals to all students as well as provide outdoor play time in small groups, without mixing their cohorts. The Pandemic also created a need for more urgent technology training that was provided for staff and teachers at a cost greater than what we had planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were able to implement all of our planned goals for the 2019-2020 school year prior to having to transition to virtual learning due to COVID-19. When COVID-19 caused the school to close we rapidly transitioned to Distance learning and provided chrome-books, Hotspots, materials and meals to all students.

Another success was that we were able to continue professional development opportunities for staff which supported them in both in-person and virtual instruction. A challenge was fill vacancies as it was difficult to find subs to maintain staffing due to the pandemic.

## 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:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Priority 4a CAASP ELA  <b>19-20</b> CAASP ELA 37%  <b>Baseline</b> CAASP ELA 25% 2015  Our goal was to increase by 3% annually.	CAASPP ELA  Due to COVID-19 The CAASPP State tested were not administered at the end of the 2019-2020 school year.  2018-2019 Results 34.2% met or exceeded standards
<b>Metric/Indicator</b> Priority 4a  CAASP Math 24% 2015  Our goal was to increase by 3% annually.  <b>19-20</b> CAASP Math  36%	Mathematics  Due to COVID-19 The CAASPP State tested were not administered at the end of the 2019-2020 school year.  2018-2019 Results 29.01% met or exceeded standards

Expected	Actual
<p><b>Baseline</b> CAASP Math</p> <p>24% 2015</p>	
<p><b>Metric/Indicator</b> SCIENCE 5th Our goal is to have</p> <p>an increase of 3% in the number of students scoring proficient or advanced annually.</p> <p><b>19-20</b> 44%</p> <p><b>Baseline</b> Baseline 30% 35% (Proficient or Advanced) 2015-16</p>	<p>Priority 4 (Pupil Achievement Required Metric)</p> <p>A) State Assessments (Goal minimum 3% Increase) 5th Grade Science</p> <p>Due to COVID-19 The CAST (California Science Test) State tested were not administered at the end of the 2019-2020 school year.</p>
<p><b>Metric/Indicator</b> Science 8th Our goal is to have</p> <p>an increase of 3% in the number of students scoring proficient or advanced annually.</p>	<p>Priority 4 (Pupil Achievement Required Metric)</p> <p>A) State Assessments (Goal minimum 3% Increase) 8th Grade Science</p> <p>Due to COVID-19 The CAST (California Science Test) State tested were not administered at the end of the 2019-2020 school year.</p>

Expected	Actual
<b>19-20</b> 45%  <b>Baseline</b> baseline 36% 29% (Proficient or Advanced) 2015-16 16-17	11.76% of students met or exceeded standards for science in 2018-19
<b>Metric/Indicator</b> Priority 4b API  <b>19-20</b> N/A  <b>Baseline</b> N/A	Priority 4 (Pupil Achievement Required Metric)  B) API N/A
<b>Metric/Indicator</b> Priority 4c Percentage of pupils completing a-g or CTE programs  <b>19-20</b> N/A  <b>Baseline</b> N/A	Priority 4 (Pupil Achievement Required Metric)  C) Students successfully completed sequences for entrance to UC, CSU, or Technical Education  N/A
<b>Metric/Indicator</b> Priority 4d Percentage of EL students making progress toward English Proficiency Goal was to achieve a 1% increase in number of students proficient or above standard annually.  <b>19-20</b> 67%  <b>Baseline</b> 64% (2016-17)	D) Progress in EL  Percentage of EL students making progress toward proficiency.  56.7% as reported on the 2019 Dashboard

Expected	Actual
<b>Metric/Indicator</b> Priority 4e EL Reclassification Rate Goal was to achieve a 1% increase in number of students reclassified annually.  <b>19-20</b> 15%  <b>Baseline</b> 12% (5 students) 2016-17	E) Reclassification Rate  3% as measured by 2019-2020 DataQuest
<b>Metric/Indicator</b> Priority 4f Percentage of pupils passing AP exam  <b>19-20</b> N/A  <b>Baseline</b> N/A	N/A
<b>Metric/Indicator</b> Priority 4g Percentage of pupils who participate in and demonstrate college preparedness on the EAP  <b>19-20</b> N/A  <b>Baseline</b> N/A	N/A
<b>Metric/Indicator</b> 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	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%



Expected	Actual
<p> Aerobic Capacity  65.8%  Body Composition  65.8%  Abdominal Strength  100%  Trunk Extension Strength  100%  Upper Body Strength  85.3%  Flexibility  71.6% </p> <p> <b>19-20</b>  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% </p> <p> <b>Baseline</b>  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% </p>	<p>Due to COVID-19 The Physical Fitness State tests were not administered at the end of the 2019-2020 school year.</p>
<p> <b>Metric/Indicator</b>  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 </p>	<p> 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 </p>

<b>Expected</b>	<b>Actual</b>
<p>students in all areas that are below 85%</p> <p>Physical Fitness Testing 7th Grade</p> <p>Aerobic Capacity</p> <p>51.1%</p> <p>Body Composition</p> <p>59.9%</p> <p>Abdominal Strength</p> <p>85.3%</p> <p>Trunk Extension Strength</p> <p>83.4%</p> <p>Upper Body Strength</p> <p>86.4%</p> <p>Flexibility</p> <p>77.5%</p>	<p>students in all areas that are below 85%</p> <p>Physical Fitness Testing 7th Grade</p> <p>Due to COVID-19 The Physical Fitness State tests were not administered at the end of the 2019-2020 school year.</p>

## **Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Purchase an additional ten Electronic Tablets to support or TK and K teachers in introducing our students to technology	4000-4999: Books And Supplies Supplemental and Concentration \$2,200	4000-4999: Books And Supplies Supplemental and Concentration - 0-
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.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$122,738	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$122,738
Continue to maintain and update Chromebooks, computer cart, and infrastructure.	4000-4999: Books And Supplies Supplemental and Concentration \$10,000	4000-4999: Books And Supplies Supplemental and Concentration \$20,500
Continue Project Lead the Way Pilot and training year for (PLTW) Engineering, Computer Science, and Environmental Sustainability.	4000-4999: Books And Supplies Supplemental and Concentration \$2,000	4000-4999: Books And Supplies Supplemental and Concentration - 0-

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration -0-
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.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,500	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,500
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.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$15,000 4000-4999: Books And Supplies Supplemental and Concentration \$3,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration -0- 2000-2999: Classified Personnel Salaries Supplemental and Concentration -0- 4000-4999: Books And Supplies Supplemental and Concentration -0-
Purchase Nextgen Math Software	4000-4999: Books And Supplies Supplemental and Concentration \$1,500	4000-4999: Books And Supplies Supplemental and Concentration \$3,465
Purchase Edom Software from Improving Education Outcomes Assessment and Data Support	4000-4999: Books And Supplies Supplemental and Concentration \$4,385.00	4000-4999: Books And Supplies Supplemental and Concentration \$1,509

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For most of the year we were able to implement our plan as expected. However, as we began to get word of COVID-19 spreading and eventually were forced to close our school our plan changed in some aspects. We continued with our Technology Specialist and our Academic Coach who also serves as a part-time Principal. We maintained our web-based services. The biggest changes occurred as we transitioned to Distance Learning. Instead of the \$12,200 we had planned to spend on devices we spent \$18,500 and instead of the \$4,000 we planned to spend on Project Lead the Way, we were able to get a grant from Chevron that covered that expense so we instead spent \$2,200 on hardware to increase connectivity on our campus. All of these actions were to make certain that all students

had a device and every possible opportunity to access the online format. Additional funds were redirected to support students, families, and staff during school closures especially to support access to distance learning with devices and connectivity.

We made certain to follow up with all students including those who comprise our unduplicated count (Socioeconomically disadvantaged, English Learners and Foster Youth). Additionally, our expanded learning funds that were planned are an extension of what we already provide through a full-Service Community school grant, and due to COVID-19 we were not able to provide our expanded program in person, on campus. However we did contact every parent and provide an opportunity for them to request services but none were interested in coming to campus at that time. The assessment software that we planned to purchased ultimately cost less than was planned, however, we will not be continuing with that program due to lack of teacher efficacy and use. The feedback from the teachers indicated that there are a number of other resources that they can use that are as efficient and effective in tracking student progress.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Maple School District was able to successfully transition to Distance Learning very quickly when necessary, however prior to that time we were making great progress toward our goals. The lack of assessment data due to the Pandemic makes it difficult to know if our actions were successful. Additionally the modified assessments in the current year will create assessment inconsistencies in the years moving forward. The Pandemic created an obstacle in implementing some of our expanded learning options, however it also provided some opportunities to increase our technology in both devices, hardware and software as well as professional training for teachers.

## 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:     Priority 3: Parental Involvement (Engagement)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Priority 3a  Efforts to seek parent input in decision making # Parents Attending MCC 80% of time  <b>19-20</b> 11  <b>Baseline</b> 5	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 10-12 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.
<b>Metric/Indicator</b> Priority 3b Participation of parents for unduplicated students  <b>19-20</b> Continue calendaring, communicating and coordinating all events for unduplicated students  <b>Baseline</b>	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 how. We have biOlingual office staff and classroom aides on campus at all times who are able to translate for parents as well as bilingual staff in the transportation department. We have increased the use of our

Expected	Actual
Continue calendaring, communicating and coordinating all events for unduplicated students	<p>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.</p> <p>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. 100% of our IEP's included parent participation by either one or both parents attending in response to personal invitation.</p>
<p><b>Metric/Indicator</b> Priority 3c Participation of parents for unduplicated students with exceptional needs.</p> <p><b>19-20</b> Personal invitations for all events including unduplicated students with exceptional needs</p> <p><b>Baseline</b> Personal invitations for allevents including unduplicated students with exceptional needs</p>	Actual Outcome: Although we were not able to host in-person events this year due to COVID we continue to have excellent participation. 100% of our students have at least one parent attend each IEP meeting. Of the events that we were able to have the parents of our special needs students participated fully (Drive thru BBQ and Socially distanced and masked Halloween parade as well as our drive-thru graduation.)
<p><b>Metric/Indicator</b> Priority 5a Attendance</p> <p><b>19-20</b> 97.2%</p> <p><b>Baseline</b> 97.2%</p>	Actual Outcome: 96.46%
<p><b>Metric/Indicator</b> Priority 5b Chronic Absenteeism</p>	<p>Actual Outcome:</p> <p>Our actual outcome was 1.4% average for all student groups which was maintained with a .1% change from the previous year,</p>

Expected	Actual
<p><b>19-20</b> .43%</p> <p><b>Baseline</b> 1.03%</p>	<p>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.</p>
<p><b>Metric/Indicator</b> Priority 5c Middle School Dropout Rate</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> 0%</p>	<p>N/A</p>
<p><b>Metric/Indicator</b> Priority 5d High School Dropout Rate</p> <p><b>19-20</b> N/A</p> <p><b>Baseline</b> N/A</p>	<p>N/A</p>
<p><b>Metric/Indicator</b> Priority 5e High School Graduation Rate</p> <p><b>19-20</b> N/A</p> <p><b>Baseline</b> N/A</p>	<p>N/A</p>
<p><b>Metric/Indicator</b> Priority 6a</p>	<p>Priority 6 (School Climate Metrics)</p>

Expected	Actual
<p>Pupil suspension Rate</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> 0%</p>	<p>Metric A. Suspension Rate</p> <p>Actual Outcome: 0%</p>
<p><b>Metric/Indicator</b> Priority 6b Pupil Expulsion Rate</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> 0%</p>	<p>B) Expulsion Rate</p> <p>Actual Outcome: 0%</p>
<p><b>Metric/Indicator</b> Priority 6c School connectedness Pupil Survey 4th-8th grade students Agree</p> <p><b>19-20</b> 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) 49.7% Provides opportunities for all students including gifted and talented 84.1%</p>	<p>C) Survey Goal: Increase student positive response related to safety and connectedness by 2%</p> <p>** 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</p> <p>1. I understand and follow the school's expectations and rules: 93.3% Agree or Strongly Agree</p> <p>2.I am rewarded or acknowledged for appropriate behavior in school. 79.9% Agree or Strongly Agree</p> <p>3. I feel comfortable with what I am learning in school.</p>



Expected	Actual
<p>Common Core standards are being taught 86.1% Teacher and Principal talk about how school will teach CCSS 81.4%</p> <p><b>Baseline</b> 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) 49.7% 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%</p>	<p>89.6% Agree or Strongly Agree</p> <p>4. The teachers make learning meaningful, we know what is expected of us. 92.3% Agree or Strongly Agree</p> <p>5. The school provides activities in addition to our classroom learning. 91.2% Agree or Strongly Agree</p> <p>6. My school has a plan for working with students who do not follow the school's expectations. 76.3% Agree or Strongly Agree</p> <p>7. In general, the environment in school is positive and safe. 88.5% Agree or Strongly Agree</p> <p>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</p> <p>9. Staff members are friendly and helpful. 89.7% Agree or Strongly Agree</p>

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

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Develop position to increase communication, parent involvement opportunities, Parent liaison support and point person to help community/school partnership ensure inclusive involvement for all families wishing to be involved.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$13,395
<p>Create targeted academic education nights for the parents to help reinforce foundational skills.</p> <p>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.</p>	4000-4999: Books And Supplies Supplemental and Concentration \$2,000	4000-4999: Books And Supplies Supplemental and Concentration \$2,000
<p>Provide Spanish translation at informational events/meetings.</p> <p>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.</p>	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$500.00	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$500

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Maple was able to successfully hire and retain a parent Liaison in the 2019-2020 school year. This liaison was invaluable to us as we transitioned to Distance Learning and had to have constant contact with our parents including our parents of unduplicated pupils. We had previously allocated less to this position because it was partially grant funded, however in this budget year it was necessary for the district to pick up the total cost of this position. We were also able to host parent nights as well as provide the planned translation and interpretation services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Maple students attended school until we were forced to close our campus on March 17, 2020. Therefore we were able to host the planned parent events as well as transition to hosting our parents via ZOOM when that became necessary. We did incur an additional cost, due to having to purchase a license to host large meetings but we were able to host parent informational meetings in both English and Spanish several times to provide updates and information for all of our families. Our bilingual attendance clerk made personal phone calls to ensure that our unduplicated student's parents were well aware of these events as well. Continuing to provide supports to parents during school closures was a success as it was more important than ever to provide strong levels of home-to-school communication. The main challenge in implementing this goal was in having to quickly adjust to the shift from in-person events to virtual, including technical difficulties for families.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In crease options for Social Distancing by separating our students into cohort groups of 15 with the lease of additional learning space necessary to accomplish this at every grade level (Two portable classroom buildings)	\$38,098.08 Year one	\$33,550	No
Increase ability to social distance by purchasing additional flexible seating options for cafeteria and outdoors	\$35,000 est.	\$36,500	No
Hire two additional Long-Term subs to increase instruction to our 7th and 8th grade students	\$80,000	\$93,800	No
Laptops for teachers for higher quality delivery of Distance Learning	\$13,768.99	\$14,110	No
Upgraded ZOOM Plan	\$199.00	\$199	No
Desk Barriers for each student desk	\$6,960.00	\$6,960	No
Additional Student computers (50)	\$6,599.50	\$6,600	No
Face masks for staff and students	\$2,371.00	\$2,000	No
Additional disposable masks	\$747.00	\$725	No
Hand sanitation dispensers and supplies (estimated costs)	\$1,500.00	\$1,500	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We actually needed additional staff to serve our students in small groups once we were able to return to campus so not only did we hire long-term subs for 7th and 8th grade but also first grade for a portion of the year. This created a cost difference between our planned expenditure and our actual expenditure of a \$13,800 increase.

## **Analysis of In-Person Instructional Offerings**

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

There were many successes and challenges of offering in-person instruction in the 2020-2021 school year. When we originally proposed bringing our students back in the summer almost 50% of our parents indicated that they would have their students remain in distance-learning. By October this had decreased to about 30% who opted for distance-learning and 70% returning to campus. We had many opportunities to allow parents to bring their students back on campus and by the end of Spring Break we were up to (3% on campus and 7% remaining in distance learning. By the end of the year a full 98% of our students were back to in-person instruction.

Our teachers were tasked with teaching in person, also teaching remotely to a cohort group of students that was in another location on campus and they teaching the students who remained at home. This was a great stretch for some, but we can proudly say that they rose to this challenge and successfully did this!

Our greatest challenge involved our limited staffing, we just simply did not have enough staff due to various isolation and quarantine requirements to allow students to remain on campus all day, with congregate food service and available supervision while allowing staff to take required breaks and lunches. Therefore we remained in a hybrid model with students attending from 8:15-11:45 in-person, receiving their lunch as they left campus and reconnecting virtually in the afternoons.

Our other greatest challenge was the fact that we had two new students who never entered campus. Although there were several home visits and outreach efforts as well as a teacher willing to go out and provide academic support, these students have still not returned to campus. Another challenge was that we had a family move and after months of providing support, offering in-person instruction, offering transportation, making home visits and phone calls daily we finally found out that they had moved without notifying us and had actually began attending virtually in another district. These are just a few of the challenges that created difficulties in offering services during the pandemic.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased 50 additional Chromebooks	\$6,599.50	\$6,599.50	No
Hire two additional Long-Term subs to increase instruction to our 7th and 8th grade students (also reported under in-person Instruction)	\$80,000	\$93,800	No
Laptops for teachers for higher quality delivery of Distance Learning (also reported under in-person Instruction)	\$13,768.99	\$14,110	No
Upgraded ZOOM Plan	\$199	\$199	No
CANVAS Contract	\$5,000	\$5,000	Yes
Hot Spots and data plan for students (48) estimated cost	\$15,000	\$15,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There are a couple of items that show up here both in the in-person learning section and in the distance-learning sections because this cost could be attribute to both of them. The additional computers and teaching support as well as the upgrade ZOOM plan were necessary for both situations. The upgraded ZOOM was purchased specifically to be able to maximize the number of participants we could host at our parent informational meetings. The only other major difference as mentioned before was the cost of our additional staff to support our students online as well as in-person once they returned to campus. One action that we did not actually accomplish was a transition to the CANVAS Learning Management System. Our teachers worked hard to learn multiple applications to use for students engagement as well as their communication applications and Google Classroom. They felt like it was just too much to take on ANOTHER new thing so we chose to not make it a priority at this time. We feel that we can offer quality work that is equally as accessible and user friendly.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

When we had to transition to virtual or distance learning we were able to make the transition very quickly and facilitate supply distribution dates for our parents to come by and get all of the supplies the students would need to set up their own learning space. Our parents were extremely supportive and willing to do whatever it took. There were several times when there were technical difficulties and this presented a challenge in maintaining continuity of instruction. A success was that our Technology Specialist was able to provide 1:1 support for our parents and students. We were able to post short videos to help them trouble shoot situations and provide another device if that was ever needed. We secured Hotspots and additional devices through procurement at the county office and some corporate donors. We were able to secure a grant from the Wonderful Company to purchase additional seating and cafeteria tables that are convertible and can be spaced in order to follow all health and safety guidelines. Very early on we brought our Special Needs students back to campus in a small group so that they could receive in-person services as providing services virtually was a challenge. We were able to conduct all IEP and parent meetings virtually. We hosted parent nights and posted frequent communication so that our parents remained informed of the ever-changing regulations.

Our staff participated and multiple professional development opportunities that were offered at the county as well as some individual trainings that we offered with the help of consultants. The teacher leaders were also available to help support those in need of additional support. 100% of the staff attended these trainings including classified staff members.

Classified staff member roles changed because every single available person on campus had to be available to support a small cohort of students in their learning group. Our staff was exceptional at taking on the challenges and being willing to do whatever it took to serve our students.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased student learning time offered by Expanded Learning Program in collaboration with the Boys and Girls Club and local staff (English Learners and Socio-economically disadvantages students are given priority registration for this program)	\$45,000	\$45,500	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between what we planned to do or our budget expenditures. We were able to accomplish what we had planned within our planned budget.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Our successes included our agility to get our students back on campus and participating regularly with their peers. Our parents indicated that the most important aspect of returning to campus was for their students to have interaction with their peers, access to their teachers and access to all of the resources that we provide for them including lunch and Social Emotional support. We have worked to gather data and feel the the students most in need of intensive reading intervention are our students who missed the end of their kindergarten year and the beginning of their first grade year. We will be providing additional extra support to this group in particular in the coming year.



## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

During the 2020-2021 school year we were able to provide our students with a great deal of extra Social Emotional Learning support. Through grant funding from a full-service community school grant we were provided with a Social Worker two days a week. Through our School Psychologist we were able to have interns serve our students in addition to our School Psychologist at a minimum of three days/week each week. This allowed us to provide much needed support in the form of training for our teachers, multiple parent information nights for our parents and several intervention measures that were needed for our students.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The obvious challenges were the necessity to maintain all health restrictions which limited any visitors to campus, eliminated congregate gatherings on campus and significantly reduced opportunities for our parents to be involved. The successes were our parents' unwavering support of the school and their children. They were willing to comply with any mandate and requirement in order to have their children attend school in person.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Our initial challenges with providing nutrition services where our location. We are located in a small, rural community and families were able to access services closer to home in our neighboring districts. There was a short time when we didn't have any families arriving to pick up meals. Once we returned to school we were able to provide every student meals under the seamless summer provision and this was a huge benefit to our families.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	We also use our Principal/Academic coach to provide additional teacher support, set up training, check into virtual classrooms, meet with students and field numerous calls from parents.	128,500	128,500	Yes
Distance Learning Program	Our Ed Tech Specialist has been especially helpful and effective in providing real time tech support for all staff, students, teachers and parents	120,000	120,000	Yes
Distance Learning Program	Our instructional aides are also working to hold one-to-one meetings with students who are struggling. Aides host break-out rooms, intervention and conducting frequent communication and check ins with parents and children	100,000	100,000	Yes
Distance Learning Program	The Canvas Learning Management System was purchased to support the learning needs of unduplicated students through the use of embedded accessibility tools, including Immersive Reader, translating options, and text-to-speech	5,000	5,000	Yes
Distance Learning Program	We have had to continue to increase our use of Hotspots and connectivity via data purchases as Distance Learning has continued. We anticipate this remaining a cost considering several families (predominantly SEL and EL) have indicated via survey that they will choose to remain on Distance Learning.	10,000	10,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

We did not have any substantive differences between our planned actions and budgeted expenditures for additional plan requirements that were implemented and spent on actions.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

From our development and implementation of our in-person and distance learning plan we have learned that we can and will do all that is required to serve our students. Staff quickly mobilized to address the needs of students and being a small community, we continue to take opportunities to improve systems. We know that additional supports will be needed to address student achievement and engagement moving forward but we are committed to this challenge.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will continue to be assessed and addressed in our 2021-2024 LCAP plan. We have created new positions to provide additional support in the areas of reading and loss of progress in the area of reading and writing in the upper grades as well as our youngest learners. We have also identified the need for additional Social Emotional support and have added a position to do that. We have also identified that our EL and socioeconomically disadvantaged students continue to have a gap in their performance in relation to their peers and we will continue to address those needs with varied and intensive support.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

We did not have any substantive differences between our planned actions and budgeted expenditures for additional plan requirements that were implemented and spent on actions. Being in a small rural district of very limited means requires that we make a plan and stick to our plan. We do this to the greatest extent possible making certain to provide additional support and services to our students most in need of this support.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Overall there have been many successes that we are able to celebrate, but also several areas of growth that we must continue to address. Based on the analysis of our previous LCAP we believe the continuation of our goals and actions with additional support will continue to support our students in moving forward. Our data indicates that our students had been steadily progressing toward our goals. With the impact of COVID-19 and our transition to Distance Learning and then back to in-person learning we experienced some potential for learning loss among our youngest students. Our assessments of their current reading readiness and progress indicates that we will need to provide extra supports to all of our first graders and particularly our English Learners and socioeconomically disadvantaged students. We will also be providing additional support and an increased course selection for our 7th and 8th graders and they prepare to enter high school. We have learned a great deal about the resilience of our families, their support and respect of our teachers and our teachers overwhelming desire to continue to serve their students regardless of the circumstances. Our Board, our community and our teachers and students embraced these challenging times and continued to grow and support one another. The foundation that was put in place in the previous plans have been built upon and will be continued as we move into the future and implement our 2021-2024 plan, Goals and actions. We feel that it is vital to create systems of support and improvement as opposed to making random acts of improvement on unproven practices.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.





## Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	595,631.00	961,815.00
Base	119,000.00	120,400.00
Fund 35	100,000.00	500,000.00
Supplemental and Concentration	376,631.00	341,415.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	595,631.00	961,815.00
1000-1999: Certificated Personnel Salaries	277,546.00	246,946.00
2000-2999: Classified Personnel Salaries	153,500.00	138,500.00
4000-4999: Books And Supplies	55,085.00	57,474.00
5000-5999: Services And Other Operating Expenditures	109,500.00	518,895.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	595,631.00	961,815.00
1000-1999: Certificated Personnel Salaries	Base	4,000.00	5,400.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	273,546.00	241,546.00
2000-2999: Classified Personnel Salaries	Base	115,000.00	115,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	38,500.00	23,500.00
4000-4999: Books And Supplies	Supplemental and Concentration	55,085.00	57,474.00
5000-5999: Services And Other Operating Expenditures	Fund 35	100,000.00	500,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	9,500.00	18,895.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	390,808.00	792,208.00
Goal 2	196,323.00	153,712.00
Goal 3	8,500.00	15,895.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$112,145.49	\$195,944.00
Distance Learning Program	\$120,567.49	\$134,708.50
Pupil Learning Loss	\$45,000.00	\$45,500.00
Additional Actions and Plan Requirements	\$363,500.00	\$363,500.00
All Expenditures in Learning Continuity and Attendance Plan	\$641,212.98	\$739,652.50

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$112,145.49	\$195,944.00
Distance Learning Program	\$100,567.49	\$114,708.50
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$212,712.98	\$310,652.50

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$20,000.00	\$20,000.00
Pupil Learning Loss	\$45,000.00	\$45,500.00
Additional Actions and Plan Requirements	\$363,500.00	\$363,500.00
All Expenditures in Learning Continuity and Attendance Plan	\$428,500.00	\$429,000.00

# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Maple School District	Julie Boesch, EdD Superintendent/Principal	jboesch@mapleschool.org (661) 746-4439

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Maple School district is a single-school District located in Kern County between the two farming communities of Shafter and Wasco. Maple was established in 1910 and has been an integral part of this community since the beginning. The District serves students in grades TK (Transitional Kindergarten) to 8th grade. When our students leave Maple the majority attend high school at either Wasco High School or Shafter High School, which is in the Kern High School district. The families of Maple come from very diverse backgrounds, many are long time farmers and many work in education, agriculture or other farming trades. We are located in the heart of the San Joaquin Valley and our families are committed to serving their students and their community. They are extremely supportive of the school and stay very actively engaged. As of July 1, 2021 Maple School district currently has one union which is CTA or California Teacher's Association representing their teachers. The entire teaching staff is involved in reviewing, developing and implementing our plan. We share our goals growth and progress at staff meetings (monthly), parent meetings (quarterly), Board meetings (bi-annually) and New family orientation (annually).

Our Mission: "Create an environment that encourages growth on every level, for every student, every day!"

Vision:

Maple will promote our vision with:

Moral Conviction

Appreciating our diversity

Preserving the Community

Love of Learning modeled and supported

Equipping our students to Thrive

Student Enrollment in percentage of total enrollment by Groups from the 2020-2021 Data Quest:

Total Enrollment 288

Black or African American -2

American Indian or Alaska Native -2

Asian - 0

Filipino - 0

Hispanic or Latino - 195

Native Hawaiian or Pacific Islander - 0

White - 85

Two or More Races - 0

2020 California Dashboard Data

Total enrollment 294

Socioeconomically Disadvantaged - 164/55.8%

English Learners- 29/9.9%

Homeless- 1/0.3%

Foster Youth - 0

Students with Disabilities- 22/7.5%

Race/Ethnicity- Total/Percentage

American Indian- 2/0.7%

White- 87/29.6%

Hispanic- 204/69.4%



## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

As a district, we have reviewed the areas of success and local data. We experienced positive progress in many areas despite the COVID-19 pandemic. In fact, some of our successes have been brought into sharper focus BECAUSE of the pandemic.

Our first area of progress is our 1:1 student to device ratio and the ability to access all educational offerings virtually. Shortly after the District was shut down due to COVID-19. Our teachers quickly adjusted and quickly participated in multiple professional development courses offered by our County Office in the use of CANVAS, GOOGLE Classroom, Flipgrid, Screencastify, Seesaw, and a wide range of other virtual learning options for students and staff.

I feel like this message written for the yearbook highlights our story of how we have embraced the circumstances and made the most of the situation. Believe it or not, after an entire year we are still working to move past this global pandemic. On March 17 of 2020 our students attended their last day on campus and we quickly pivoted to distance learning, which consisted of packets of work initially and quickly became Chromebooks, Hotspots, supplies, and distribution dates. Our students, parents, and staff did an amazing job of working together to serve our students. We learned, we grew, we remained positive and we endured! ...Because that's what Mustangs Do!

In October we were thrilled to begin welcoming our students back and although we have had to sanitize often, wear masks, and social distance our students, staff, and parents have worked together to ensure the safest possible environment.

As we continue to move forward we will be forever changed, as our student council members have stated: we have learned to “never give up”, we have learned to “push through the hard parts”, we have learned to “appreciate our families”, we have learned to “value our freedom and our ability to make choices”, we have grown. We have also learned that “change is MORE than OK”, it can be a catalyst for flourishing, blooming, and THRIVING!

To our 8th graders- Go out into the world and become the change agents you were meant to be!!  
Treasure the moments!! Growing together and looking forward to continuing this work in the future!

Our second area of progress is staffing. We continue to have 100% highly qualified teachers on staff and have even been able to add additional support for our students. In order to respond appropriately and follow all safety protocols, it was necessary for us to hire additional support. By using every one of our staff as well as hiring four long-term substitute/student teachers we were able to create smaller class sizes to address the needs of our learners more efficiently and effectively. We completed our entire year with each class split into two cohorts (learning groups) and create alternate classroom spaces for them around campus (learning spaces) in order to maintain the required level of social distancing. This was so successful, that we have added additional staff moving forward in order to increase our time with students as well as quality of instruction. In addition, related to staffing, we were able to continue with our much-needed addition of our Academic Coach/Principal and our Technology Specialist. These have been a priority and remain a priority as they both offer invaluable support to our teachers and students in the form of hands-on support, technology support, Professional Development, and mentorship and modeling excellent teaching.

Our third area of success was our facilities. After working years to seek funding we were able to demolish and fully complete the rebuild of our campus. Without our new campus, we would not have been able to bring our students back. We replaced sixty-year-old buildings with

new one, swamp coolers with air conditioners, mold-infested walls and ceilings with brand new ones, limited airflow with new HVAC, open classrooms, and new ventilation.

Based on our most recent data collection of our STAR Math inventory our students continue to make progress in Math.

Grade Level	Number of students proficient	Number of students assessed	% proficient
5th Grade	10	28	36%
8th Grade	18	32	56%
3rd-8th Grade	80	177	45%

We have also been able to provide additional School Psychologist services as well as additional Social worker services for our students during these very difficult times. Through our Full-Service Community school partnership with three additional districts we are able to have a Social worker two full days a week and through a partnership with the University we were able to have Psych interns all year. This proved beneficial beyond our expectations as we had numerous referrals. There were more than 20 referrals submitted to our Social Worker and she made contact with all of the referred students/families. She was able to communicate often, perform home visits and set up action plans for each of these students to provide strategies for managing their various needs.

Additionally, we have continued to work to increase security on our campus. We have installed and activated Raptor screening process which immediately accesses predator databases to ensure the safety of our students. We have also installed a new marquee which increases our already very robust avenues of communication with our parents and community. We use Remind (one-way communication via text messages), our website, emails, Aeries (Student Information System), Parent Club Facebook page, Instagram, and various classroom apps (Class DoJo, Remind, Bloomz).

We are definitely most proud of our work to rebuild our facilities to provide and safe place to serve our students. We are also extremely proud of the culture that we have been working to build to make our students and their families all feel welcome on our campus. We have been working on this for several years. we believe that our lack of suspensions and expulsions and our typical attendance rate and low chronic absenteeism rate in a typical year indicate that we have been successful.

With the help of our Parent Liaison, we will continue to engage our parents on multiple platforms and expand as needed. With the continued efforts of our Ed Tech specialist, we will continue to support our 1:1 (student to device) initiative as well as providing much-needed support for parents and students. With continued use of our Academic Coach/Principal position, we plan to increase our targeted reading intervention

as well as increase our services to our ELLs (English Language Learners). With the support of our Foundation (The Tradition of Excellence Foundation) and community donations, we plan to continue to increase the quality of our school grounds by improving our green spaces and planting additional trees. We have also hired our own School Psychologist and Speech Pathologist so that we can be certain that they are available when our students need them as well as working in partnership with other District and community organizations to increase services to support our students Social-Emotional Health and Special Needs.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our area of greatest need based on all available data and our communication with students, staff, community members and our Board is the increase in our Chronic absenteeism rate over this past year. We worked diligently to stay in constant communication with our families and our students. However, the difficulties of COVID-19 were felt by all.

A comparison of the data indicates that our Cumulative enrollment 2018-2019 year, which is the most recent data available in Dataquest data report, was 300, with 298 eligible enrollment counted towards Chronic Absenteeism rate, the number of students who were Chronically absent was 4, or 1.3%.

Our 2020-2021 CalPads report that was submitted May 16, 2021 for the Academic year 2020-2021 indicated that our cumulative enrollment was 291, with 291 students counting toward our Chronic absenteeism rate, with 13 students that had  $\geq 10\%$  or 1.37% of students. This would indicate an increase of 5.6% more students becoming Chronically absent. The majority of our Chronically absent students were students who had extenuating circumstances related to COVID-19. They were not identified as Socioeconomically Disadvantages, Foster Youth or English Learners.

This past year as we all dealt with the pandemic there were many factors that contributed to our absenteeism rate. Many families struggled as we faced positive COVID-19 cases, quarantines, and isolations in the event of exposure and ill family members, and even deaths. Addressing the needs of our students and our families remains a top priority. We reached out each day to ensure that our students had connectivity and access to academic instruction. However, there were days when it was just too much for our families and some chose to disengage for a period of time. We addressed this by assigning our Social Worker to them as well as our attendance clerk, we made daily calls, sent emails, and even home visits to make certain each of our students had the opportunity to remain engaged. We will continue this

into the future. We anticipate with schools now reopening, vaccinations available and many people feeling safer that the Chronic absenteeism rate will once again improve. We will continue to track it and remain proactive.

In regards to academic needs, 2019 Dashboard data indicates achievement gaps for English Learners (ELs) and Socio-economically Disadvantaged (SED) . In ELA- "All" students were yellow and 32.3pts below standard while ELs were orange and 71.1 pts below standard. SED was also yellow but a whole 20 pts below "all" students at 53.9 pts below standard.

In Math, "All" students were orange and were 46 points below standard. ELS were almost double that 87.5 pts below standards and SED were 73.3 below standard and had decline 6.8 points.

Achievement gaps also exist in the area of suspension with "All" at the green and SED were at yellow and ELs were two colors behind at orange and had seen a 3% increase in suspension rate.

This indicates a need to continue to provide additional supports and services to meet the need of unduplicated pupils in order to close these existing gaps. That support will be provided through staff professional development to better meet their academic needs, intervention supports, ensuring equitable access to technology, increasing parent participation, and providing social-emotional learning supports.

Another student group that has an identified need is Students with Disabilities. Based on 2019 CAASPP data there continues to be a great disparity between where our Special Education Students perform in relation to all other students with them performing 117.9 pts below standard and ELA and 137.8 pts below standard in Math. They will continue to be supported and provided services to meet their unique learning needs.

Given this data, it is important to note that the Performance Trend Reports related to both Math and Language Arts indicate that at most grade levels the difference between where the Hispanic subgroup performs and the students identified as White, is declining in the majority of grades with third and fourth grades reducing their gap by nearly 10 points since 2015, while seventh and eighth-grade students' score gap has remained fairly steady within 1-3 points. One very interesting finding here is that our Reclassified English Learners are generally outperforming the peers as compared to our English Only scores in both Language Arts and Math. Beginning from third to sixth grade the Reclassified students are scoring higher, however, the difference begins to diminish in sixth grade, and by seventh and eighth grade they are performing at almost the exact same level as their English Only peers.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Maple School district continues to have three specific goals that focus on the three areas of the State's 8 Priorities: Conditions of Learning, Pupil Outcomes and Engagement. Each goal has specific actions that have been created in collaboration with our stakeholder groups. The goals have been agreed upon by stakeholders and identified as the most important items to focus on moving forward. We will continue to meet, communicate and collaborate with stakeholder groups as we implement this plan and continue to track progress in the coming years.

## Goals

Goal 1. Maple School will provide high-quality instruction in a safe, secure, child-centered environment by providing highly qualified staff and ensuring access to standards-aligned materials and supports.

Addresses Conditions of Learning which includes implementation of common core and ELD standards, maintaining highly qualified staff, providing access to technology for students and staff, increasing course of study and maintaining facilities in good repair.

Goal 2. Maple School will provide a rigorous and engaging learning experience that will maximize each student's potential leading to academic growth in the areas of Math and English Language Arts resulting in higher levels of achievement on state assessments.

Addresses pupil outcomes which includes positive teacher interactions with students, increasing support services for students, meeting the needs of our English Learners, and improving our formative and benchmark assessments.

Goal 3. Maple School will increased engagement by partnering with students, staff, and the community to ensure that all student's academic and social-emotional needs are met.

Addresses Engagement which includes increased opportunities for parents to be involved and participate, more opportunities for student engagement and participation, and provide a culture where students can thrive.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

According to the most recent information available on the CDE website Maple school District does not have a school site identified for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act.

15636106009732 Maple Elementary Maple Elementary Kern Yes General Assistance General Assistance NOEXIT 2019

## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

According to the most recent information available on the CDE website Maple school District does not have a school site identified for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act.

15636106009732 Maple Elementary Maple Elementary Kern Yes General Assistance General Assistance NOEXIT 2019

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

According to the most recent information available on the CDE website Maple school District does not have a school site identified for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act.

15636106009732 Maple Elementary Maple Elementary Kern Yes General Assistance General Assistance NOEXIT 2019

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

## General Process:

Throughout the year of COVID-19 closure and distance learning along with safety protocols in place, it was more challenging to meet parents face-to-face and listen to their concerns. Our stakeholders were provided with updates and given the opportunity to ask questions and obtain responses via ZOOM meetings. These meetings occurred over the year in the form of Parent Information Nights, mail, and email as well as multiple postings and information provided via our parent club Facebook page and our Remind App. We also conducted a survey of parents, staff, and students. The Board meets the second Tuesday of every month and the Parent club (MCC) meets the first Monday of every month. Each of those meetings consisted of staff members, parents, community members, and Administration. On May 21, 2021, we met with our local SELPA Director and participated in an hour-long consultation regarding our LCAP. All teachers, teachers union, School Principal and Superintendent as well as all classified staff members participated in LCAP update meetings and our survey. We currently do not have a classified union. All parents, staff, and community members are invited to our Board meetings as well as our Parent Club meetings. We do not have a separate ELAC or DELAC committee, they have agreed to be represented by our parent group since they choose to contribute to the representation of providing services for all students equitably. The Maple teachers work together as a group and are also represented at each of the Parent Club meetings by a minimum of one representative who is the group Secretary who takes all of the notes and records the minutes. The teachers also have access to the Parent Club at all times and all work collaboratively to serve Maple students.

As we discussed our LCAP Goals and reported on our current circumstances it was agreed that our focus was, and remains aligned to our Mission and Vision:

Our Mission: "Create an environment that encourages growth on every level, for every student, every day!"

Vision:

Maple will promote our vision with:

Moral Conviction

Appreciating our diversity

Preserving the Community

Love of Learning modeled and supported

Equipping our students to Thrive

A summary of the feedback provided by specific stakeholder groups.

This year our number of interactions with parents and the community looked different in the past. However at our numerous supply distribution dates, our drive through BBQ, our Board meetings, our Parent ZOOM meetings in English and Spanish, and our Maple Community Club meetings via ZOOM we were able to collect some great feedback and data that assisted us in developing our new goals and taking action steps to achieve those goals. Our Board as well as our Parent Club meet regularly. The Board meets the second Tuesday of every month and the Parent club (MCC) meets the first Monday of every month. Each of those meetings consist of staff members, parents, community members and Administration.

Numerous surveys were launched this year to help us gather information, identify and address needs and to receive feedback. The results of our most recent and comprehensive survey below indicate that there is an identified need to change our school lunch program if possible and to strengthen our clarify our expectations, increase positive behavior responses and offer supports.

Based on the surveys received 115 Parent/staff member responses:

1. My Role at Maple:

Grandparents: 2  
Parents: 83  
Parents (Spanish): 3  
Staff: 27

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

% of Responses English	% of Responses Spanish
Strongly Agree:	58.9% 66.7%
Agree:	40.2% 33.3%
Disagree:	.09%
Strongly disagree:	
I am unaware or I do not know:	

3. Maple Uses building space that is safe and clean:

% of Responses English	% of Responses Spanish
Strongly Agree:	65.2% 100%
Agree:	31.3%
Disagree:	.09%



Strongly disagree:  
I am unaware or I do not know: 2.7%

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

% of Responses English	% of Responses Spanish
Strongly Agree:	54.5%
Agree:	38.4%
Disagree:	.18%
Strongly disagree:	
I am unaware or I do not know:	5.4%

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

% of Responses English	% of Responses Spanish
Strongly Agree:	57.1%
Agree:	37.5%
Disagree:	4.5%
Strongly disagree:	
I am unaware or I do not know:	.09%

6. Maple provides healthy and nutritious lunch:

% of Responses English	% of Responses Spanish
Strongly Agree:	33%
Agree:	37.5%
Disagree:	12.5%
Strongly disagree:	6.3%
I am unaware or I do not know:	10.7%

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

% of Responses English	% of Responses Spanish
Strongly Agree:	45.5%
Agree:	42.9%
Disagree:	2.7%
Strongly disagree:	
I am unaware or I do not know:	8.9%

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

% of Responses English	% of Responses Spanish
Strongly Agree:	47.3%
Agree:	44.6%
Disagree:	7.1%
Strongly disagree:	.09%
I am unaware or I do not know:	

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

% of Responses English	% of Responses Spanish
Strongly Agree:	34.8%
Agree:	44.6%
Disagree:	10.7%
Strongly disagree:	1.8%
I am unaware or I do not know:	8%

10. Maple promotes a culture of mutual respect:

% of Responses English	% of Responses Spanish
Strongly Agree:	50%
Agree:	41.1%
Disagree:	2.7%
Strongly disagree:	
I am unaware or I do not know:	6.3%

11. Maple addresses the safety needs of students:

% of Responses English	% of Responses Spanish
Strongly Agree:	51.8%
Agree:	36.6%
Disagree:	5.4%
Strongly disagree:	
I am unaware or I do not know:	6.3%

12. Maple provides activities that reflect the mission of the school program:

% of Responses English	% of Responses Spanish
Strongly Agree:	50% 100%
Agree:	39.3%
Disagree:	2.7%
Strongly disagree:	
I am unaware or I do not know:	8%

13. Maple offers projects and activities that encourage students' creativity:

% of Responses English	% of Responses Spanish
Strongly Agree:	48.8% 100%
Agree:	43.8%
Disagree:	1.8%
Strongly disagree:	
I am unaware or I do not know:	6.3%

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

% of Responses English	% of Responses Spanish
Strongly Agree:	38.4% 100%
Agree:	42%
Disagree:	6.3%
Strongly disagree:	1.8%
I am unaware or I do not know:	11.6%

15. Maple offers enrichment opportunities in multiple subjects (English, math, art, technology and health). (example: track, STEAM, Cooking, Arts/Crafts, P.L.T.W., etc..)

% of Responses English	% of Responses Spanish
Strongly Agree:	43.8% 66.7%
Agree:	35.7%
Disagree:	4.5%
Strongly disagree:	
I am unaware or I do not know:	16.1% 33.3%

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

% of Responses English	% of Responses Spanish
Strongly Agree:	50.9% 100 %
Agree:	47.3%
Disagree:	1.8%
Strongly disagree:	
I am unaware or I do not know:	

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

% of Responses English	% of Responses Spanish
Strongly Agree:	35.7% 66.7%
Agree:	35.7%
Disagree:	7.1%
Strongly disagree:	
I am unaware or I do not know:	21.4% 33.3%

18. Maple includes opportunities for students to develop responsibility and leadership:

% of Responses English	% of Responses Spanish
Strongly Agree:	46.4% 66.7%
Agree:	42%
Disagree:	
Strongly disagree:	
I am unaware or I do not know:	11.6% 33.3%

19. Maple provides regular opportunities to be outdoors:

% of Responses English	% of Responses Spanish
Strongly Agree:	44.6% 66.7%
Agree:	41.1%
Disagree:	.09%
Strongly disagree:	
I am unaware or I do not know:	13.4% 33.3%

In the free response question at the end of the survey there were several very strong accolades to Maple school and staff. Most often the parents wanted better food at lunch, additional tutoring and activities. This continues to play a part in our planning and allocation of resources in our LCAP.

Based on the survey responses of 131 Students:

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

Strongly Agree: 45%

Agree: 53.4%

Disagree: 1.5%

Strongly disagree:

I am unaware or I do not know:

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

Strongly Agree: 26%

Agree: 58%

Disagree: 6.1%

Strongly disagree: 1.5%

I am unaware or I do not know: 8.4%

3. I feel comfortable with what I am learning in school:

Strongly Agree: 43.5%

Agree: 50.4%

Disagree: 3.1%

Strongly disagree: 3.1%

I am unaware or I do not know:

4. The teachers make learning meaningful, we know what is expected of us:

Strongly Agree: 42.3%

Agree: 49.2%

Disagree: 4.6%

Strongly disagree:

I am unaware or I do not know: 3.8%

5. The school provides activities in addition to our classroom learning:

Strongly Agree: 33.6%

Agree: 55%

Disagree: 2.3%

Strongly disagree:

I am unaware or I do not know: 9.2%

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

Strongly Agree: 23.8%

Agree: 52.3%

Disagree: 7.7%

Strongly disagree: .08%

I am unaware or I do not know: 15.4%

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

Strongly Agree: 41.2%

Agree: 48.1%

Disagree: 3.1%

Strongly disagree: .08%

I am unaware or I do not know: 6.9%

8 For the most part, students in school show respect for each other:

Strongly Agree: 25.2%

Agree: 57.3%

Disagree: 11.5%

Strongly disagree: .08%

I am unaware or I do not know: 5.3%

9. Staff members are friendly and helpful:

Strongly Agree: 48.5%

Agree: 46.9%

Disagree: 2.3%

Strongly disagree:

I am unaware or I do not know: 2.3%

Open responses on the last survey question asked what activities students would like to see offered in school. There were a wide variety of responses including: more travel sports teams, more art classes, a swimming pool, more carnivals, more game days and longer recesses. The majority of the responses related to expanded learning opportunities beyond the school day. We have had this as a portion of our LCAP for the past several years and will continue to develop and devote resources to expanded learning options. Overall our survey results indicate

that parents and students understand the school's expectations, feel that they receive a high quality education and provide meaningful activities beyond the school day for the students and families. An area that appears to need improvement is our nutrition services. In the year 2021-2022 we will begin by serving breakfast and lunch to all students free of charge and explore new vendors for our food delivery.

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The aspects of the LCAP that were influenced by the feedback from the stakeholders were the addition of staffing. Parents, staff and students have indicated that they would like additional course offerings and more intensive reading and writing support for students. Based on that feedback we have added additional costs and hired additional teaching staff. With the addition of 2.3 more teachers we are able to provide increased services to our students, create smaller class sizes and increase reading intervention support. With the addition of School Psychologist support we will also be able to support our teachers by providing Professional development related to all aspects of social emotional Learning as well as targeted Professional development related to signs of abuse and neglect and potential suicide risks. In our plan under our second goal we have added additional teaching support in order to provide smaller class sizes and a more robust course offering option to our middle school students, we have also added additional reading intervention support by adding additional Certificated staff and an additional aide to provide more intensive support to our special Education class. We have removed one action for goal number 3 , which was to provide a specific training for our parents (Parent Institute for Quality Education PIQUE), we have found that after the initial session it has proven less effective. Instead of that action step we have added a parent liaison, which has proven far more effective in sharing communication, building team and welcoming in new parents and encouraging more participation. Lastly we have identified the need to offer additional Social Emotional Learning support and in order to do this we have added a Psychologist to our staff. As noted in the collaboration with the School Psychologist and local SELPA representative as well as SELPA Coordinator , Principal and Superintendent, the District includes all staff members in Professional Development opportunities, the District will continue to include ALL students including students with disabilities in all services and activities. We plan to specifically work to increase intervention options to our middle school students with disabilities by broadening our course options, increasing our practice and encouragement during State testing and providing high quality training for our teachers. Specifically DRDP or Desired Results Developmental Profile. The above mentioned additions and subtraction of actions were the only changes made to our plan because based on our feedback, stakeholders felt that our current goals and actions were aligned with our identified needs.

# Goals and Actions

## Goal

Goal #	Description
1	Maple School will provide high-quality instruction in a safe, secure, child-centered environment by providing highly qualified staff and ensuring access to standards-aligned materials and supports with the goal of increasing student achievement.

An explanation of why the LEA has developed this goal.

This goal was developed to meet State Priority Goals 1 (Basic Services), 2 (Implementation of Standards) and 7 (Course Access). Previous FIT reports did not indicate adequate facilities. In order to keep our students safe, based on parent and staff feedback this became a priority and remains a focal point of our actions. This will increase our safety for students as well as improve our culture and school climate. This goal and these metrics will be accomplished by building staff capacity through ongoing professional development, providing supplemental curriculum, academic coaching for students and staff, intervention support and ongoing monitoring on local measures.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1a (Basic Services) Teachers Appropriately assigned and Fully Credentialed as measured by credential audit report	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.				Maintain 100% of teachers being appropriately assigned, teaching inside their subject area and authorized to serve EL students as evidenced by our credential audit report.
Priority 1b (Basic Services) Access to Standards Aligned Instructional Materials as	B) 100% of students have access to standards aligned textbooks as				Maintain 100% of students have access to standards aligned textbooks as



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by curriculum inventory	measured by inventory and enrollment records.				measured by inventory and enrollment records.
Priority 1c (Basic Services) School Facilities in good repair as measured by Facility Inspection Tool (FIT)	C) In 2020 we completed our rebuild and all of our current buildings are all new and in exemplary repair.				Maintain a rating of exemplary repair for all school facilities.
Priority 2a (Implementation of State Standards) As measured by classroom observations	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.				Continue to make progress toward full implementation of curriculum in all subject areas being 100% aligned to State Standards.  Continue to increase rigor and relevance as well as using multiple means of assessments to allow students to demonstrate their learning.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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.</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2b ( Implementation of State Standards) Programs and Services enabling ELs to access Common Core and ELD standards as measured by a review Designated and Integrated ELD implementation through administrative observation	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.				Maintain 100% of students have access to standards aligned textbooks as measured by inventory and enrollment records.
Priority 7a (Course Access)  A) Access to a broad course of study as measured by a review of daily and master schedules	Priority 7a (Course Access)  A) 100% of Students have access to and are enrolled a program designed to meet their needs.				Maintain 100% of Students have access to and are enrolled a program designed to meet their needs.
Priority 7b (Course Access)  B) Programs and services developed and provided to	Priority 7b (Course Access)  B) 100% of our Unduplicated students				Maintain 100% of our Unduplicated students have access to and are enrolled a program designed to meet their needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
unduplicated pupils as measured by a review of program enrollment data	have access to and are enrolled in a program designed to meet their needs. We've implemented more comprehensive intervention programs targeting students' specific needs and continually refining services to students.				We've implemented more comprehensive intervention programs targeting students' specific needs and continually refining services to students.
<p>Priority 7c (Course Access)</p> <p>B) Programs and services developed and provided to students with disabilities as measured by a review of special education programs and services detailed in student IEPs.</p>	<p>Priority 7c (Course Access)</p> <p>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.</p>				<p>Maintain 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.</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1</b>	Professional Development	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 as measured by documentation of Professional Development attendance, student achievement data and course offerings.	\$4,000.00	No
<b>2</b>	Supplemental Curriculum	Purchase Supplemental Curriculum aligned to CCSS as measured by implementation data related to Common Core State Standards and students achievement data.	\$30,000.00	Yes
<b>3</b>	Teacher and Student Support	Maintain Academic Coach to assist students and teachers as needed as measured by credential data, teacher longevity and student intervention progress data.	\$115,000.00	Yes
<b>4</b>	Intervention/Homework Help/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 as measured by data collected related to students receiving additional support and intervention.	\$130,000.00	Yes
<b>5</b>	Library/Health Aide/Intervention (Classified Staff Member)	Continue to provide 5.5 hr. support to serve as Health Aide/ Librarian and Intervention Support as measured by data collected related to students receiving additional support and intervention.	\$24,000.00	Yes
<b>6</b>	Facilities: safety and health focus/ green spaces	Continue planning and moving toward modernization, repair or replacement of school site as measured by parent/student survey data related to health and safety of students and adequacy of facilities.	\$50,000.00	No

# Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Maple School will provide a rigorous and engaging learning experience that will maximize each student's potential leading to academic growth in the areas of Math and English Language Arts resulting in higher levels of achievement on state assessments.

An explanation of why the LEA has developed this goal.

This goal was created to meet State Priorities 4 (Pupil Achievement) and 8 (Other Pupil Outcomes).

Based on our data collected at the conclusion of the 2020-2021 school year our students will need additional supports to bridge gaps and make gains after this unprecedented year of Virtual and Hybrid learning. As evidenced by this summary of the STAR data in providing a year to year growth comparison of the same students we can determine that each grade level, with the exception of eighth grade with a 14% increase, has decreased their scores during this time in Language Arts. The Math scores are similar with the only exception being the class that went from sixth grade in 2020 to seventh grade in 2021 with their score remaining the same.

Language Arts students at or Above grade level: 2020

Kindergarten: NA

1st Grade: Not Available

2nd Grade: 53%

3rd Grade: 66%

4th Grade: 48%

5th Grade: 46%

6th Grade: 46%

7th Grade: 23%

8th Grade: 33%

Language Arts students at or Above grade level: 2021

Kindergarten: 48%

1st Grade: 18%

2nd Grade: 73%

3rd Grade: 45%

4th Grade: 37%

5th Grade: 22%  
6th Grade: 33%  
7th Grade: 15%  
8th Grade: 37%

Mathematics Students at or Above grade level: 2020

1st Grade: Not available%  
2nd Grade: 65%  
3rd Grade: 70%  
4th Grade: 53%  
5th Grade: 53%  
6th Grade: 50%  
7th Grade: 54%  
8th Grade: Results taken at HS (waiting for scores)

Mathematics Students at or Above grade level: 2021

1st Grade: 27%  
2nd Grade: 57%  
3rd Grade: 47%  
4th Grade: 50%  
5th Grade: 28%  
6th Grade: 40%  
7th Grade: 50%  
8th Grade: Results taken at HS (waiting for scores)

By ensuring equitable access to technology devices and supports, increased opportunities to engage in computer science, engineering and environmental science, math interventions, and ongoing monitoring of local metrics, students will be provided with an engaging learning experience that will promote higher levels of learning.

## Measuring and Reporting Results



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 (Pupil Achievement) A) State Assessments as measured by CAASPP ELA	CAASPP ELA Most recent data 2018-2019 Test Administration  Test not given at the end of the 2019-2020 test year due to COVID-19  Standard Met/ Exceeded  3rd 16.13%  4th 36.66%  5th 31.98%  6th 39.39%  7th 41.68%  8th 38.89%  Average 34.2%				Our goal would be to have 43% of our students meeting or exceeding the Standard which would indicate that we successfully achieved our goal of a 3% increase each year.
Priority 4 (Pupil Achievement)	Mathematics Most recent data 2018-				Our goal would be to have 38% of our

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A) State Assessments as measured by CAASPP Math	<p>2019 Test Administration</p> <p>Test not given at the end of the 2019-2020 test year due to COVID-19</p> <p>Standard Met/ Exceeded</p> <p>3rd 16.13%</p> <p>4th 40%</p> <p>5th 15.63%</p> <p>6th 36.36%</p> <p>7th 32.26%</p> <p>8th 33.33%</p> <p>Average 29.01%</p>				students meeting or exceeding the Standard which would indicate that we successfully achieved our goal of a 3% increase each year.
Priority 4 (Pupil Achievement)	Priority 4 (Pupil Achievement Required Metric)				Our goal would be to have 25% of our students meeting or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A) State Assessments as measured by 5th Grade CAST	<p>Most recent data 2018-2019 Test Administration which was a field test of the new assessment.</p> <p>Test not given at the end of the 2019-2020 test year due to COVID-19</p> <p>A) State Assessments (Goal minimum 3% Increase)</p> <p>5th Grade Science</p> <p>Exceeded Standard: 0%</p> <p>Met Standard: 6.25%</p> <p>Nearly Met Standard: 78.13%</p> <p>Standard Not Met: 15.63%</p>				exceeding the Standard which would indicate that we successfully achieved our goal of a 3% increase each year.
Priority 4 (Pupil Achievement)  A) State Assessments as measured by 8th Grade CAST	<p>Priority 4 (Pupil Achievement Required Metric)</p> <p>Most recent data 2018-2019 Test Administration which</p>				Our goal would be to have 21% of our students meeting or exceeding the Standard which would indicate that we successfully achieved

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>was a field test of the new assessment.</p> <p>Test not given at the end of the 2019-2020 test year due to COVID-19</p> <p>A) State Assessments (Goal minimum 3% Increase)</p> <p>8th Grade Science</p> <p>A) State Assessments (Goal minimum 3% Increase)</p> <p>8th Grade Science</p> <p>Exceeded Standard: 2.94%</p> <p>Met Standard: 8.82%</p> <p>Nearly Met Standard: 63.89%</p> <p>Standard Not Met: 19.44%</p> <p>11.76% met or exceeded Standard</p>				our goal of a 3% increase each year.
Priority 4 (Pupil Achievement)	Priority 4				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B) % of Students who have completed A-G Requirements- N/A	B) A-G Requirements- N/A				
Priority 4 (Pupil Achievement)  C) % of Students who have successfully completed CTE Pathways	Priority 4  C) CTE Pathways- N/A				N/A
Priority 4 (Pupil Achievement)  D) % of Students who have successfully completed A-G and CTE Pathways- N/A	Priority 4  D) A-G and CTE Pathways- N/A				N/A
Priority 4 (Pupil Achievement)  E) Progress in EL  Percentage of EL students making progress toward proficiency as	E) Progress in EL  Percentage of EL students making progress toward proficiency.  Most recent data 2018-2019 Test Administration which				Our goal would be to continually increase student scores by a minimum of 1% point each year in overall performance. This would make our goal 59.7%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>measured by CA Dashboard.</p> <p>Goal 1% increase in the number of students Proficient (Intermediate) and above as measured by ELPAC results.</p>	<p>was a field test of the new assessment.</p> <p>2019 Dashboard data indicates that 56.7% of EL students made progress towards proficiency.</p> <p>Test not given at the end of the 2019-2020 test year due to COVID-19</p> <p>This year was the first year that we received ELPAC results for our students. While we have a small number of students testing, 32, which limits our data we did receive results.</p> <p><b>**An Asterisk is displayed instead of a number on test results where 10 or fewer students are tested. **</b></p> <p>This data can not be reported as growth data as anticipated but can be</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>reported based on overall results.</p> <p>The students received results with levels by grade level were 22 , ranging from beginning stage (1) to well developed (4).</p> <p>Overall 18.65% (6) of our students tested received a level 4, while 40.63% (13) received a level 3 which is moderately developed.</p> <p>In oral language 43.75% (14) received a score of a level 4, well developed. In written language 37.50 % (12) received a score of level 3 or moderately developed 18.75% (6) received a score of level 2 or somewhat developed, and 0% (0) received a level 1 or beginning stage.</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>In written language 6.25% (2) received a score of a level 4, well developed. In written language 25 % (8) received a score of level 3 or moderately developed 50% (16) received a score of level 2 or somewhat developed, and 18.75% (6) received a level 1 or beginning stage.</p> <p>This would indicate that we definitely need to increase our focus on writing with our English Language Learners.</p> <p>When broken down into domains the scores indicate that 28.13% (9) of our students tested were well developed in listening while 65.63% (21) were somewhat or moderately developed in listening.</p>				



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>In regards to speaking 59.38% (19) were well developed in speaking. In reading 40.63% (13) were somewhat/moderately developed.</p> <p>In regards to reading 6.25% (2) were at the well developed stage while 68.75% (22) were at the somewhat to moderately developed stage and 25% or (about 6 students) were at the beginning stage in reading.</p> <p>Lastly 6.25% (2) demonstrated a performance level that was well developed in writing while 75% (24) were somewhat to moderately developed in writing and 18.75% (6) students were at the beginning stage in writing.</p>				
Priority 4 (Pupil Achievement)	F) Reclassification Rate				Our goal would be to continually increase student scores by a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
F) Reclassification Rate as measured by DataQuest	<p>Most recent data 2018-2019 Test Administration which was a field test of the new assessment.</p> <p>Our Reclassification Rate from Dataquest for 2019-2020 was 3% while our 2020-2021 indicated a Reclassification rate of 17.2%.</p> <p>Based on this we will maintain our goal at 1% increase and use 3% as our Baseline since it was the last year we were providing services on campus and also because we have such low numbers of EL learners.</p> <p>Test not given at the end of the 2019-2020 test year due to COVID-19</p> <p>This year was the first year that we received ELPAC results for our</p>				minimum of 1% point each year in overall performance. This goal would become 6%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students. While we have a small number of students testing, 32, which limits our data we did receive results.</p> <p><b>**An Asterisk is displayed instead of a number on test results where 10 or fewer students are tested. **</b></p> <p>This data can not be reported as growth data as anticipated but can be reported based on overall results.</p> <p>The students received results with levels by grade level were 22 , ranging from beginning stage (1) to well developed (4).</p> <p>Overall 18.65% (6) of our students tested received a level 4, while 40.63% (13) received a level 3 which is moderately developed.</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>In oral language 43.75% (14) received a score of a level 4, well developed. In written language 37.50 % (12) received a score of level 3 or moderately developed 18.75% (6) received a score of level 2 or somewhat developed, and 0% (0) received a level 1 or beginning stage.</p> <p>In written language 6.25% (2) received a score of a level 4, well developed. In written language 25 % (8) received a score of level 3 or moderately developed 50% (16) received a score of level 2 or somewhat developed, and 18.75% (6) received a level 1 or beginning stage.</p> <p>This would indicate that we definitely need to increase our focus</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>on writing with our English Language Learners.</p> <p>When broken down into domains the scores indicate that 28.13% (9) of our students tested were well developed in listening while 65.63% (21) were somewhat or moderately developed in listening.</p> <p>In regards to speaking 59.38% (19) were well developed in speaking. In reading 40.63% (13) were somewhat/moderately developed.</p> <p>In regards to reading 6.25% (2) were at the well developed stage while 68.75% (22) were at the somewhat to moderately developed stage and 25% or (about 6 students) were at the beginning stage in reading.</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Lastly 6.25% (2) demonstrated a performance level that was well developed in writing while 75% (24) were somewhat to moderately developed in writing and 18.75% (6) students were at the beginning stage in writing.				
Priority 4 (Pupil Achievement)  G) % of pupils passing AP Exam- N/A	N/A				N/A
Priority 4 (Pupil Achievement)  H) % of pupils who participate in and demonstrate college preparedness on the EAP - N/A	N/A				N/A
Priority 8 Other Pupil Outcomes (Required)	Priority 8 Other Pupil Outcomes (Required)				We will increase this by 6% for 5th grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metrics) Ed Code 51210 and 51220  A) Physical Fitness Results as measured by DataQuest: We will increase this by 2% for 5th grade students in all areas that are below 85%  5th Grade physical Fitness Testing results as reported in DataQuest	Metrics) Ed Code 51210 and 51220  2018-2019 Results  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 % in Healthy Fitness Zone  Aerobic Capacity 62.5% Body Composition 71.9% Abdominal Strength 96.9% Trunk Extension Strength 93.8% Upper Body Strength 90.6% Flexibility 71.9%				students in all areas that are below 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 8 Other Pupil Outcomes (Required Metrics) Ed Code 51210 and 51220</p> <p>A) Physical Fitness Results as measured by DataQuest: We will increase this by 2% for 7th grade students in all areas that are below 85%</p> <p>7th Grade physical Fitness Testing results as reported in DataQuest</p>	<p>Priority 8 Other Pupil Outcomes (Required Metrics) Ed Code 51210 and 51220</p> <p>A) Physical Fitness Results: We will increase this by 2% for 7th grade students in all areas that are below 85%</p> <p>Physical Fitness Testing 7th Grade % in Healthy Fitness Zone</p> <p>Aerobic Capacity 48.4%</p> <p>Body Composition 51.6%</p> <p>Abdominal Strength 93.5%</p> <p>Trunk Extension Strength 64.5%</p> <p>Upper Body Strength 80.6%</p> <p>Flexibility 71%</p>				<p>We will increase this by 6% for 7th grade students in all areas that are below 85%</p>

## Actions



Action #	Title	Description	Total Funds	Contributing
<b>1</b>	Technology for early learners.	Purchase an additional ten Electronic Tablets to support our TK and K teachers in introducing our students to technology as measured by student engagement data as well as student achievement data.	\$3,500.00	Yes
<b>2</b>	Technology Support	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 as measured by student engagement data as well as student achievement data.	\$125,000.00	Yes
<b>3</b>	Technology infrastructure and devices	Continue to maintain and update Chromebooks, computer cart, and infrastructure to ensure our students have equitable access to education technology, as measured by student engagement data as well as student achievement data.	\$10,000.00	Yes
<b>4</b>	Project Lead the Way	Continue Project Lead the Way Pilot and training year for (PLTW) Engineering, Computer Science, and Environmental Sustainability as evidenced by increase in broad course of study provided.	\$5,000.00	Yes
<b>5</b>	Parent communication (Student Information System)	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 as evidenced by number of parents accessing student information via Aeries.	\$5,000.00	Yes
<b>6</b>	Expanded Learning	Provide Expanded Learning opportunities (After School, Before School, Summer Intersession) to provide greater exposure to physical fitness activities, Science and Math Activities and increased exposure to the Arts as evidenced by student survey responses related to course offerings as well as student survey data.	\$48,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Math Support/practice and intervention.	Purchase Nextgen Math Software in order to provide students with additional math intervention and instructional supports as measured by student engagement data as well as student achievement data.	\$2,400.00	Yes
8	Reading support/intervention	Hire additional certificated staff member to increase number and time that can be spent with students in smaller groups in order to provide target instruction to meet student needs, as measured by student engagement data as well as student achievement data.	\$42,500.00	Yes
9	Additional Middle School Teachers	Increase by two staff members to increase course offerings and reduce class size in order to increase student engagement and connectedness; as measured by student engagement data as well as student achievement data.	\$148,585.00	Yes
10	Add Classified Staff member (Special Education and EL Support)	Special Ed Aide to increase services to Special Ed population as evidenced by parent and student survey responses, student engagement data and student growth data monitored in each individual's Individual Education Plan. These staff members will also provide small group EL instruction to our EL population.	\$42,500.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Maple School will increased engagement by partnering with students, staff, and the community to ensure that all student's academic and social-emotional needs are met.

An explanation of why the LEA has developed this goal.

This goal was created to address State Priorities 3 (Parental Involvement), 5 (Pupil Engagement), and 6 (School Climate) Increase responses on student survey related to safety and connectedness currently 131 students complete the survey, and we have an average of 180 3-8 grade students who could participate, we would like to increase by at least 5 more students annually taking this survey. Increase attendance rate by .5% annually current attendance rate for this year 2020-2021 was 96.86%,our current Chronic absenteeism, during this full year of COVID 19 rose to 5.84% after the previous rate of 1.4%, we would like to decrease Chronic absenteeism by .5% annually. The data also indicates that we have had an increase in the number of referrals that we have had to support services and an increase in contacts. Although I know there were a minimum of 20 students we have been tracking the exact number of contacts has not been recorded. We would like to increase number of interactions and referrals to support services (ie school social worker, or school Psychologist) by 2 students annually as long as students are in need and then ideally we would see a decrease in these numbers as students begin to increase their skills and strategies for dealing with various settings that they encounter.

By increasing parent engagement and communication, building parent awareness of social-emotional learning (SEL), providing SEL supports for students, and ongoing monitoring of local metrics, students engagement will increase and the Maple School will address the academic and SEL needs of all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 (Parental Involvement)  A) Efforts to seek parent input in decision making as measured by parents regular attendance at	Priority 3 (Parental Involvement)  A) Efforts to seek parent input in decision making				Goal of 15-18 parents attending MCC meetings 80% of the time.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>our stakeholder meetings</p> <p>2% increase in number of parents attending 80% or more of our meetings annually as measured by sign-in sheets.</p>	<p>Metric: # of new parents attending MCC (Maple Community Club- this group is made up of parents, community members, staff, teachers and school administration) 80% of the time</p> <p>Our current situation with the inability to meet in person this year had a negative impact on the number of parents that we had attending meetings. We held monthly ZOOM meetings and at each meeting there was an average of 8-10 parents there.</p>				
<p>B) Participation of parents of unduplicated students</p> <p>Continue calendaring, communicating and coordinating all events for unduplicated students as measured by sign-in sheets.</p>	<p>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</p>				<p>Representatives from each group attending meetings regularly. Continue all forms of communication and invitations for each event. Goal is to have EL and Socioeconomically disadvantaged representative at least two of our three</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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 bilingual 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.</p> <p>We also are still sending notices home in hard copy to make</p>				planned parent nights.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	certain it they are available in the event someone does not have internet access.				
C) Participation of parents for all events including unduplicated students with exceptional needs as measured by IEP attendance documentation.	100% of our IEP's included parent participation by either one or both parents attending in response to personal invitation.				Maintain 100% of our IEP's included parent participation by either one or both parents attending in response to personal invitation.
Priority 5 (Pupil Engagement Required Metric)  A) School Attendance as measured by Aeries Student Information System	Actual Outcome: 96.86% This data was retrieved on June 7, 2021 from our Kern Integrated Data Systems data which pulls data from Aeries and CalPads.				We would like to increase our attendance rate by .5% each year which would make our 2023-2024 goal 98.36%
B) Chronic Absenteeism Baseline as measured by Aeries Student Information System	Actual Outcome:  Our actual outcome after this year of COVID 19 was a steep increase compared to years past. We had typically had a Chronic				Decrease to former baseline of 1.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>absenteeism rate of 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%.</p> <p>However we did note that with all of the challenges and options that this year brought our current Chronic absenteeism rate for the 2020-2021 School year was 5.84%.</p>				
C) Middle School Dropout Baseline as measured by Aeries Student Information System	0%				Maintain 0%
D) High School Dropout Baseline  N/A	N/A				N/A
E) High School Graduation Rate	N/A				N/A



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
N/A					
Priority 6 (School Climate Metrics)  Metric A. Suspension Rate as measured by Aeries Student Information System	Priority 6 (School Climate Metrics)  Metric A. Suspension Rate  Current rate: 0%				Maintain Current rate: 0%
B) Expulsion Rate as measured by Aeries Student Information System	B) Expulsion Rate  Current rate: 0%				Maintain Current rate: 0%
C) Other measures-Climate Surveys:  Increase student positive response related to safety and connectedness by 2% as measured by local climate survey	C) Survey Goal:  Increase student positive response related to safety and connectedness by 2%  Based on the survey responses of 131 Students:  1. I understand and follow the school's				Each response represents students perception so our goal would be to increase each questions Agree or Strongly agree responses by a total of 6% by the year 2023-2024. For example #1 would have a goal of 100% because it could not increase beyond that point since the baseline is 98.4%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>expectations and rules:</p> <p>Strongly Agree: 45%</p> <p>Agree: 53.4%</p> <p>Disagree: 1.5%</p> <p>Strongly disagree: I am unaware or I do not know:</p> <p>2. I am rewarded or acknowledged for appropriate behavior in school:</p> <p>Strongly Agree: 26%</p> <p>Agree: 58%</p> <p>Disagree: 6.1%</p> <p>Strongly disagree: 1.5%</p> <p>I am unaware or I do not know: 8.4%</p> <p>3. I feel comfortable with what I am learning in school:</p> <p>Strongly Agree: 43.5%</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Agree: 50.4%</p> <p>Disagree: 3.1%</p> <p>Strongly disagree: 3.1%</p> <p>I am unaware or I do not know:</p> <p>4. The teachers make learning meaningful, we know what is expected of us:</p> <p>Strongly Agree: 42.3%</p> <p>Agree: 49.2%</p> <p>Disagree: 4.6%</p> <p>Strongly disagree: I am unaware or I do not know: 3.8%</p> <p>5. The school provides activities in addition to our classroom learning:</p> <p>Strongly Agree: 33.6%</p> <p>Agree: 55%</p> <p>Disagree: 2.3%</p> <p>Strongly disagree:</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>I am unaware or I do not know: 9.2%</p> <p>6. My school has a plan for working with students who do not follow the school's expectations:</p> <p>Strongly Agree: 23.8%</p> <p>Agree: 52.3%</p> <p>Disagree: 7.7%</p> <p>Strongly disagree: .08%</p> <p>I am unaware or I do not know: 15.4%</p> <p>7. In general, the environment in school is positive and safe:</p> <p>Strongly Agree: 41.2%</p> <p>Agree: 48.1%</p> <p>Disagree: 3.1%</p> <p>Strongly disagree: .08%</p> <p>I am unaware or I do not know: 6.9%</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>8 For the most part, students in school show respect for each other:</p> <p>Strongly Agree: 25.2% Agree: 57.3% Disagree: 11.5% Strongly disagree: .08% I am unaware or I do not know: 5.3%</p> <p>9. Staff members are friendly and helpful:</p> <p>Strongly Agree: 48.5% Agree: 46.9% Disagree: 2.3% Strongly disagree: I am unaware or I do not know: 2.3%</p> <p>Open responses on the last survey question asked what activities students would like to see offered in school. There were a wide</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>variety of responses including: more travel sports teams, more art classes, a swimming pool, more carnivals, more game days and longer recesses. The majority of the responses related to expanded learning opportunities beyond the school day. We have had this as a portion of our LCAP for the past several years and will continue to develop and devote resources to expanded learning options.</p>				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement-Communication	Develop position to increase communication, parent involvement opportunities, Parent liaison support and point person to help community/school partnership ensure inclusive involvement for all families wishing to be involved; as evidenced by parent and student engagement data.	\$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Parent Engagement-Social Emotional Support	Create targeted academic education nights for the parents to help reinforce foundational skills. Provide informational/educational nights for parents related to Social emotional Topics; as evidenced by parent and student data as well as data related to services provided.	\$2,000.00	Yes
3	Parent Engagement	Provide Spanish translation at informational events/meetings to increase access and engagement for our Spanish-speaking community; as evidenced by parent and students survey data as well as parent participation in school events.	\$500.00	Yes
4	Social Emotional Support	Hire School Psychologist he/she will provide SEL support, and mental health services, in addition to provide Special Education assessments and placement support and conducting IEP meetings, as evidenced by parent and student data as well as data related to services provided including chronic absenteeism data.	\$20,000.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.80%	221,870

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Maple School District has a greater than 55% rate of population identified as students who are socioeconomically disadvantaged (SED), English Language Learners (ELs), or Foster Youth, therefore we have selected to provide additional support and services to our entire population. 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 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.

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. As mentioned in the Identified Need section of this plan, 2019 Dashboard data indicates achievement gaps for ELs and SED. In ELA- All students were yellow and 32.3pts below standard while EL were orange and 71.1 pts below standard. SED was also yellow but a whole 20 pts below "all" students at 53.9 pts below standard. In Math- "All" students were orange and were 46 points below standard. ELS were almost double that 87.5 pts below standards and SED were 73.3 below standard and had declined 6.8 points. Achievement gaps also exist in the area of suspension with "All" at the green and SED were at yellow and ELs were two colors behind at orange and had seen a 3% increase in suspension rate.

This need is also echoed by local assessment data. Based on the STAR data that our students completed at the end of the 2020-2021 school year it is imperative that we continue to focus on our EL students as well as our socioeconomically disadvantaged students. Overall 15% (or 3 of the 20 students with test scores) of our EL students tested at or above grade level in their Math assessment. The socioeconomically disadvantaged students fared better with 54% or 25 of 46 of our students who receive reduced lunch prices achieving at grade level while 39% or 37 of 95 of our students who receive free lunch performed at or above grade level. This definitely indicates the need for additional support to our students most in need of learning English and acquiring basic academic skills. The total STAR Math data as reported previously for all students was 45% at or above grade level. None of our Special Education students scored at or above grade level on the STAR Math assessment however, this makes sense because they have individual learning goals that they are working to achieve.

Based on the circumstances under which this LCAP is written and based on ongoing communication with our stakeholders, our teachers, our Board, and our parents we have determined that we would like to continue with our previously planned goals and action steps. We have maintained many of the same goals. Our new goals include Action 8 Reading intervention under Goal 2, and Action 9 under Goal 2 under additional staff for 7th and 8th grade. New non-contributing actions include Action 10 under Goal 2: Additional Special and and EL intensive support, and Goal 3 Action 4 to provide additional Social-Emotional Development support for our students as we emerge from the Pandemic.

The only action we removed was providing Parent Institute for Quality Education because it proved ineffective in supporting parents in subsequent years based on their feedback and we added our Parent Liaison because input from staff, Board members, and parents indicated that they appreciated the level of communication we have been able to provide with this additional support.

We are carrying over the majority of our LEA-wide actions from the 2017-2020 LCAP cycle as we are able to show that our actions have been effective. Our data has demonstrated that our students have continued to make growth in both Language Arts and Math as well as increasing their performance and our ability to reclassify our English Learners. Although achievement gaps continue to exist, progress is being made. On the 2019 Dashboard, all student groups saw increases and ELs increased by double the number of points when compared to "All". In the areas of Chronic Absenteeism, Maple received the highest color possible: Blue on the 2019 Dashboard. In addition, Suspension rates remain in the "very low" status with an overall color of Green on the most recent Dashboard data available. All of this increase indicated that while we still have work to do in some areas, we are moving in the right direction and the goals and actions being implemented are effective in helping to produce positive change.

The following LEA-wide contributing actions are being carried over from the previous LCAP cycle:

Goal 1 Action 2: Purchase Supplemental Curriculum aligned to CCSS.

Goal 1 Action 3: Maintain Academic Coach

Goal 1 Action 4: Provide 5.5 hour classroom aides to support student learning

Goal 1 Action 5: Continue to provide 5.5 hr. support to serve as Health Aide/ Librarian and Intervention Support.

Goal 2 Action 1: Purchase an additional ten Electronic Tablets to support or TK and K teachers

Goal 2 Action 2: Maintain Technology Specialist  
Goal 2 Action 3: Continue to maintain and update Chromebooks, computer cart, and infrastructure.  
Goal 2 Action 4: Continue Project Lead the Way Pilot and training year for (PLTW)  
Goal 2 Action 5: Maintain Aeries web-based software program  
Goal 2 Action 6: Provide Expanded Learning opportunities (After School, Before School, and Summer Intersession)  
Goal 2 Action 7: Purchase Nextgen Math Software

Goal 3 Action 1: Parent Liaison Position  
Goal 3 Action 2: Create targeted academic education nights for the parents  
Goal 3 Action 3: Provide Spanish translation at informational events/meetings

This year has provided some unique opportunities and the stakeholders felt that it was best to continue what we have been doing as opposed to creating all-new goals and actions. In the data available from the CAASPP website our students have made steady progress toward meeting our goals, although we have not always met our goals they continue to increase their scores and decrease their distance from meeting targets.

The following LEA-Wide actions are designed to meet these identified gaps for EL and SED students. While all students will benefit from these additional services, ELs and SED will benefit to a greater extent because they have a higher need as indicated by the achievement gaps highlighted above and often family circumstances prevent additional challenges in having access to additional supports. Without the academic supports and expanded opportunities that are provided by the school site, unduplicated students do not have the same access to supports outside of schools that is available to their non-unduplicated peers.

Goal 1 Action 2: Purchase Supplemental Curriculum aligned to CCSS. Based on all currently available data we will need to provide strategic intervention in both Math and language arts as well as English Learner supports to increase our students success.

Goal 1 Action 3: Maintain Academic Coach to assist students and teachers as an academic resources for teaching, learning, providing timely interventions and monitoring data to measure student progress.

Goal 1 Action 4: Provide 5.5 hour classroom aides to support student learning, Intervention groups and additional EL support, Homework help before school, extended library hours.

Goal 1 Action 5: Continue to provide 5.5 hr. support to serve as Health Aide/ Librarian and Intervention Support. This position will serve in multiple roles for our small school community including providing health supports and maintaining library services and intervention supports for students.

Goal 2 Action 1: Purchase an additional ten Electronic Tablets to support or TK and K teachers in introducing our students to technology to equal access to 21st century skills for our student population.

Goal 2 Action 2: 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.

Goal 2 Action 3: Continue to maintain and update Chromebooks, computer carts, and infrastructure to ensure equitable access for all students.

Goal 2 Action 4: Continue Project Lead the Way Pilot and training year for (PLTW). Increase access for students in developing skills around Engineering, Computer Science, and Environmental Sustainability.

Goal 2 Action 5: 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 to support home to school communication and monitoring of students' progress.

Goal 2 Action 6: 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.

Goal 2 Action 7: Purchase Nextgen Math Software to support Math intervention, fact practice for students who demonstrate additional supports and assessments.

Goal 2 Action 8: Reading intervention/Support in order to provide targeted instruction in reading and small group supports to meet student's needs.

Goal 2 Action 9: Additional Middle School Support- lower class sizes to increase teacher's abilities to meet students' learning needs and broader course offerings.

Goal 3 Action 1: Parent Liaison Position who will continue to provide services previously provided and add additional supports, check-ins, resources and mentoring for students and parents of our unduplicated population.

Goal 3 Action 2: Create targeted academic education nights for the parents to help reinforce foundational skills and increase their capacity to support their student's learning at home.

Goal 3 Action 3: Provide Spanish translation at informational events/meetings. This support ensure that our EL families are able to fully engage in the school events and increases parent involvement and home-to-school connectedness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Due to the size of our school and our enrollment of 288 students in a K-8 school setting, there are no additional targeted actions. There are currently no Foster Youth students enrolled and current EL enrollment is less under 30. Our low-income and ELs needs' are being met by the services and actions described above. These actions are increasing and improving services by percentage required and are directed at meeting the needs of ELs and Low-Income students by providing additional academic supports, ensure equitable access to technology, enhancing educational experiences through Project Lead the Way, and increasing parent involvement to support the needs of their students.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$813,985.00				\$813,985.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$695,085.00	\$118,900.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Professional Development	\$4,000.00				\$4,000.00
1	2	English Learners Foster Youth Low Income	Supplemental Curriculum	\$30,000.00				\$30,000.00
1	3	English Learners Foster Youth Low Income	Teacher and Student Support	\$115,000.00				\$115,000.00
1	4	English Learners Foster Youth Low Income	Intervention/Homework Help/Extended Library Hours	\$130,000.00				\$130,000.00
1	5	English Learners Foster Youth Low Income	Library/Health Aide/Intervention (Classified Staff Member)	\$24,000.00				\$24,000.00
1	6	All	Facilities: safety and health focus/ green spaces	\$50,000.00				\$50,000.00
2	1	English Learners Foster Youth Low Income	Technology for early learners.	\$3,500.00				\$3,500.00
2	2	English Learners Foster Youth Low Income	Technology Support	\$125,000.00				\$125,000.00
2	3	English Learners Foster Youth Low Income	Technology infrastructure and devices	\$10,000.00				\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Project Lead the Way	\$5,000.00				\$5,000.00
2	5	English Learners Foster Youth	Parent communication (Student Information System)	\$5,000.00				\$5,000.00
2	6	English Learners Foster Youth Low Income	Expanded Learning	\$48,000.00				\$48,000.00
2	7	English Learners Foster Youth Low Income	Math Support/practice and intervention.	\$2,400.00				\$2,400.00
2	8	English Learners Foster Youth Low Income	Reading support/intervention	\$42,500.00				\$42,500.00
2	9	English Learners Foster Youth Low Income	Additional Middle School Teachers	\$148,585.00				\$148,585.00
2	10	Students with Disabilities	Add Classified Staff member (Special Education and EL Support)	\$42,500.00				\$42,500.00
3	1	English Learners Foster Youth Low Income	Parent Engagement-Communication	\$6,000.00				\$6,000.00
3	2	English Learners Foster Youth Low Income	Parent Engagement-Social Emotional Support	\$2,000.00				\$2,000.00
3	3	English Learners Foster Youth	Parent Engagement	\$500.00				\$500.00
3	4	All Students with Disabilities	Social Emotional Support	\$20,000.00				\$20,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$697,485.00	\$697,485.00
<b>LEA-wide Total:</b>	\$697,485.00	\$697,485.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$697,485.00	\$697,485.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Supplemental Curriculum	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$30,000.00
1	3	Teacher and Student Support	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$115,000.00	\$115,000.00
1	4	Intervention/Homework Help/Extended Library Hours	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	\$130,000.00
1	5	Library/Health Aide/Intervention (Classified Staff Member)	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$24,000.00	\$24,000.00
2	1	Technology for early learners.	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	\$3,500.00
2	2	Technology Support	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	\$125,000.00
2	3	Technology infrastructure and devices	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$10,000.00	\$10,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Project Lead the Way	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	5	Parent communication (Student Information System)	LEA-wide Schoolwide	English Learners Foster Youth	All Schools	\$5,000.00	\$5,000.00
2	6	Expanded Learning	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$48,000.00	\$48,000.00
2	7	Math Support/practice and intervention.	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,400.00	\$2,400.00
2	8	Reading support/intervention	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$42,500.00	\$42,500.00
2	9	Additional Middle School Teachers	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$148,585.00	\$148,585.00
3	1	Parent Engagement-Communication	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	\$6,000.00
3	2	Parent Engagement-Social Emotional Support	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
3	3	Parent Engagement	LEA-wide Schoolwide	English Learners Foster Youth	All Schools	\$500.00	\$500.00



Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**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.
- **Support for Identified Schools:** Describe how the LEA has or will support 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.
- **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.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### **Focus Goal(s)**

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:



- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

### **Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.