LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Maple School Dsitrict

CDS Code: 15-63610-6009732

School Year: 2022-23

LEA contact information:

Julie Boesch, EdD
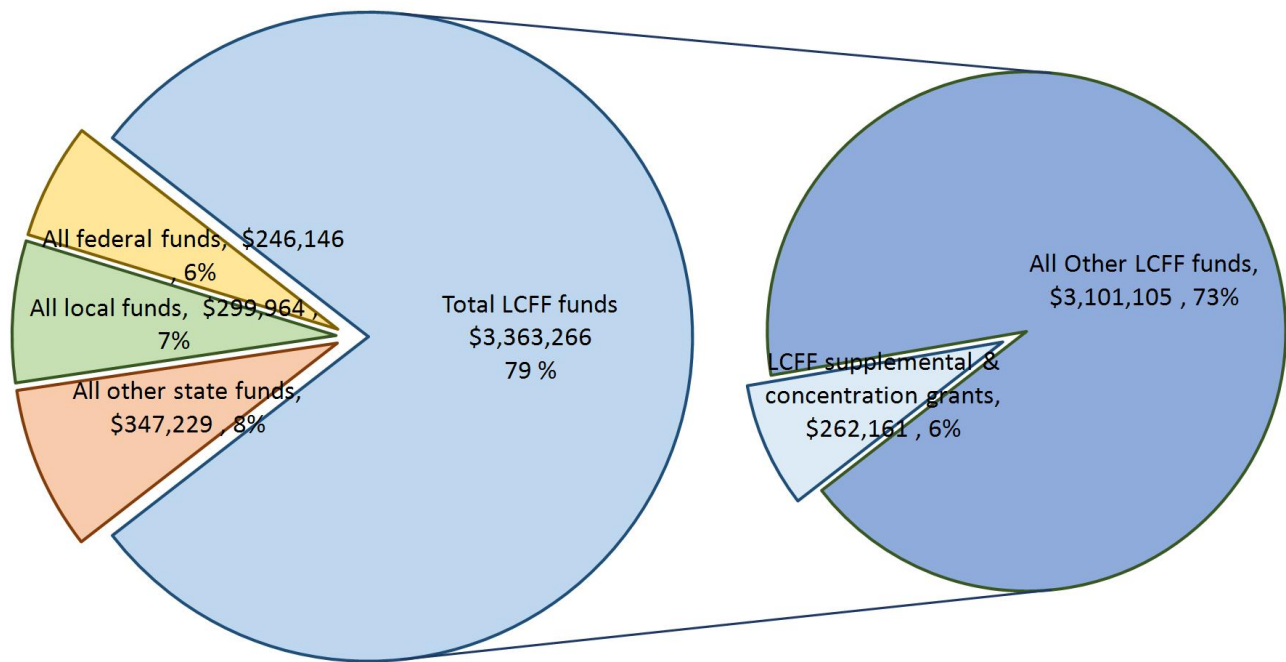
Superintendent/Principal

jboesch@mapleschool.org

(661) 746-4439

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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $246,146, 6%

All local funds, $299,964, 7%

All other state funds, $347,229, 8%

Total LCFF funds $3,363,266 79 %

All Other LCFF funds, $3,101,105 , 73%

LCFF supplemental & concentration grants, $262,161 , 6%

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

The text description for the above chart is as follows: The total revenue projected for Maple School Dsitrict is $4,256,605, of which $3,363,266 is Local Control Funding Formula (LCFF), $347,229 is other state funds, $299,964 is local funds, and $246,146 is federal funds. Of the $3,363,266 in LCFF Funds, $262,161 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.

Budgeted Expenditures in the LCAP
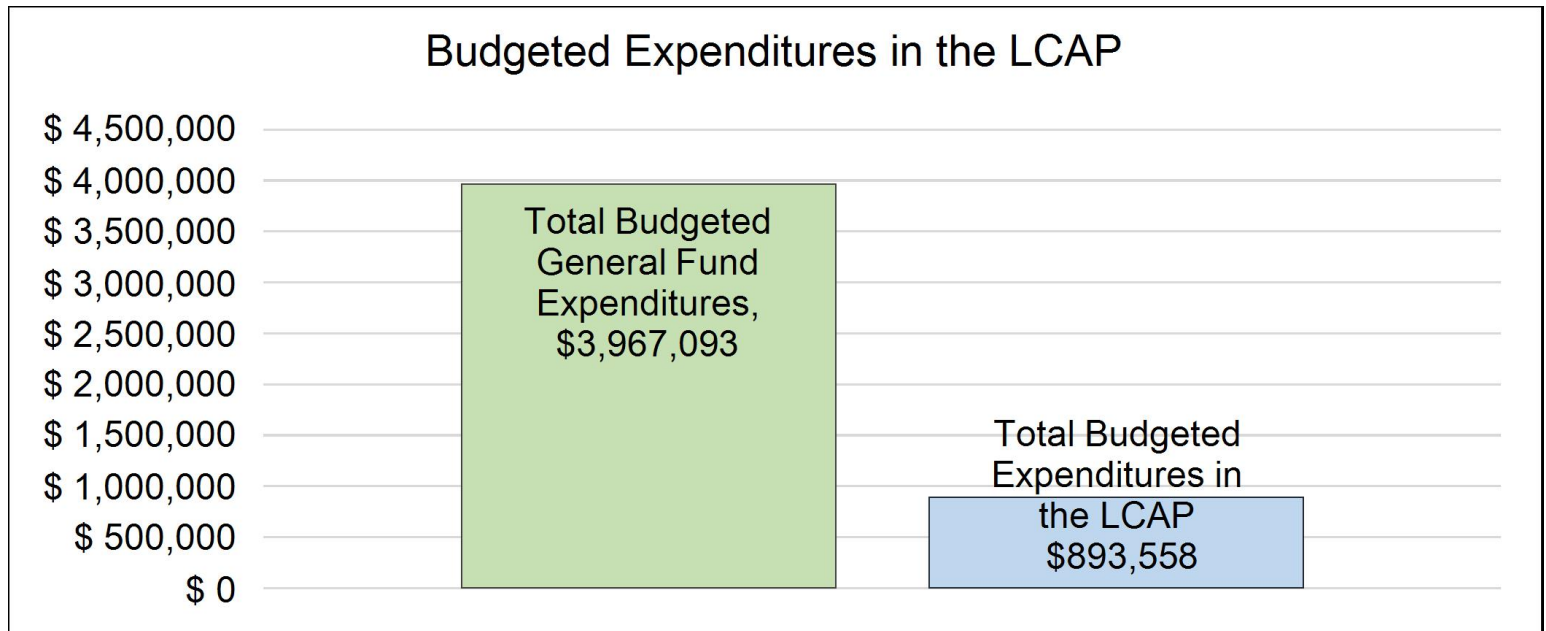
This chart provides a quick summary of how much Maple School Dsitrict plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Maple School Dsitrict plans to spend $3,967,093 for the 2022-23 school year. Of that amount, $893,558 is tied to actions/services in the LCAP and $3,073,535 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
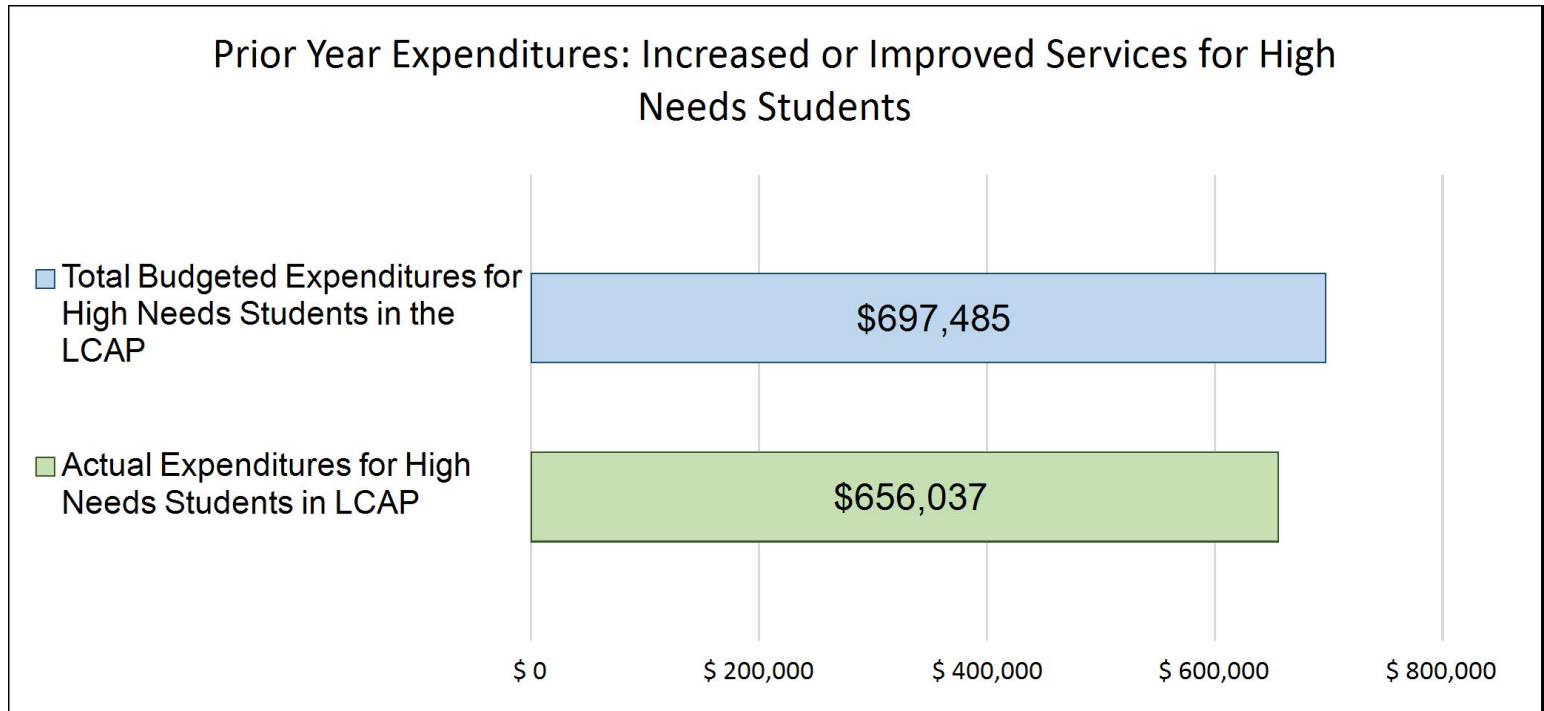
Our district receives very limited funding due to our low unduplicated student count. Generally speaking our budget is expended by paying salaries and benefits for service to our students. About 80% of our budget covers salaries and benefits. The other 20% are for supplies and operating costs. We receive additional funding to serve our Special Education population, a portion of our transportation costs and Nutrition Services. With the promise of increased funding impacting our district as soon as the Governor's budget is approved we may have some items to add to our plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Maple School Dsitrict is projecting it will receive $262,161 based on the enrollment of foster youth, English learner, and low-income students. Maple School Dsitrict must describe how it intends to increase or improve services for high needs students in the LCAP. Maple School Dsitrict plans to spend $680,985 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 2021-22

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

■ Total Budgeted Expenditures for High Needs Students in the LCAP	$697,485
■ Actual Expenditures for High Needs Students in LCAP	$656,037

(Bar chart axis: $ 0 — $ 200,000 — $ 400,000 — $ 600,000 — $ 800,000)

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

The text description of the above chart is as follows: In 2021-22, Maple School Dsitrict's LCAP budgeted $697,485 for planned actions to increase or improve services for high needs students. Maple School Dsitrict actually spent $656,037 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Maple School Dsitrict	Julie Boesch	jboesch@mapleschool.org 661-746-4439

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Maple School District sends a survey to all parents, staff, community members and students in the spring of each year. These survey s include space so that all participants can provide space to write in detailed requests.

On November 09, 2021 we hosted a parents night and provided detailed information regarding the funding that we have received, the funding that we expect to receive and how attendance, demographics and enrollment impact our funding.

We also have have a parent liaison that communicates regularly with our parents in multiple formats including Instagram, Facebook, Remind, our Marquee, Phone calls and notices.

In relation to our community partners and the community at large we are part of the West Kern Children's Cabinet and we have quarterly meeting to share data, resources, updates and successes as well as identify concerns, gather information and work together to serve our students.

We met on November 12, 2021 and our next meeting is scheduled for February 11, 2022.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Our District does not receive concentration grant add-ons. Our unduplicated count is not high enough to receive these funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

We have had multiple meetings with our Leadership and Board of Directors to determine the best use of these funds. We were very much in active response to our situation as we planned and implemented these funds. In an effort to remain open and serve our students we immediately set to work to lease two new portable buildings. These portable buildings became our additional classes for our 7th and 8th grade students in order to create smaller class sizes and provide for social distancing. Based on feedback from the teaching staff we also added an additional teacher to team teach at our TK level. This allowed us to initiate and continue a reading intervention session in the afternoon for our 2nd grade students this year. The funds that have been spent to this point have provided for cleaning supplies, plexiglass protectors for both staff and students, sanitation sprayers and additional technology. The additional staff that we have hired to support the implementation of also feeding both breakfast and lunch as well as the need to socially distance our students and modify our learning times and learning environments to provide for meeting required Department of Public Health guidelines were also supported with these funds.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

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. Input opportunities and communication was sent out in Spanish to support our families who speak another language other than English. 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 ESSER III Expenditure Plan for Maple School Dsitrict Page 3 of 14
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.

Maple School evaluated its stakeholder engagement opportunities and determined that Civil Rights Groups/ Tribes/ Advocates are neither present nor served by the LEA.
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 as they relate to COVID-1. 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

Goal #2 Action #1 Increased instructional time
with Intensive support
We have hired a .5FTE teacher to provide intensive reading
support to our earliest learners who missed a substantial
amount of in-person instruction
$35,516

Goal 1 Action 1 Increase course offerings
and reduce class size
We have hired 2 additional teachers to provide additional
support for our students including smaller class sizes,
additional course offerings.
$142,065

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

All plans and goals are expressly aligned to make sure that we are always looking through the lens of service to students. Our goals and actions are consistently designed to increase service to students by provided Expanded Learning opportunities, additional reading and math support, smaller class sizes and increased professional development and support for our teachers.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:
- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe

Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 Dsitrict	Julie Boesch, EdD Superintendent/Principal	jboesch@mapleschool.org (661) 746-4439

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 October of 2021 the district has no current union representation. 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

Kern Integrated Data System Data (Retrieved 3/24/2022)

ALL STUDENTS
286

FEMALE
141- 49.3%

MALE
145-50.7%

AMERICAN INDIAN
3-.1%

HISPANIC
210-73.4%

WHITE
73-25.5%

EL
28-9.8%

SWD
19-6.6%

SED
159-55.6%

Reflections: Successes

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

INTRODUCTION

As a district, we have reviewed the areas of success and local data. We experienced positive progress in many areas despite the ongoing COVID-19 pandemic. These identified successes include: maintaining and updating our 1:1 student to device access as well as internet capacity for all students, increasing our broad course of study and lowering targeted class sizes, providing a highly qualified staff with no mis-assignments, increasing our social emotional support for students and families and increasing our expanded learning and summer program.

CONDITIONS OF LEARNING

Our first area of progress is our 1:1 student to device ratio and the ability to access all educational offerings virtually. Although the 2021-2022 school year was not AS limited by COVID as they prior year, there were still some very big challenges. Having 1:1 devices provided the opportunity to serve our students virtually or in "Distance Learning" in the event that they were ill, Tested Positive for COVID or were required by California Public Health Department to quarantine due to exposure from COVID or having a positive family member in the home.

The LEA works with a consultant and a group of colleagues to share resources, seek support and provide high quality professional development, coaching and support for teachers and Administrators. Communication and relationships is key to this work as well as the shared mission and vision of increasing high quality services to students. We have no mis-assignments of teachers serving EL (English Language) Learners, no students without a copy of the current text and no instances in which the facilities are not in "Good Repair". 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.

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

5th Grade STAR Math: 9 students proficient out of 30 students that were assessed (30% proficient)

8th Grade STAR Math: 20 students proficient out of 30 students that were assessed (67% proficient)

3rd-8th Grades: 125 students proficient out of 206 students that were assessed (61% proficient)

In reviewing our CAASPP data on the Smarter Balanced website we can observe a continued increase in students who met or exceeded the Standard. Of the Available data here are the scores of the combined students groups:

20/21 ELA 38.41% Met or Exceeded
20/21 MATH 31.07% Met or Exceeded

***2019/2020 Data not available due to School Closure from COVID-219

18/19 ELA 34.20% Met or Exceeded
18/19 MATH 29.01% Met or Exceeded

17/18 ELA 30.48% Met or Exceeded
17/18 MATH 28.34% Met or Exceeded

These scores are for the entire data set of all 3rd-8th grade students. One very exciting piece of data is that in the 20/21 academic year our 8th graders scored 56.26% Met or Exceeded Standard in ELA and 43.75% Met or Exceeded in Math. This is an increase from 38.89% Met or Exceeded in 18/19 ELA and 33.33% Met or Exceeded in Math

Facilities: 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.

COURSE OFFERINGS

With the addition of 2.5 additional teachers, we have been able to reduce our 7th and 8th-grade classes to approximately 15 students per class in order to provide more intensive support. We have also increased our broad course of study by adding electives to our schedule. Our students are now able to select from the following electives each quarter and take courses they enjoy in addition to their previous class schedules: Agriculture, Home Economics (Sewing, cooking, crafting), Art, Film Appreciation, and Sports Conditioning. Having a credentialed teacher provide reading intervention to our second graders this year has really helped them make up for some lost time during the Pandemic.

COMMUNITY SCHOOL COLLABORATIVE:

Maple has been operating the West Kern Consortium (WKC) for full-service community schools in collaboration with Lost Hills and Semitropic for the past four years with federal funding. They were able to qualify because the demographics were presented as an average across the districts who partnered together to create increased services to the students in these small rural communities. This collaborative effort has established and accomplished significant work over the past four years, even amidst a Global Pandemic! These include the establishment of Children's Cabinet of West Kern, hiring Parent Liaison/Community School Coordinators, establishing Lost Hills as the Fiscal agent and grant manager, creating preschool programs at Lost Hills, building partnerships with community agencies, establishing Expanded Learning Programs at Semitropic and Maple where we share resources to serve our students together, hiring Math coaches for our teachers to increase effectiveness of our Math instruction, creating an attendance campaign to target chronic absenteeism, providing Social Workers, providing Americorp support for students, bridging the gap with Mental Health Services to our schools, supporting each other through the Pandemic AND sharing resources and collaborating all with a shared mission and vision of service to students and families in our small rural communities

SAFETY AND COMMUNICATION

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).

CLIMATE SURVEY

Our data indicates that 100% of our Spanish-speaking respondents and between 80-100% of our English speaking respondents indicated that Maple provides adequate security adult supervision (88.2% agree or strongly agree), have safe arrival and dismissal procedures(100% agree or strongly agree), are welcoming and supportive (98.3% agree or strongly agree), provide a positive culture (93.2% agree or strongly agree), teachers make learning meaningful (85.2% agree or strongly agree), Parents feel comfortable while at school (93.9% agree or strongly agree), staff are friendly and helpful (93.7% agree or strongly agree), understand and follow expectations (92.6% agree or strongly agree), provide activities in addition to classroom learning (88.6% agree or strongly agree).
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 2022-2023 we will continue serving breakfast and lunch to all students free of charge and explore new vendors for our food delivery

COMMUNICATION

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.

We will build upon this success by continuing to provide additional math support including both internal staff and, support from KCSOS, in addition to virtual coaching opportunities, continue SEL supports through our partnership with Elk Hills, El Tejon, and General Shafter. In addition, we will work with local health providers to increase health services for students in our community.

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.

Chronic Absenteeism: 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.

Current Data:

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 >=10%-=20% 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 32.3 pts 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.

In regards to local indicator needs related to culture there seems to be a substantial decrease in the students in the way that students feel about how they are treating each other since we have returned from COVID. In a survey questions related to whether or not students respect

each other in school, of the students who completed the survey this year only 59.82 % indicated that they agreed or strongly agreed to this statement as opposed to 93.2% of the students who completed the survey the previous year.

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 which functions as the parent advisory committee) meets the first Monday of every month. Each of those meetings consisted of staff members, parents, community members, and Administration. On April 4, 2022, 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 educational partners.

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 60 Parent/staff member responses:

1. My Role at Maple:

Grandparents: 1
Parents: 39
Parents (Spanish): 1
Staff: 19

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

% of Responses English   % of Responses Spanish
Strongly Agree: 64.4%   100%
Agree: 33.9%
Disagree: 1.7%
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: 66.1%   100%
Agree: 28.8%
Disagree: 5.1%
Strongly disagree:
I am unaware or I do not know:

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

% of Responses English   % of Responses Spanish

Strongly Agree: 45.8%
Agree: 42.4%   100%
Disagree: 11.9%
Strongly disagree:
I am unaware or I do not know:

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

% of Responses English   % of Responses Spanish
Strongly Agree: 62.7%   100%
Agree: 37.5%
Disagree:
Strongly disagree:
I am unaware or I do not know:

6. Maple provides healthy and nutritious lunch:

% of Responses English   % of Responses Spanish
Strongly Agree: 30.5%
Agree: 33.9%
Disagree: 20.3%
Strongly disagree: 5.1%
I am unaware or I do not know: 10.2%   100%

7. Maple has a positive culture that allows students to explore their own interests:
% of Responses English   % of Responses Spanish
Strongly Agree: 61%
Agree: 35.6%   100%
Disagree: 1.7%
Strongly disagree:
I am unaware or I do not know: 1.7%

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

% of Responses English   % of Responses Spanish
Strongly Agree: 45.8%   100%

Agree: 40.7%
Disagree: 11.9%
Strongly disagree: 1.7%
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:	39%	100%
Agree:	39%	
Disagree:	16.9%	
Strongly disagree:	1.7%	
I am unaware or I do not know: 3.4%		

10. Maple promotes a culture of mutual respect:

	% of Responses English	% of Responses Spanish
Strongly Agree:	52.5%	100%
Agree:	40.7%	
Disagree:	6.8%	
Strongly disagree:		
I am unaware or I do not know:		

11. Maple addresses the safety needs of students:

	% of Responses English	% of Responses Spanish
Strongly Agree:	54.2%	100%
Agree:	35.6%	
Disagree:	3.4%	
Strongly disagree:	1.7%	
I am unaware or I do not know: 5.1%		

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

	% of Responses English	% of Responses Spanish
Strongly Agree:	61%	100%
Agree:	39%	

Disagree:
Strongly disagree:
I am unaware or I do not know:

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

	% of Responses English	% of Responses Spanish
Strongly Agree:	57.6%	100%
Agree:	40.7%	
Disagree:		
Strongly disagree:	1.7%	
I am unaware or I do not know:		

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

	% of Responses English	% of Responses Spanish
Strongly Agree:	40.7%	100%
Agree:	45.8%	
Disagree:		
Strongly disagree:		
I am unaware or I do not know:	113.6%	

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:	67.8%	
Agree:	25.4%	100 %
Disagree:	1.7%	
Strongly disagree:	1.7%	
I am unaware or I do not know:	3.4%	

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:	57.6%	100 %
Agree:	37.3%	

Disagree: 3.4%
Strongly disagree:
I am unaware or I do not know: 1.7%

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: 39%
Agree: 40.7%   100%
Disagree: 5.1%
Strongly disagree:
I am unaware or I do not know: 15.3%

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

% of Responses English   % of Responses Spanish
Strongly Agree: 54.2%   100%
Agree: 45.8%
Disagree:
Strongly disagree:
I am unaware or I do not know:

19. Maple provides regular opportunities to be outdoors:
% of Responses English   % of Responses Spanish
Strongly Agree: 66.1%   100%
Agree: 33.9%
Disagree:
Strongly disagree:
I am unaware or I do not know:

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 175 Students:

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

Strongly Agree: 36.6%
Agree: 56%
Disagree: 1.7%
Strongly disagree: 2.3%
I am unaware or I do not know: 3.4%

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

Strongly Agree: 22.3%
Agree: 65.7%
Disagree: 4.6%
Strongly disagree:1.1%
I am unaware or I do not know: 6.3%

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

Strongly Agree: 36.6%
Agree: 50.9%
Disagree: 5.7%
Strongly disagree: 1.7%
I am unaware or I do not know: 5.1%

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

Strongly Agree: 34.9%
Agree: 50.3%
Disagree: 5.7%
Strongly disagree: 1.7%
I am unaware or I do not know: 7.4%

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

Strongly Agree: 38.3%
Agree: 49.1%
Disagree: 5.7%
Strongly disagree: .6%
I am unaware or I do not know: 6.3%

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

Strongly Agree: 18.4%
Agree: 62.1%
Disagree: 6.9%
Strongly disagree: 1.7%
I am unaware or I do not know: 10.9%

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

Strongly Agree: 36%
Agree: 44.6%
Disagree: 12.6%
Strongly disagree: 1.7%
I am unaware or I do not know: 5.1%

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

Strongly Agree: 16.1%
Agree: 43.7%
Disagree: 20.7%
Strongly disagree: 9.2%
I am unaware or I do not know: 10.3%

9. Staff members are friendly and helpful:

Strongly Agree: 49.4%
Agree: 44.3%
Disagree: 3.4%
Strongly disagree:
I am unaware or I do not know: 2.9%

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 2022-2023 we will begin by serving breakfast and lunch to all students free of charge and explore new vendors for our food delivery.

Staff were also provided with surveys and were provided a number of opportunities to submit requests and recommend actions based on their observations and student needs. Based on staff feedback we will be ordering updates Science and Social Studies Curriculum for 6th-8th grade, we will increase access to leveled readers and The Science of reading, reading instruction in addition to offering classroom management Professional Development this summer with the Kagan Method. The Kagan method focuses on cooperative (not just group) learning and how we can involve ALL of the learners in our classroom. The teachers have also indicated that the use of their aides would be most helpful for supporting early learners with reading support and reading intervention. Therefore we will be placing the majority of our aides in our TK-3rd grade classrooms and well as supporting students with full inclusion for our special needs students as we have been for several years now. Additional input from teachers has resulted in changes to serving breakfast and altering lunch procedures, changing our elective courses for6th-8th grade and ordering additional classroom rugs, math manipulatives and technology updates for our student 1:1 device to student technology implementation. The staff was also exceptionally supportive of maintaining the positions of our Ed Tech Specialist and our School Principal. We are also exploring options to secure student technology during the school day in response to multiple incidents at the end of this year as well as increased misuse of devices on campus.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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. 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.

Parent feedback has influenced our change to include more course options including additional electives, especially for our students in grades in 6th-8th and smaller class sizes in 7th and 8th due to the addition of an extra teacher. We have also expanded TK to be a full-day and based on feedback, we have expanded library hours including morning hours, and maintaining reading intervention.

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 Credentials 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.	2021-2022 A) 100% of teachers were 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	B) 100% of students have access to standards aligned textbooks as	2021-2022 B) 100% of students had access to standards-aligned			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
Materials as measured by curriculum inventory	measured by inventory and enrollment records.	textbooks as 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.	2021-2022 Maintained a rating of exemplary repair for all school facilities.			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	2021-2022 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 curricula aligned to these standards. This implementation is occurring at least			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
	80% of the classroom instructional time. This includes all subject area. This implementation is measured by observation of classroom instruction by Academic Coach, Administration, Instructional Rounds by colleagues and consultants. Teachers are working very hard to increase their rigor and relevance and are allowing students multiple means and methods of demonstrating their learning including: technology, project based learning, experiential learning and traditional methods. The students are also given voice and choice to create the best possible learning environment to enhance their learning experience.	80% of the classroom instructional time. This includes all subject areas. This implementation is measured by observation of classroom instruction by Academic Coach, Administration, and 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 a voice and choice to create the best possible learning environment to | | | |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		enhance their learning experience.			
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.	2021-2022 Priority 2b (Implementation of State Standards) B) 100% of EL students were 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.	2021-2022 Priority 7a (Course Access) A) 100% of Students had access to and are enrolled in a program designed to meet their needs.			Maintain 100% of 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
Priority 7b (Course Access) B) Programs and services developed and provided to unduplicated pupils as measured by a review of program enrollment data	Priority 7b (Course Access) B) 100% of our Unduplicated students 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.	2021-2022 Priority 7b (Course Access) B) 100% of our Unduplicated students had 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.			Maintain 100% of our Unduplicated students have access to and are enrolled a program designed to meet their needs. We've implemented more comprehensive intervention programs targeting students' specific needs and continually refining services to students.
Priority 7c (Course Access) 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.	Priority 7c (Course Access) C) 100% of exceptional needs students are enrolled a program designed to meet their needs. We have implemented full inclusion for all students making certain to meet all of their	2021-2022 Priority 7c (Course Access) C) 100% of exceptional needs students have enrolled in a program designed to meet their needs. We have implemented full inclusion for all			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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	individual needs in the least restrictive environment.	students making certain to meet all of their individual needs in the least restrictive environment.			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	$17,086.00	No
1.2	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
1.3	Teacher and Student Support	Maintain an additional site administrative position (Principal/Assistant Principal) to provide support to students, increase parent involvement, provide teacher coaching and professional development. This position is partially funded through LCFF and federal funds.	$95,000.00	Yes
1.4	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.	$130,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	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.	$27,000.00	Yes
1.6	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.

As we experienced enormous repercussions of the COVID-19 Pandemic and it's many variants our actions were still carried out, however they were not exactly as we had planned them.

1.1. Professional Development: At the beginning of the year we were unable to attend any in-person professional development or training sessions, however by mid-year we were able to hire a Math Coach from Kern County Superintendent of Schools and with the support of Full Service Community School grant funding create a position so that one of our teachers could become a Math Coach for our West Kern Children's Consortium, providing Math Coaching and support for our teachers.

1.2. Supplemental Curriculum: This year there were some supplemental curriculum items ordered. In the 2022-2023 year we will be ordering Middle School Science Curriculum as well as Middle School Social Studies Curriculum.

1.3. Teacher and Student Support: This year we maintained our 45% Academic Coach 55% School Principal position. This allows us to provide support, classroom observations, training, modeling and additional supervision and positive behavior intervention for students.

1.4. Intervention/Homework Help/Extended Library Hours: With the additional of staffing in our TK classroom and a shared job opportunity we have been able to have a certificated teacher here every afternoon. This has allowed for intensive Reading instruction and intervention. We have targeted our 2nd grade students who were sent home due to the pandemic at the end of their Kindergarten year and attended 1st grade in person for the morning session and then attended virtually in the afternoons during their first grade year. Dibbles screening as well as STAR test scores indicated that this was our group with the larges learning gap so we decided to focus our efforts on this group of students.

1.5. Library/Health Aide/Intervention (Classified Staff Member): We have continued to keep this position and still feel that it is vital to the success of our students. This position helps keep our library staffed, serves as a classroom aide and also provides health aide services to our students with special needs.

1.6. Facilities: safety and health focus/ green spaces: This year we were able to continue to improve our facilities by planting additional trees and shrubs to increase the overall appearance and maintain the amount of blowing dust. We have also had to install multiple hand sanitation stations, increase our outdoor eating capacity and increase our security fencing, lighting and alarm capacity in our shop/bus garage area.

Actions 1.1-1.6 were able to be implemented with success. We have been able to provide support materials and training for staff, additional support for students, increased technology and Administrative/Coaching support as well as continue to work on improving our facilities and providing additional green spaces for students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Maple School district conducted an analysis of material differences between budgeted expenditures and estimated actual expenditures. The total budgeted for the 2021-2022 LCAP year was $299,000.00. The estimated actual expenditures for the 2021-2022 LCAP year was $279,532.00. This is a difference of $19,468. The substantive differences were due to staff costs being slightly less or more than the actual budgeted cost. The actions and goals were still fully implemented.

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

1.1. Professional Development: At the beginning of the year we were unable to attend any in-person professional development or training sessions, however by mid-year we were able to hire a Math Coach from Kern County Superintendent of Schools and with the support of Full Service Community School grant funding create a position so that one of our teachers could become a Math Coach for our West Kern Children's Consortium, providing Math Coaching and support for our teachers.

1.2. Supplemental Curriculum: This year there were some supplemental curriculum items ordered. In the 2022-2023 year we will be ordering Middle School Science Curriculum as well as Middle School Social Studies Curriculum.

1.3.Teacher and Student Support: This year we maintained our 45% Academic Coach/55% School Principal position. This allows us to provide support, classroom observations, training, modeling and additional supervision and positive behavior intervention for students.

1.4. Intervention/Homework Help/Extended Library Hours: With the additional of staffing in our TK classroom and a shared job opportunity we have been able to have a certificated teacher here every afternoon. This has allowed for intensive Reading instruction and intervention. We have targeted our 2nd grade students who were sent home due to the pandemic at the end of their Kindergarten year and attended 1st grade in person for the morning session and then attended virtually in the afternoons during their first grade year. Dibbles screening as well as STAR test scores indicated that this was our group with the larges learning gap so we decided to focus our efforts on this group of students.

1.5. Library/Health Aide/Intervention (Classified Staff Member): We have continued to keep this position and still feel that it is vital to the success of our students. This position helps keep our library staffed, serves as a classroom aide and also provides health aide services to our students with special needs.

1.6. Facilities: safety and health focus/ green spaces: This year we were able to continue to improve our facilities by planting additional trees and shrubs to increase the overall appearance and maintain the amount of blowing dust. We have also had to install multiple hand sanitation stations, increase our outdoor eating capacity and increase our security fencing, lighting and alarm capacity in our shop/bus garage area.

Based on our data analysis and expenditure reports Actions 1.1-1.6 were deemed to be effective. Maple teachers and staff successfully implemented each of these goals. We have 100% of our teachers appropriately assigned, 100% of our students have access to their own copy of all text books, our facilities maintained a rating of exemplary repair, 80%-100% of instructional time designed around Common Core, NGSS or other State Standards. 100% of EL students have access to CCSS and ELD Standards for purposes of gaining knowledge and language acquisition. 100% of students (including all students, unduplicated students and students with exceptional needs) have access to courses designed to meet their needs,

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.

1.1 Funding increased for this action due to the inclusion of federal funds that were not reported in the LCAP for 2021-2022.

1.3.Teacher and Student Support: This action description was slightly modified to reflect the change from a partial administrative support position to a full-time position. This change is needed to allow us to provide support to staff including classroom observations, training, modeling, and additional supervision, and positive behavior intervention for students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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%

Language Arts students at or Above grade level: 2022   According to the STAR results

Kindergarten: 38%
1st Grade: 62%
2nd Grade: 24%
3rd Grade: 66%
4th Grade: 54%
5th Grade: 27%
6th Grade: 15%
7th Grade: 32%
8th Grade: 13%

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)

Math students at or Above grade level: 2022

1st Grade: 57%
2nd Grade: 29%
3rd Grade: 72%
4th Grade: 79%
5th Grade: 30%
6th Grade: 32%
7th Grade: 56%
8th Grade: 67%

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	2020-2021 CAASPP ELA Results Standard Met/ Exceeded 3rd 33.33% 4th			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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Standard Met/ Exceeded 3rd 16.13% 4th 36.66% 5th 31.98% 6th 39.39% 7th 41.68% 8th 38.89% Average 34.2%	33.33% 5th 25% 6th 39.28% 7th 40.63% 8th 56.26% Average 38.41%			
Priority 4 (Pupil Achievement) A) State Assessments as measured by CAASPP Math	Mathematics Most recent data 2018-2019 Test Administration Test not given at the end of the 2019-2020 test year due to COVID-19	2020-2021 CAASPP Math Results Standard Met/ Exceeded 3rd 25.92% 4th 23.33%			Our goal would be to have 38% of our students meeting or exceeding the Standard which would indicate that we successfully achieved our goal of a 3% increase each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Standard Met/ Exceeded 3rd 16.13% 4th 40% 5th 15.63% 6th 36.36% 7th 32.26% 8th 33.33% Average 29.01%	5th 14.28% 6th 39.29% 7th 37.51% 8th 43.75% Average 31.07%			
Priority 4 (Pupil Achievement) A) State Assessments as measured by 5th Grade CAST	Priority 4 (Pupil Achievement Required Metric) Most recent data 2018-2019 Test Administration which was a field test of the new assessment.	2020-2021 CAST Results: A) State Assessments (Goal minimum 3% Increase) 5th Grade Science			Our goal would be to have 25% of our students meeting or exceeding the Standard which would indicate that we successfully achieved our goal of a 3% increase each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Test not given at the end of the 2019-2020 test year due to COVID-19 A) State Assessments (Goal minimum 3% Increase) 5th Grade Science Exceeded Standard: 0% Met Standard: 6.25% Nearly Met Standard: 78.13% Standard Not Met: 15.63%	Exceeded Standard: 0% Met Standard: 3.85% Nearly Met Standard: 50% Standard Not Met: 46.15% 3.85% Met or Exceeded			
Priority 4 (Pupil Achievement) A) State Assessments as measured by 8th Grade CAST	Priority 4 (Pupil Achievement Required Metric) Most recent data 2018-2019 Test Administration which was a field test of the new assessment. Test not given at the end of the 2019-2020	***2020/2021 Academic year we had a technical difficulty and had a very limited number of 8th graders complete the exam. Data is suppressed because 10 or fewer students tested. ** 8th Grade Science			Our goal would be to have 21% of our students meeting or exceeding the Standard which would indicate that we successfully achieved our goal of a 3% increase each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	test year due to COVID-19 A) State Assessments (Goal minimum 3% Increase) 8th Grade Science A) State Assessments (Goal minimum 3% Increase) 8th Grade Science Exceeded Standard: 2.94% Met Standard: 8.82% Nearly Met Standard: 63.89% Standard Not Met: 19.44% 11.76% met or exceeded Standard	A) State Assessments (Goal minimum 3% Increase) 8th Grade Science Exceeded Standard: Met Standard: Nearly Met Standard: Standard Not Met: % met or exceeded Standard			
Priority 4 (Pupil Achievement) B) % of Students who have completed A-G Requirements- N/A	Priority 4 B) A-G Requirements- N/A	Priority 4 B) A-G Requirements- N/A			N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 (Pupil Achievement)

C) % of Students who have successfully completed CTE Pathways | Priority 4

C) CTE Pathways- N/A | 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 | 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 measured by CA Dashboard. | E) Progress in EL

Percentage of EL students making progress toward proficiency.

Most recent data 2018-2019 Test Administration which was a field test of the new assessment. | E) Progress in EL

Percentage of EL students making progress toward proficiency.

Local data obtained from KiDS shows that 0% of students made progress on English Language Proficiency | | | 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
Goal 1% increase in the number of students Proficient (Intermediate) and above as measured by ELPAC results.	2019 Dashboard data indicates that 56.7% of EL students made progress towards proficiency. Test not given at the end of the 2019-2020 test year due to COVID-19 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. **An Asterisk is displayed instead of a number on test results where 10 or fewer students are tested. ** This data can not be reported as growth data as anticipated but can be reported based on overall results.	from 2018-2019 to 2020-2021. Of the 17 students that have scores for both years, 71% declined and 29% maintained. 2020-2021 ELPAC Results: Overall Level 4: 0% Level 3: 27.27% Level 2: 68.18% Level 1: 4.55% Oral Language Performance: Level 4: 9.09% Level 3: 50% Level 2: 36.36% Level 1: 4.55% Written Language Performance: Level 4: 4.55% Level 3: 4.55% Level 2: 59.09% Level 1: 31.82% Listening Well Developed: 22.73%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The students received results with levels by grade level were 22 , ranging from beginning stage (1) to well developed (4). Overall 18.65% (6) of our students tested received a level 4, while 40.63% (13) received a level 3 which is moderately developed. 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.	Somewhat/Moderately : 72.73% Beginning to Develop: 4.55% Speaking Well Developed: 9.09% Somewhat/Moderately : 77.27% Beginning to Develop: 13.64% Reading Well Developed: 0% Somewhat/Moderately : 63.64% Beginning to Develop: 36.36% Writing Well Developed: 4.55% Somewhat/Moderately : 68.18% Beginning to Develop: 27.27%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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. This would indicate that we definitely need to increase our focus on writing with our English Language Learners. When broken down into domains the scores indicate that 28.13% (9) of our students tested were well developed in listening while 65.63% (21) were somewhat or moderately developed in listening.				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	In regards to speaking 59.38% (19) were well developed in speaking. In reading 40.63% (13) were somewhat/moderately developed. 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. 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)	F) Reclassification Rate	F) Reclassification Rate			Our goal would be to continually increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
F) Reclassification Rate as measured by DataQuest	Most recent data 2018-2019 Test Administration which was a field test of the new assessment. Our Reclassification Rate from Dataquest for 2019-2020 was 3% Test not given at the end of the 2019-2020 test year due to COVID-19 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. **An Asterisk is displayed instead of a number on test results where 10 or fewer students are tested. **	2020-2021 Reclassification rate of 13.8% as measured by Dataquest 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.			student scores by a 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
	This data can not be reported as growth data as anticipated but can be reported based on overall results. The students received results with levels by grade level were 22 , ranging from beginning stage (1) to well developed (4). Overall 18.65% (6) of our students tested received a level 4, while 40.63% (13) received a level 3 which is moderately developed. 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				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	somewhat developed, and 0% (0) received a level 1 or beginning stage. 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. This would indicate that we definitely need to increase our focus on writing with our English Language Learners. When broken down into domains the scores indicate that 28.13% (9) of our students tested were well developed				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	in listening while 65.63% (21) were somewhat or moderately developed in listening. In regards to speaking 59.38% (19) were well developed in speaking. In reading 40.63% (13) were somewhat/moderately developed. 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. 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)				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students were at the beginning stage in writing.				
Priority 4 (Pupil Achievement) G) % of pupils passing AP Exam- N/A	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			N/A
Priority 8 Other Pupil Outcomes (Required Metrics) Ed Code 51210 and 51220 A) Physical Fitness Results as measured by DataQuest: We will increase this by 2% for 5th grade students	Priority 8 Other Pupil Outcomes (Required Metrics) Ed Code 51210 and 51220 2018-2019 Results A) Physical Fitness Results: We will increase this by 2%	Priority 8 Other Pupil Outcomes The physical Fitness test was not administered in 2020-2021. 2018-2019 are the most recent results available.			We will increase this by 6% for 5th grade students in all areas that are below 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in all areas that are below 85% 5th Grade physical Fitness Testing results as reported in DataQuest	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%	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%			
Priority 8 Other Pupil Outcomes (Required Metrics) Ed Code 51210 and 51220 A) Physical Fitness Results as measured by DataQuest: We will	Priority 8 Other Pupil Outcomes (Required Metrics) Ed Code 51210 and 51220 A) Physical Fitness Results: We will	Priority 8 Other Pupil Outcomes The physical Fitness test was not administered in 2020-2021. 2018-2019 are the most recent results available.			We will increase this by 6% for 7th grade students in all areas that are below 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
increase this by 2% for 7th grade students in all areas that are below 85% 7th Grade physical Fitness Testing results as reported in DataQuest	increase this by 2% for 7th grade students in all areas that are below 85% Physical Fitness Testing 7th Grade % in Healthy Fitness Zone Aerobic Capacity 48.4% Body Composition 51.6% Abdominal Strength 93.5% Trunk Extension Strength 64.5% Upper Body Strength 80.6% Flexibility 71%	Physical Fitness Testing 7th Grade % in Healthy Fitness Zone Aerobic Capacity 48.4% Body Composition 51.6% Abdominal Strength 93.5% Trunk Extension Strength 64.5% Upper Body Strength 80.6% Flexibility 71%			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	$52,895.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	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
2.3	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.	$43,592.00	Yes
2.4	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
2.5	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
2.6	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
2.7	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

Action #	Title	Description	Total Funds	Contributing
2.8	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
2.9	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
2.10	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 individuals 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.

We fully implemented all actions for Goal #2 as planned.

2.1.Technology for early learners.

2.2.Technology Support

2.3.Technology infrastructure and devices

2.4.Project Lead the Way

2.5.Parent communication (Student Information System)

2.6.Expanded Learning

2.7.Math Support/practice and intervention.

2.8.Reading support/intervention

2.9. Additional Middle School Teachers

2.10. Add Classified Staff member (Special Education and EL Support)

Successes and challenges: With the implementation of our electives this past year we have been able to greatly increase students access to technology, coding and robotics classes and Project Lead the Way. The continued support of our Ed Tech Specialists and reaching out for additional grants have also increased our ability to increase services to students. This year 2021-2022 we have implemented Project Lead the Way all the way down to first grade from 8th grade with plans to include TK and K in the 2022-2023 school year. We have also been able to increase our support to our teachers and students and increase rigor and relevance of our math instruction by hiring a Math Coach in collaboration with two other small districts in our community school consortium. We were also able to provide additional support for our students with the addition of staff members to provide reading intervention, smaller class sizes in middle school and electives, as well as additional staff support for our full inclusion model of service for our students qualifying for additional support services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Maple School district conducted an analysis of material differences between budgeted expenditures and estimated actual expenditures. The total budgeted for the 2021-2022 LCAP year was $389,985.00   . The estimated actual expenditures for the 2021-2022 LCAP year was $368,005. This is a difference of $21,980. The difference was the result of staff costs being slightly less than anticipated and the availability of additional funds to support technology so that cost was $1,000 less than our budgeted cost.

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

We implemented each of our planned actions.

2.1.Technology for early learners.

2.2. Technology Support

2.3. Technology infrastructure and devices

2.4. Project Lead the Way

2.5. Parent communication (Student Information System)

2.6. Expanded Learning

2.7. Math Support/practice and intervention.

2.8. Reading support/intervention

2.9. Additional Middle School Teachers

2.10. Add Classified Staff member (Special Education and EL Support)

Actions 2.1, 2.2, 2.3, 2.4 were all deemed to be effective based on our ability to provide each student with increased opportunities with technology, technology supports, robotics and coding. Due to COVID we do not have valid test scores for our CASP tests for 8th grade and fifth grade decreased the percentage of students who met the standards by 2.4%, however based on teacher and student input as well as parent communication we know that this is a vital piece of our educational offerings at Maple. Action 2.5 was deemed to be effective based on parent, student and teacher feedback related to communication and support. Action 2.6 is deemed to be effective based on the number of students who enrolled and were on waitlists due to staffing shortages. We will be providing additional service times in the future. actions 2.7-2.10 were deemed to be effective even though we were partially in distance learning during the COVID pandemic our students still had an overall increase in their English Language Arts proficiency scores of 4.21% based on the most recent scores available (2020-2021). Our Math scores from the same time period indicated an overall increase of 2.06%. We had a significant drop in our Science test participation as well as scores, possibly related to the Pandemic. These scores decreased and indicated that our 5th grade students 2.4% and our 8th grade students do not have current data due to the low number of participants resulting in suppressed data at the State level. We do not have data related to A_G requirements, CTE Pathways, AP Exams, College Preparedness measures, because we are an elementary campus. There are no valid current Physical fitness scores for comparison due to the COVID Pandemic.

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.

The analysis of our goals, desired outcomes, metrics and actions will remain the same. Funding increases for Action 2.2 and 2.3 are due to the inclusion of federal funds that were not reported in the LCAP for 2021-2022.

We are confident that the actions that we have implemented will help us provide an even higher level of services as well as support for our teachers as we emerge from the repercussions of the COVID pandemic, work to rebuild our relationships and engage in all in person professional development for our teachers as well as teacher/student interaction for our students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	Priority 3 (Parental Involvement) A) Efforts to seek parent input in decision making	2021-2022 Priority 3 (Parental Involvement)			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
regular attendance at our stakeholder meetings 2% increase in number of parents attending 80% or more of our meetings annually as measured by sign-in sheets.	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 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.	A) Efforts to seek parent input in decision making 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- On average 6-7 parents regularly attended MCC meetings. Our current situation for the year with so many restrictions related to in-person meetings, inviting people to campus, and hosting events really affected the beginning of the year. Our parent club struggled and though we were able to pull off some events the participation was impacted. Our parent club met in the spring and has taken steps			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		to increase involvement, recruited and voted in new members to serve on the Board and has recruited parents and teachers to help support events. We anticipate that these changes will greatly impact our engagement in our MCC meetings in the following years.			
B) Participation of parents of unduplicated students Continue calendaring, communicating and coordinating all events for unduplicated students as measured by sign-in sheets.	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	2021-2022 100% of parent meetings had EL and SED parent representation. 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 the parents. We have continued to increase access to			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 planned parent nights.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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. 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.	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 important updates and reminders. We also are still sending notices home in hard copy to make certain they are available in the event			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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.	2021-2022 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.	2021-2022 Actual Outcome: 95.03% This data was retrieved on May 29, 2022 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	Actual Outcome: Chronically absent student rate increased significantly to 12% according to Kern Integrated Data Systems on May 29, 2022.			Decrease to former baseline of 1.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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%. 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%.				
C) Middle School Dropout Baseline as measured by Aeries Student Information System	0%	2021-2022 0%			Maintain 0%
D) High School Dropout Baseline N/A	N/A	N/A			N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
E) High School Graduation Rate N/A	N/A	N/A			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%	2021-2022 Priority 6 (School Climate Metrics) Metric A. Suspension Rate Current rate: 1%			Maintain Current rate: 0%
B) Expulsion Rate as measured by Aeries Student Information System	B) Expulsion Rate Current rate: 0%	2021-2022 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:	2021-2022 Based on the survey responses of 175 Students: 1. I understand and follow the school's expectations and rules:			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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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: 36.6% Agree: 56% Disagree: 1.7% Strongly disagree: 2.3% I am unaware or I do not know: 3.4% 2. I am rewarded or acknowledged for appropriate behavior in school: Strongly Agree: 22.3% Agree: 65.7% Disagree: 4.6% Strongly disagree:1.1% I am unaware or I do not know: 6.3% 3. I feel comfortable with what I am learning in school: Strongly Agree: 36.6% Agree: 50.9%			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
	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: 5.7% Strongly disagree: 1.7% I am unaware or I do not know: 5.1% 4. The teachers make learning meaningful, we know what is expected of us: Strongly Agree: 34.9% Agree: 50.3% Disagree: 5.7% Strongly disagree: 1.7% I am unaware or I do not know: 7.4% 5. The school provides activities in addition to our classroom learning: Strongly Agree: 38.3% Agree: 49.1% Disagree: 5.7%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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%	Strongly disagree: .6% I am unaware or I do not know: 6.3% 6. My school has a plan for working with students who do not follow the school's expectations: Strongly Agree: 18.4% Agree: 62.1% Disagree: 6.9% Strongly disagree: 1.7% I am unaware or I do not know: 10.9% 7. In general, the environment in school is positive and safe: Strongly Agree: 36% Agree: 44.6% Disagree: 12.6% Strongly disagree: 1.7%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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	I am unaware or I do not know: 5.1% 8 For the most part, students in school show respect for each other: Strongly Agree: 16.1% Agree: 43.7% Disagree: 20.7% Strongly disagree: 9.2% I am unaware or I do not know: 10.3% 9. Staff members are friendly and helpful: Strongly Agree: 49.4% Agree: 44.3% Disagree: 3.4% Strongly disagree: I am unaware or I do not know: 2.9% Open responses on the last survey question asked what			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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.	activities students would like to see offered in school.***add more here***			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		families wishing to be involved; as evidenced by parent and student engagement data.		
3.2	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
3.3	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
3.4	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.

There were no substantive differences between what we planned to do and what we implemented.

3.1.Parent Engagement- Communication- Our parent Liaison/Community /school Coordinator position has been operational for several years now. This has greatly increased our parent/school/staff communication. We use every possible form of communication to serve our parents including: Facebook, Website, marque, posted signage, Remind, Instagram, email, US mail, and telephone calls as well as notices sent home with students.

3.2.Parent Engagement-Social Emotional Support: We were able to include our new school Psychologist in our planned parent informational nights and increase exposurre and information regarding the services that we provide. Additionally we have increased our service to students and worked hard to address the increased social emotional support.

3.3.Parent Engagement: We have been able to provide Spanish translation at all events, meetings and conferences for our Spanish speaking parents.

3.4.Social Emotional Support: We have hired a school Psychologist. While this has been a great support to us, in order to actually obtain her services and be able to secure funding we have had to depend on contracting with three other districts to meet our needs as well as providing support for their students. This has been a very beneficial arrangement for all involved and we will continue to provide these services in the coming years with the same agreement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Maple School district conducted an analysis of material differences between budgeted expenditures and estimated actual expenditures. The total budgeted for the 2021-2022 LCAP year was $8,500. The estimated actual expenditures for the 2021-2022 LCAP year was $8,500 . This is a difference of $0. There were no substantive differences.

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

3.1.Parent Engagement- Communication-

Maple BBQ- October 14, 2021 Based on actual ticket sales- 340 Family meals and 847 Single Meal tickets

Halloween Parade October 29, 2021 24 Community Members, 89 Parents and 266 Students participated

Parent Engagement Night November 9. 2021 51 parents 11 community members

Running for Ronald- Community Fundraiser November 16, 2021 8 parents present and 276 students participated over $5,000 raised for donation to Ronald McDonald House

Student Council Sock Drive- November 30, 2021 The entire school participated and over 1,000 pair of socks were donated for the Jamison Center

Christmas Program December 8, 2021 134 parents, 77 Community members and 184 TK-5th grade students.

Daddy Daughter Dance March 1, 2022 80 Dads and 80 Daughters

Parent Engagement Meetings 19 parents and 1 community member

Maple Bingo Night March 25, 2022 200 people in total (students, parents and community members)

Maple Achievement Night May 12, 2022 200 parents and 100 students (4th-8th grade)

Maple Color Run May 131, 2022 15 parent volunteers, 60 parents observers, 277 students

Mother/Son Event May 16, 2022 43 Moms, 48 students

Actions 3.2, 3.3 and 3.4 were deemed to be effective as evidenced by our attendance rate of 94% and our chronic absenteeism rate of 12%. In the 2021-2022 school year, while we were able to have our students on campus we were required to send them home to quarantine if they were exposed, if they had COVID in their home or if they were infected by COVID so this impacted attendance rates. While this is an increase for our District it is still significantly lower than the County chronic absenteeism rate of 34% and higher than the county attendance rate of 89.50% which indicates that efforts to maintain student and family engagement have been successful despite the challenges experienced due to COVID.

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.

We have not made any changes to our planned goals, metrics or actions for the coming year. We are confident that as we emerge from the COVID pandemic that we will continue to increase our services and engagement.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
262161	0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.99%	0.00%	$0.00	9.99%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 improve our service to our English Language Learners, to continue to work to bring ALL families into the school community and looking 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. While performance gaps existed for our SED and EL students prior to the pandemic, these gaps have been magnified as a result of COVID. Our English Learners have been especially impacted. On the 2020-2021 CAASPP administration, 38.41 of all students were meeting or exceeding standards on ELA and 0% of ELs met or exceeded standards on this assessment. SED students performed better (29.07% meeting or exceeding) but were still underperforming when compared to "All" students. Similar gaps were seen in math with 31.07% of "All" students meeting/exceeding standards on 2020-2021 Math CAAPP whereas 8.33% of ELs and 26.75% of SED met/exceeded standards on the most recent administration. In 2020-2021, ELs also did not make progress on language proficiency with a projected ELPI of 0% which was a significant decrease from 56.70% in 2018-2019.

Over the past two years, ELs have also had greater chronic absenteeism rates when compared to "All". It is these academic and engagement needs that are the foundation for actions in the LCAP. While the following services will be provided to all students, they are designed with our ELs and SED students in mind.   In addition, student engagement has also decreased for our EL students. While Maple has historically had low suspension rates, during the past year ELs were suspended at a rate of 3.70% which was higher when compared to all students (1.34%). The services provided in this plan will seek to address these challenges in order to better support our SED and EL students.

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 faired 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.

The circumstances highlight the need for additional academic support which will lead to improvement on state assessments, increased attendance and engagement rates as measured by chronic absenteeism and suspension rates.

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. The following supports will lead to increases on state assessments, and attendance rates as well as decreases in chronic absenteeism and suspension rates.

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 full-time site administrator 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Maple School district does not receive concentration funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	24:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	20:1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$734,985.00	$62,500.00		$96,073.00	$893,558.00	$678,585.00	$214,973.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development	All	$4,000.00			$13,086.00	$17,086.00
1	1.2	Supplemental Curriculum	English Learners Foster Youth Low Income	$30,000.00				$30,000.00
1	1.3	Teacher and Student Support	English Learners Foster Youth Low Income	$95,000.00				$95,000.00
1	1.4	Intervention/Homework Help/Extended Library Hours	English Learners Foster Youth Low Income	$130,500.00				$130,500.00
1	1.5	Library/Health Aide/Intervention (Classified Staff Member)	English Learners Foster Youth Low Income	$27,000.00				$27,000.00
1	1.6	Facilities: safety and health focus/ green spaces	All	$50,000.00				$50,000.00
2	2.1	Technology for early learners.	English Learners Foster Youth Low Income	$3,500.00			$49,395.00	$52,895.00
2	2.2	Technology Support	English Learners Foster Youth Low Income	$125,000.00				$125,000.00
2	2.3	Technology infrastructure and devices	English Learners Foster Youth Low Income	$10,000.00			$33,592.00	$43,592.00
2	2.4	Project Lead the Way	English Learners Foster Youth Low Income	$5,000.00				$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Parent communication (Student Information System)	English Learners Foster Youth	$5,000.00				$5,000.00
2	2.6	Expanded Learning	English Learners Foster Youth Low Income	$48,000.00				$48,000.00
2	2.7	Math Support/practice and intervention.	English Learners Foster Youth Low Income	$2,400.00				$2,400.00
2	2.8	Reading support/intervention	English Learners Foster Youth Low Income	$42,500.00				$42,500.00
2	2.9	Additional Middle School Teachers	English Learners Foster Youth Low Income	$148,585.00				$148,585.00
2	2.10	Add Classified Staff member (Special Education and EL Support)	Students with Disabilities		$42,500.00			$42,500.00
3	3.1	Parent Engagement-Communication	English Learners Foster Youth Low Income	$6,000.00				$6,000.00
3	3.2	Parent Engagement-Social Emotional Support	English Learners Foster Youth Low Income	$2,000.00				$2,000.00
3	3.3	Parent Engagement	English Learners Foster Youth	$500.00				$500.00
3	3.4	Social Emotional Support	All Students with Disabilities		$20,000.00			$20,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2624757	262161	9.99%	0.00%	9.99%	$680,985.00	0.00%	25.94 %	**Total:**	$680,985.00
								LEA-wide Total:	$680,985.00
								Limited Total:	$0.00
								Schoolwide Total:	$680,985.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Supplemental Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	1.3	Teacher and Student Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$95,000.00	
1	1.4	Intervention/Homework Help/Extended Library Hours	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$130,500.00	
1	1.5	Library/Health Aide/Intervention (Classified Staff Member)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$27,000.00	
2	2.1	Technology for early learners.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,500.00	
2	2.2	Technology Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$125,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Technology infrastructure and devices	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$10,000.00	
2	2.4	Project Lead the Way	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.5	Parent communication (Student Information System)	Yes	LEA-wide Schoolwide	English Learners Foster Youth	All Schools	$5,000.00	
2	2.6	Expanded Learning	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$48,000.00	
2	2.7	Math Support/practice and intervention.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,400.00	
2	2.8	Reading support/intervention	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$42,500.00	
2	2.9	Additional Middle School Teachers	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$148,585.00	
3	3.1	Parent Engagement-Communication	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
3	3.2	Parent Engagement-Social Emotional Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
3	3.3	Parent Engagement	Yes	LEA-wide Schoolwide	English Learners Foster Youth	All Schools	$500.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$813,985.00	$785,919.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	No	$4,000.00	4000
1	1.2	Supplemental Curriculum	Yes	$30,000.00	24080
1	1.3	Teacher and Student Support	Yes	$115,000.00	107008
1	1.4	Intervention/Homework Help/Extended Library Hours	Yes	$130,000.00	121910
1	1.5	Library/Health Aide/Intervention (Classified Staff Member)	Yes	$24,000.00	26534
1	1.6	Facilities: safety and health focus/ green spaces	No	$50,000.00	71382
2	2.1	Technology for early learners.	Yes	$3,500.00	3500
2	2.2	Technology Support	Yes	$125,000.00	125000
2	2.3	Technology infrastructure and devices	Yes	$10,000.00	9000
2	2.4	Project Lead the Way	Yes	$5,000.00	5000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Parent communication (Student Information System)	Yes	$5,000.00	5000
2	2.6	Expanded Learning	Yes	$48,000.00	48000
2	2.7	Math Support/practice and intervention.	Yes	$2,400.00	2400
2	2.8	Reading support/intervention	Yes	$42,500.00	34500
2	2.9	Additional Middle School Teachers	Yes	$148,585.00	127605
2	2.10	Add Classified Staff member (Special Education and EL Support)	No	$42,500.00	42500.
3	3.1	Parent Engagement-Communication	Yes	$6,000.00	6000
3	3.2	Parent Engagement-Social Emotional Support	Yes	$2,000.00	2000
3	3.3	Parent Engagement	Yes	$500.00	500
3	3.4	Social Emotional Support	No	$20,000.00	20000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
238058	$697,485.00	$656,037.00	$41,448.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Supplemental Curriculum	Yes	$30,000.00	24080		
1	1.3	Teacher and Student Support	Yes	$115,000.00	107008		
1	1.4	Intervention/Homework Help/Extended Library Hours	Yes	$130,000.00	121910		
1	1.5	Library/Health Aide/Intervention (Classified Staff Member)	Yes	$24,000.00	26534		
2	2.1	Technology for early learners.	Yes	$3,500.00	3500		
2	2.2	Technology Support	Yes	$125,000.00	125000		
2	2.3	Technology infrastructure and devices	Yes	$10,000.00	9000		
2	2.4	Project Lead the Way	Yes	$5,000.00	5000		
2	2.5	Parent communication (Student Information System)	Yes	$5,000.00	5000		
2	2.6	Expanded Learning	Yes	$48,000.00	48000		
2	2.7	Math Support/practice and intervention.	Yes	$2,400.00	2400		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.8	Reading support/intervention	Yes	$42,500.00	42500.		
2	2.9	Additional Middle School Teachers	Yes	$148,585.00	127605		
3	3.1	Parent Engagement-Communication	Yes	$6,000.00	6000		
3	3.2	Parent Engagement-Social Emotional Support	Yes	$2,000.00	2000		
3	3.3	Parent Engagement	Yes	$500.00	500		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2389181	238058	0	9.96%	$656,037.00	0.00%	27.46%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - o   This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - o   This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - o   This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - o   This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - o   This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - o   This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o   This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o   If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    o   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022