LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Maple Elementary School District

CDS Code: 15-6361000000000

School Year: 2023-24

LEA contact information:
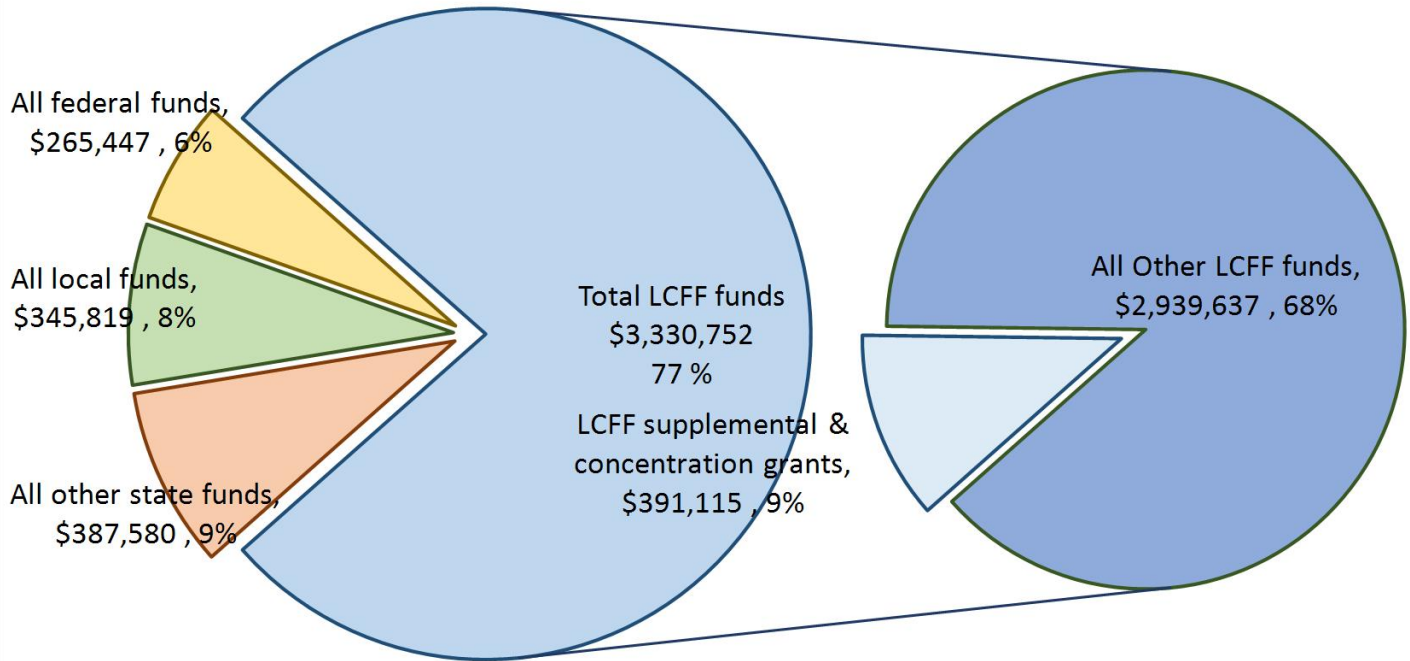
Bryan Easter

Superintendent

bryaneaster@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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $265,447 , 6%

All local funds, $345,819 , 8%

All other state funds, $387,580 , 9%

Total LCFF funds $3,330,752 77 %

LCFF supplemental & concentration grants, $391,115 , 9%

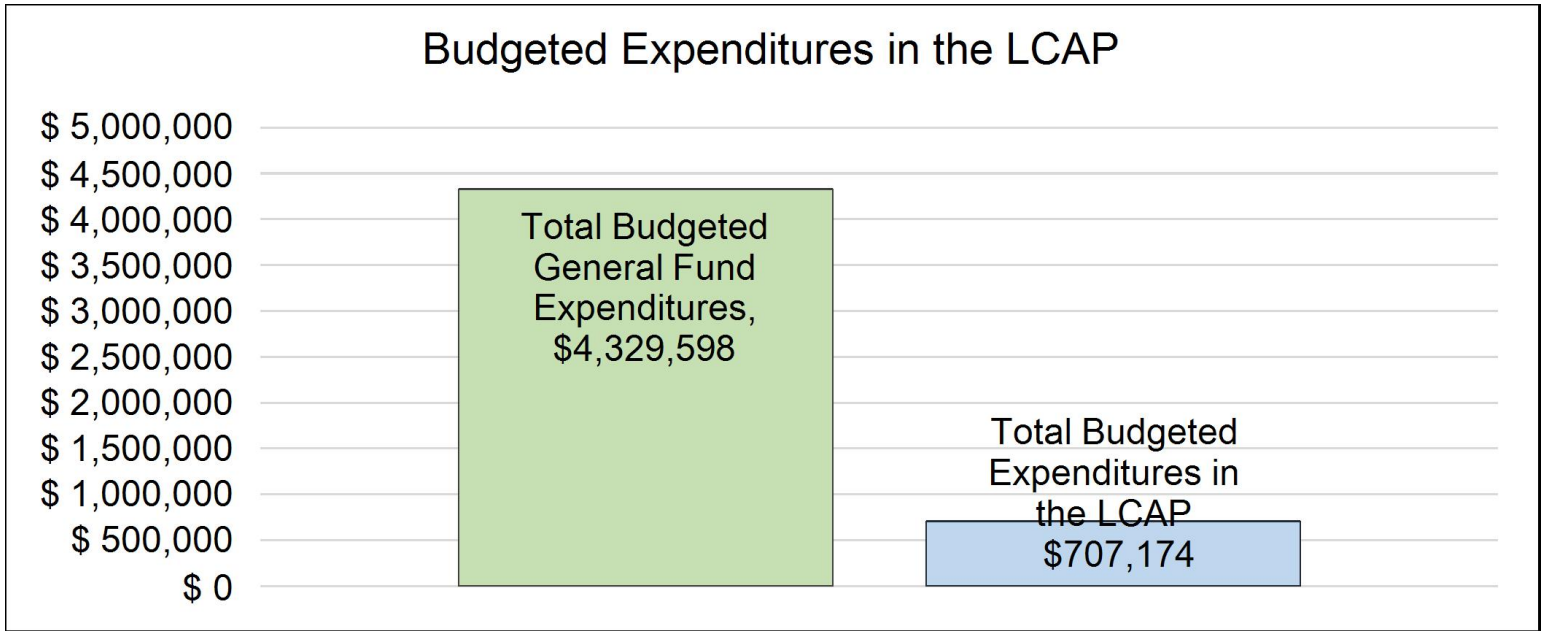All Other LCFF funds, $2,939,637 , 68%

This chart shows the total general purpose revenue Maple Elementary School District 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 Elementary School District is $4,329,598, of which $3,330,752 is Local Control Funding Formula (LCFF), $387,580 is other state funds, $345,819 is local funds, and $265,447 is federal funds. Of the $3,330,752 in LCFF Funds, $391,115 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

Total Budgeted General Fund Expenditures, $4,329,598

Total Budgeted Expenditures in the LCAP $707,174

This chart provides a quick summary of how much Maple Elementary School District plans to spend for 2023-24. 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 Elementary School District plans to spend $4,329,598 for the 2023-24 school year. Of that amount, $707,174 is tied to actions/services in the LCAP and $3,622,424 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
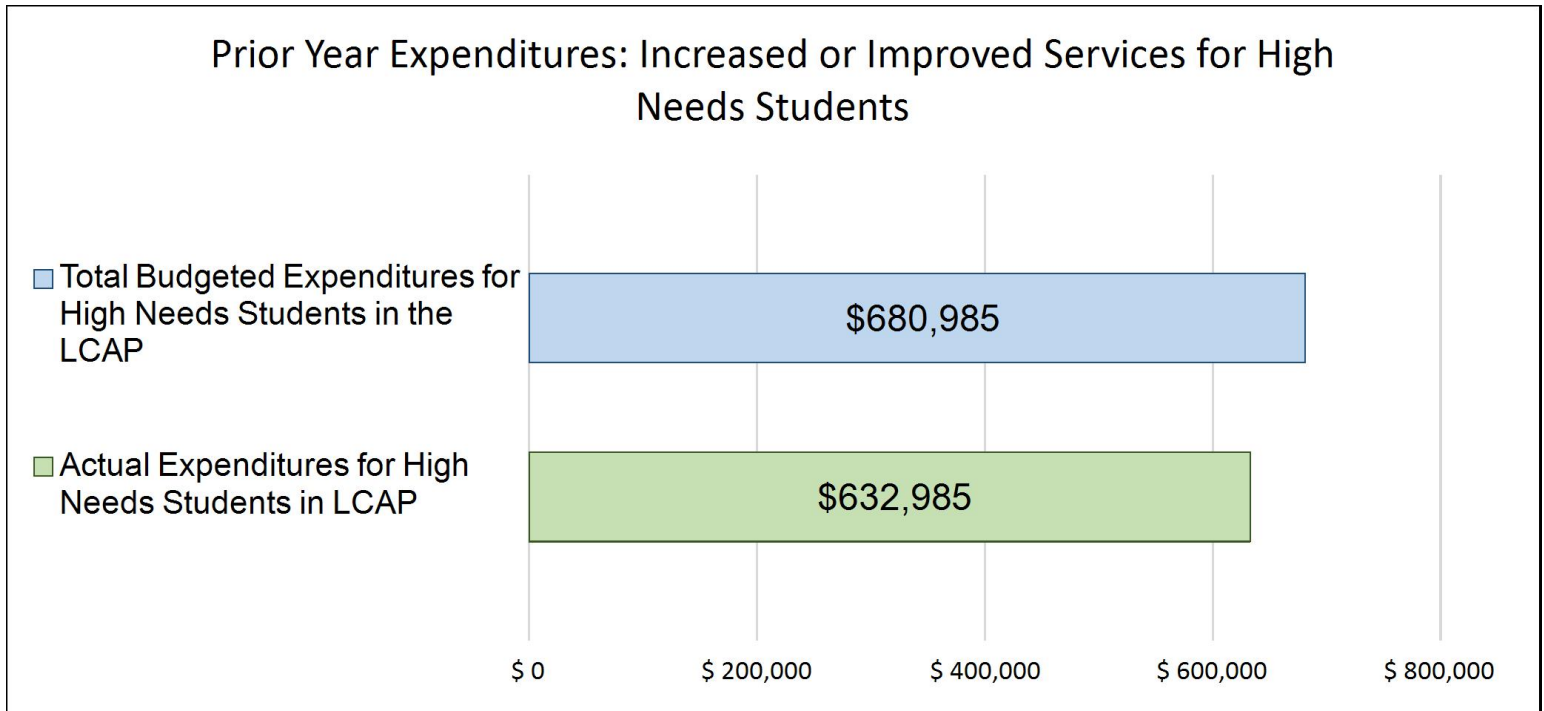
Operating and personnel costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Maple Elementary School District is projecting it will receive $391,115 based on the enrollment of foster youth, English learner, and low-income students. Maple Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Maple Elementary School District plans to spend $544,029 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 2022-23

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

Category	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$680,985
Actual Expenditures for High Needs Students in LCAP	$632,985

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

The text description of the above chart is as follows: In 2022-23, Maple Elementary School District's LCAP budgeted $680,985 for planned actions to increase or improve services for high needs students. Maple Elementary School District actually spent $632,985 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-48,000 had the following impact on Maple Elementary School District's ability to increase or improve services for high needs students:

The district exceeded the amount expended that was funded from supplemental and concentration for high needs to students. There was no overall impact.

Local Control and 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 Elementary School District	Bryan Easter Superintendent	bryaneaster@mapleschool.org 661-746-4439

Plan Summary [2023-24]

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 3/27/2023)

ALL STUDENTS
292

FEMALE
149 (51%)

MALE
143 (49%)

AMERICAN INDIAN
3 (1%)

HISPANIC
220 (75.3%)

WHITE
68 (23.2%)

EL
30 (10.2%)

SWD
30 (10.2%)

SED
83 (28.4%)

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 a year with leadership transition and high chronic absenteeism rates. These identified successes include: a growth in CAASPP Mathematics proficiency, maintaining our 1:1 student to device access, 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 Mathematics growth in students meeting/exceeding standards on the CAASPP this past year. While the vast majority of school districts in California saw a drastic decline, Maple had growth. In a post COVID environment, we believe our math coaching and structures in place have equipped our teachers to deliver content to the diverse needs of our students.

Another area of progress is our 1:1 student to device ratio and the ability to access all educational offerings virtually. Refreshing existing technology has been a constant part of maintaining a healthy device infrastructure. This 1:1 device ratio equips students with access to a variety of learning programs and allows teachers to engage students through various instructional strategies.

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 Technology Specialist position and transitioned a part time academic coach/principal to full time principal. 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: 80% are at/above benchmark

7th Grade STAR Math: 34% of students at/above benchmark

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:

21/22 ELA 34.06%% Met or Exceeded
21/22 MATH 32.97% Met or Exceeded

**2019/2020/2021 No or Limited Data available due to School Closures from COVID-19

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 the growth in mathematics and baseline achievement in ELA. In comparison with other local school districts, our CAASPP data reflects growth in both areas especially when learning loss is factored in.

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. Though chronic absenteeism is much higher than historical rates, attendance is improving greatly month over month.

COURSE OFFERINGS

With the addition of 2 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, Music, PLTW, Film Appreciation, and Sports Conditioning. Our reading support coach also works with students who need intensive reading intervention.

COMMUNITY SCHOOL COLLABORATIVE:

Maple has been operating the West Kern Consortium (WKC) for federal full-service community schools in collaboration with Lost Hills and Semitropic for the past five 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, 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 the 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

Maples LCAP survey data is rooted in an over 80% community respondent rate. This past March, we launched an aggressive campaign to engage our educational partners and set a goal to acquire 150 or more survey responses. Achieving this goal doubled our response rate compared to the 2021/2022 school year.

94% of respondents agree/strongly agree that Maple is a Safe and Clean Learning Environment. 97% believe also that Maple has safe arrival and dismissal procedures while 95% agree or strongly agree that Maple promotes a positive school climate with mutual respect. Nearly 97% of parents/guardians believe that Maples arrival and dismissal procedures are effective and safe. In addition, our teachers do an amazing job serving students and this is evidenced by 77% of students agreeing or strongly agreeing that they understand their teachers' learning expectations. 83% of students also believe that the staff at Maple is friendly and helpful.

Open responses on the last survey questions included specific parent feedback surrounding school safety procedures, discipline structures and clear and concise school communication. Students shared a desire for an expansion of a variety of activities and clubs on campus as well as a need for more individualized tutoring services to students.

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. Areas of improvement are in the area of safety procedures, communication, behavior expectations and accountability.

COMMUNICATION

With the help of our Parent Liaison, we will continue to engage our parents on multiple platforms and refine the processes/programs 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. We plan to increase our targeted reading intervention as well as increase our services to our ELLs (English Language Learners). We will continue to look for ways to increase time on campus for our own School Psychologist and Speech Pathologist so that we can be certain that they are available when our students need them. We will also continue our strong 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 the past two years. Though we have made some progress this current semester, the rate is still nearly 7% higher than before the pandemic.

Currently Maple is partnering with KCSOS through the Differentiated Assistance Process for 22/23 and 23/24. Our identified problem of practice is "Maple has not yet created comprehensive supports to meet every student's social emotional, behavioral, and academic needs." We have identified root causes and are working towards our implementations of the Theory of Actions.

Our EL, SWD and SED populations all perform below the performance of all students at Maple in ELA and Math. These populations also struggle with Chronic Absenteeism and suspendible behaviors on campus.

Current Data:

Currently our cumulative enrollment is 292 and our chronic absenteeism rates are as follows:
2022

As of May 2023, our local data from the Kern Integrated Data Systems for Chronic Absenteeism was the following:
Chronically Absent: 7% (students with >=10% absences)
1% of students: >15% absences

Dashboard Chronic Absenteeism Data by significant dashboard subgroup:
CA 2022 Dashboard Data
All Students - High Status Level (12.4%)
SED- High Status Level (15.2%)
English Learners- No Performance Level (14.3%)

Though the rate has dropped nearly 50% since the 21/22 school year, it is clear that the rate is not yet near the 1% pre-pandemic rate. With COVID-19 in our rear view mirror, families still struggle to send students to school with mild symptoms of a cold. A priority on student attendance for families is also something culturally that has shifted.

2022 CAASPP ELA
All Students- Low (-45.1 DFS)
English Learners- No Performance Level (-94.9 DFS)
SED- Low (-50.7 DFS)

In regards to ELA academic needs, 2022 Dashboard data indicates very small achievement gaps for English Learner's. Socio-economically Disadvantaged (SED) students had nearly an 11% Gap from the all student percentage. Overall growth in students meeting and exceeding standards in ELA is a priority in the upcoming school year.

ELA STAR Below Benchmark:
All students
Kindergarten: (early literacy assessment)
1st Grade: (early literacy assessment)
2nd Grade: 43%
3rd Grade: 61%
4th Grade: 28%
5th Grade: 44%
6th Grade: 60%
7th Grade: 63%
8th Grade: 50%

Hispanic Students
Kindergarten: (early literacy assessment)
1st Grade: (early literacy assessment)
2nd Grade: 43%
3rd Grade: 76%
4th Grade: 29%
5th Grade: 45%
6th Grade: 58%
7th Grade: 68%
8th Grade: 52%

SED Students
Kindergarten: (early literacy assessment)
1st Grade: (early literacy assessment)
2nd Grade: 50%
3rd Grade: 92%
4th Grade: 50%
5th Grade: 33%
6th Grade: 100%
7th Grade: 46%
8th Grade: 50%

2022 CAASPP Math
All Students- Low (-35.8 DFS)
English Learners- No Performance Level (-83.5 DFS)
SED- Low (-41.8 DFS)

In Math, the achievement gaps were smaller though the SED subgroup remained lower than all students. Though the proficiency rate grew overall in math for Maple, more direct intervention can help close achievement gaps in our significant subgroups.

Math STAR Below Benchmark:
All students
1st Grade: 41%
2nd Grade: 41%
3rd Grade: 64%
4th Grade: 14%
5th Grade: 20%
6th Grade: 40%

7th Grade: 50%
8th Grade: 49%

Hispanic Students
1st Grade: 39%
2nd Grade: 36%
3rd Grade: 65%
4th Grade: 14%
5th Grade: 25%
6th Grade: 33%
7th Grade: 52%
8th Grade: 67%

SED Students
1st Grade: 57%
2nd Grade: 40%
3rd Grade: 77%
4th Grade: 44%
5th Grade: 10%
6th Grade: 33%
7th Grade: 48%
8th Grade: 10%

Students with Disabilities:
Suspension
All students: 1.68%
SWD: 3.23%

The SWD subgroup also had gaps in suspension rates. Currently Maple is working with KCSOS through the differentiated assistance program to address these areas.

There is a clear need to continue to provide additional services and supports to meet the needs of our UPP students in order to close existing gaps. This 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.

Given this data, in ELA and Math, disproportionality between the hispanic subgroup and white subgroup is extremely low and has dropped significantly since the 2018/2019 school year. The hispanic subgroup has even outperformed the white subgroup in the most recent data.

5th and 6th grade show the greatest gap in distance from standard.

In regards to local indicator needs related to culture, there seems to be a substantial decrease 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, 69% indicated that they agreed or strongly agreed to this statement which increased from 59% compared to the previous year. Students are happy to be back on campus learning and interacting with their peers everyday.

To facilitate improvement in English language Arts, we are working with grad span teachers to purchase supplemental curriculum to support access to rigorous content. In addition, by utilizing our partnership through KCSOS with literacy coaching, we are strengthening the skills of our teachers in how they engage students in learning through various literary concepts (actions 1.1 and 1.2). We are adding in 2 grade level spans a "walk to learn" model of leveled ELA learning time with an intervention program specially designed for our lowest performing students. This requires the utilization of 2 aides in first and second grades to allow the model of leveled intervention to work effectively (action 1.4). Reducing Language Arts class sizes in our middle schools classes is crucial to working with students through more rigorous coursework and the additional middle school teacher staffing is allowing for smaller ELA class sizes for grades 6-8 (action 2.9).

To facilitate improvement in Mathematics, we are continuing our partnership with KCSOS on math coaching (action 1.1) which equips teachers to better engage students during math instruction and the yearly renewal of the NextGen math software (action 2.7).

To continue to maintain exemplary facility rating as measured by the FIT Tool, through action 1.6 we will continue to improve the campus across all areas.

To improve outcomes for students with disabilities in regards to suspension, we are working with our county partners through the Differentiated Assistance process (program titles CIP). We are also increasing the availability of the support services offered by our school psychologist by increasing her time on campus each week to 3 days (action 3.4).

To improve attendance rates for students at Maple, the Maple Parent and Community Director focuses on key connections through calls, postcards and reminders to reach out to families who students are nearing Chronic absenteeism or are already Chronically absent (action 3.1).

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 year.

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/bolstering courses of study and maintaining facilities.

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 increase 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 provides 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 2022

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 2022

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 2022

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:

Although COVID-19 is in the rear view mirror, the connectedness Maple once had with families looks different. The majority of the feedback we have received this year has been through parent, staff, and student surveys. Maple also has a strong student ASB and through weekly meetings, administration gains important feedback from students. Maple's Principal has held two Coffee with the Principal meetings which are advertised to all parents. 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 these meetings consisted of staff members, parents, community members, and Administration. On March 22nd 2023, we met with our site SELPA Director and discussed the upcoming school year as well as held a consultation regarding our LCAP. Nearly 98% of teachers, School Principal, and Superintendent as well as all classified staff members participated in LCAP update meetings and our survey. We currently do not have any represented unions at Maple for Certificated and Classified staff. 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 155 Parent/staff member responses:

1. My Role at Maple:

Parents: 115
Parents (Spanish): 5
Staff: 35
Volunteer: 8

PARENT/GUARDIAN FEEDBACK:

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

Strongly Agree: 83
Agree: 27
Disagree: 4
Strongly Disagree: 0
Not Sure: 0

3. Maple's campus is a safe and clean learning environment.

Strongly Agree: 64
Agree: 40
Disagree: 6
Strongly Disagree: 1
Not Sure: 3

4. Maple provides adequate security and supervision of students.

Strongly Agree: 78
Agree: 32
Disagree: 2
Strongly Disagree: 1

Not Sure: 1

5. Maple has effective/safe arrival and dismissal procedures and plans.

Strongly Agree 47
Agree 37
Disagree 12
Strongly Disagree 4
Not Sure 14

6. Maple provides healthy and nutritious meals.

Strongly Agree 75
Agree 33
Disagree 5
Strongly Disagree 0
Not Sure 1

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

Strongly Agree 83
Agree 27
Disagree 4
Strongly Disagree 0
Not Sure 0

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

Strongly Agree 64
Agree 40
Disagree 6
Strongly Disagree 1
Not Sure 3

9. Maple staff utilizes rewards and consequences for student behavior.

Strongly Agree 78
Agree 32

Disagree 2
Strongly Disagree 1
Not Sure 1

10. Maple promotes a school culture of mutual respect.

Strongly Agree 47
Agree 37
Disagree 12
Strongly Disagree 4
Not Sure 14

11. Maple addresses the safety needs of all students.

Strongly Agree 75
Agree 33
Disagree 5
Strongly Disagree 0
Not Sure 1

12. Maple provides activities that reflect the mission of the school program.
"Create an environment that encourages growth on every level, for every student, every day!""

Strongly Agree 83
Agree 27
Disagree 4
Strongly Disagree 0
Not Sure 0

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

Strongly Agree 64
Agree 40
Disagree 6
Strongly Disagree 1
Not Sure 3

14. Maple offers high-quality academic support to students.

Strongly Agree 78
Agree 32
Disagree 2
Strongly Disagree 1
Not Sure 1

15. I'm satisfied with the enrichment opportunities that Maple offers to students (PLTW, STEM, cooking, agriculture, film, music, music instruments, art, fitness, etc)

Strongly Agree 47
Agree 37
Disagree 12
Strongly Disagree 4
Not Sure 14

16. Maple effectively communicates information and updates to our community.

Strongly Agree 75
Agree 33
Disagree 5
Strongly Disagree 0
Not Sure 1

17. Maple highlights the accomplishments of its students.

Strongly Agree 83
Agree 27
Disagree 4
Strongly Disagree 0
Not Sure 0

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

Strongly Agree 64
Agree 40
Disagree 6
Strongly Disagree 1

Not Sure 3

19. Maple provides regular opportunities for students to interact outside of the classroom.

Strongly Agree 78
Agree 32
Disagree 2
Strongly Disagree 1
Not Sure 1

20. Maple offers support services for struggling students

Strongly Agree 47
Agree 37
Disagree 12
Strongly Disagree 4
Not Sure 14

STAFF FEEDBACK

2. Maple provides a motivating, welcoming and supportive environment for all students.
Strongly Agree 12
Agree 15
Disagree 4
Strongly Disagree 0
Not Sure 0

3. Maple's campus is a safe and clean learning environment.
Strongly Agree 5
Agree 19
Disagree 7
Strongly Disagree 0
Not Sure 0

4. Maple provides adequate security and supervision of students.
Strongly Agree 10
Agree 20

Disagree 0
Strongly Disagree 0
Not Sure 1

5. Maple has effective/safe arrival and dismissal procedures and plans.
Strongly Agree 6
Agree 18
Disagree 5
Strongly Disagree 0
Not Sure 2

6. Maple provides healthy and nutritious meals.
Strongly Agree 14
Agree 17
Disagree 0
Strongly Disagree 0
Not Sure 0

7. Maple has a positive culture that allows students to explore their own interests.
Strongly Agree 5
Agree 15
Disagree 9
Strongly Disagree 2
Not Sure 0

8. Maple establishes, maintains and communicates expected behaviors to students, staff, and their families.
Strongly Agree 5
Agree 16
Disagree 9
Strongly Disagree 1
Not Sure 0

9. Maple staff utilizes rewards and consequences for student behavior.
Strongly Agree 10
Agree 19
Disagree 2
Strongly Disagree 0
Not Sure 0

10. Maple promotes a school culture of mutual respect.
Strongly Agree 11
Agree 13
Disagree 7
Strongly Disagree 0
Not Sure 0

11. Maple addresses the safety needs of all students.
Strongly Agree 7
Agree 21
Disagree 2
Strongly Disagree 0
Not Sure 1

"12. Maple provides activities that reflect the mission of the school program.
"Create an environment that encourages growth on every level, for every student, every day!"""
Strongly Agree 12
Agree 18
Disagree 0
Strongly Disagree 0
Not Sure 1

13. Maple offers projects and activities that encourage students' creativity.
Strongly Agree 4
Agree 25
Disagree 2
Strongly Disagree 0
Not Sure 0

14. Maple offers high-quality academic support to students.
Strongly Agree 19
Agree 12
Disagree 0
Strongly Disagree 0
Not Sure 0

15. I'm satisfied with the enrichment opportunities that Maple offers to students (PLTW, STEM, cooking, agriculture, film, music, music instruments, art, fitness, etc)
Strongly Agree 13
Agree 14
Disagree 3
Strongly Disagree 0
Not Sure 1

16. Maple effectively communicates information and updates to our community.
Strongly Agree 11
Agree 19
Disagree 0
Strongly Disagree 0
Not Sure 1

17. Maple highlights the accomplishments of its students.
Strongly Agree 8
Agree 21
Disagree 2
Strongly Disagree 0
Not Sure 0

18. Maple includes opportunities for students to develop responsibility and leadership.
Strongly Agree 10
Agree 16
Disagree 4
Strongly Disagree 0
Not Sure 1

19. Maple provides regular opportunities for students to interact outside of the classroom.
Strongly Agree 9
Agree 17
Disagree 3
Strongly Disagree 2
Not Sure 0

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, more behavior accountability, better communication structures and campus that always values safety and security. This continues to play a part in our planning and allocation of resources in our LCAP.

Based on the survey responses of 123 Students:

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

Strongly Agree: 48%
Agree: 44.7%
Disagree: 0.8%
Strongly disagree: 0%
Neutral: 6.8%

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

Strongly Agree: 22%
Agree: 44.3%
Disagree: 4.9%
Strongly disagree: 2.4%
Neutral: 22%

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

Strongly Agree: 17.1%
Agree: 34.1%
Disagree: 8.1%
Strongly disagree: 4.9%
Neutral: 35.8%

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

Strongly Agree: 34.1%
Agree: 43.1%
Disagree: 1.6%
Strongly disagree: 1.6%
Neutral: 19.5%

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

Strongly Agree: 31.7%
Agree: 39%
Disagree: 4.9%
Strongly disagree: 2.4%
Neutral: 22%

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

Strongly Agree: 16.3%
Agree: 40.7%
Disagree: 5.7%
Strongly disagree: 1.6%
Neutral: 35.8%

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

Strongly Agree: 30.9%
Agree: 39%
Disagree: 4.9%
Strongly disagree: 1.6%
Neutral: 23.6%

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

Strongly Agree: 7.3%
Agree: 35.8%
Disagree: 13.8%
Strongly disagree: 9.8%
Neutral: 33.3%

9. Staff members are friendly and helpful:

Strongly Agree: 54.5%
Agree: 27.6%
Disagree: 1.6%
Strongly disagree: 2.4%

Neutral: 13.8%

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 behavior expectations, academic supports outside the school day and nutrition services. During the 22/23 year, all students received breakfast and lunch free of charge. Maple will begin to explore new vendors for our food delivery.

Based on staff feedback, tighter behavior expectations will be introduced in August 2023 with a re-launch of The Mustang Way as the foundation. In addition, Maple is looking to hopefully add a Behavior Interventionist position to bolster the tier 1 supports on campus and act as a intermediary between the principals discipline and tier 2 services. Teachers have also shared the need for a similar intervention/coaching model as math for ELA instruction and learning. Staff has also shared the desire to move to early outs instead of late starts for teacher/staff collaboration time. This coming year, 4 of the early outs (once a quarter) will be utilized for Whole Staff meetings. Jr. High staff also recently met to discuss the effectiveness of the current schedule layout to determine the best way to plan for next year. This includes changing elective courses from one quarter to one semester.

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 (Goal 2, action 2.9). 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 (Goal 3, action 3.4) 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 this past year has substantiated our change to include more course options including additional electives, especially for our students in grades in 6th-8th and smaller class sizes in middle school classes due to the addition of an extra teacher (action 2.9). The majority of stakeholders in questions 15 of our survey had over 80% agree/strongly agree that the number of course/elective offerings was good at Maple.   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 through a classified position (action 1.4).

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.	2022-2023 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	2022-2023 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.	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.	2022-2023 Maintained a rating of exemplary repair for all school facilities as measured by the Facility Inspection Tool (FIT).		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	2022-2023 Using the local self reflection for 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	80% of the classroom instructional time. This includes all subject areas. This implementation is measured by observation of classroom instruction by Principal, Superintendent, 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 follow the Mustang Way to make their learning experience on		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		enhance their learning experience.	campus the best possible.		
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.	2022-2023 Using the local self-reflection tool for 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	2022-2023 Using the local self-reflection tool for Priority 7a (Course Access) A) 100% of Students had access to and are enrolled in a program		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
		designed to meet their needs.	designed to meet their needs.		
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.	2022-2023 Using the local self-reflection tool for 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	Priority 7c (Course Access) C) 100% of exceptional needs students are enrolled a program designed to meet their needs. We have implemented	2021-2022 Priority 7c (Course Access) C) 100% of exceptional needs students have enrolled in a program designed to meet their	2022-2023 Using the local self-reflection tool for Priority 7c (Course Access) C) 100% of exceptional needs students have enrolled in a program		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs and services detailed in student IEPs.	full inclusion for all students making certain to meet all of their individual needs in the least restrictive environment.	needs. We have implemented full inclusion for all students making certain to meet all of their individual needs in the least restrictive environment.	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.		individual needs in the least restrictive environment.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	This is a multi-funded position LCFF Funding 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. Title 2 Federal Funds used for Mathematics coaching partnership with KCSOS.	$8,928.00	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	This is a multi funded position	$31,717.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide support services to students, increase parent involvement, provide teacher coaching and professional development. Title 1 Federal Funds used for: School Principal Salary		
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
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	This is a multi-funded action item: LCFF Funding: 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. Title 4 Funding For special projects	$57,500.00	No

Goal Analysis [2022-23]

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.

All actions in Goal 1 were implemented, there were many successes in implementing the actions in goal 1. Some success are described below:

Successes:
Action 1.1 Professional Development - A success in the rate teachers used "Math Talks" in their everyday instruction. The administration regularly observed Math Talks during informal and formal classroom visits. The explicit training on Math Talks with our KCSOS partners provided the conduit to allow teachers to incorporate it into their everyday instruction.
Action 1.2 Supplemental Materials - A success within both literacy and math instruction because the materials helped equip the teachers with engaging materials beyond just the textbook. On the CA dashboard, Maple is in the Full Implementation/Sustainable category for standards aligned materials.
Action 1.3 Teacher and Student Support - A success because the principal works well with all staff and students in any capacity. The principal position is a core component that is crucial to student success. Previously we utilized Supplemental funds to pay for a portion of the principal salary. This has been changed with the LCAP now only reflecting that Title 1 finding is used to contribute towards the salary.
Action 1.4 Classroom Aides - A success because each aide has successfully served their specific role in helping students achieve.
Action 1.5 Library/Health Aide - A success because these are two areas where services are offered to students to ensure health and access to literacy materials.
Action 1.6 Modernization/Repair of campus - A success because the campus has been completely remodeled and although the main project is complete, there are many additions and extras that are continually being added.

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.

Each action area in Goal 1 utilized all amounts of total expenditures. There were not major adjustments to funding in these actions. Many of our actions are fully expended because the costs are above and beyond what is written into the LCAP. Our LCAP has nearly 3 times planned expenditures over actual LCFF Supplemental funding.

Action 1.1 - 100% spent
Action 1.2 - 100% spent
Action 1.3 - 100% spent
Action 1.4 - 100% spent
Action 1.5 - 100% spent
Action 1.6 - 100% spent

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

Through actions 1.1 - 1.5 we are attributing growth in Mathematics - During informal and formal observations in the classrooms, Math Talks were utilized by the majority of staff. Supplemental materials have also allowed teachers to use Math Talks in their lesson planning. Having the majority of classes supported by an aide has also impacted student achievement positively.

CAASPP data showed growth during the 21-22 school in mathematics for the entire school.
CAASPP Math Data
17/18 MATH 28.34% Met or Exceeded
18/19 MATH 29.01% Met or Exceeded
21/22 MATH 32.97% Met or Exceeded

Maple was one of the few schools in the county that had growth in mathematics. The staff through the LCAP survey shared that the KCSOS provided trainings as outlined in Action 1.1 specifically were the foundation to growing in class math discussions with students. Math language on campus has grown significantly and this can be easily correlated with the rise in math performance on the state assessment.

Through Action 1.6 - The maintaining of the exemplary status on the FIT shows the effectiveness of this action in addressing the needs of the campus facilities. Exemplary was historically not the rating earned by Maple prior to the campus rebuild. A sharp focus on maintenance and modernization is crucial to the success of this goal.

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.

Action 1.1 had a decrease in funding from the previous year's LCAP as we reallocated the Title dollars to be spent in Action 1.3.

Action 1.3 was changed from a contributing action to a non-contributing action this year. This is a multi-funded position that previously used Supplemental funds, but is updated to only use Federal Title 1 funding.

In addition to this, salaries and benefits and the cost of goods have increased, which are reflected in our expenditures.

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 from all STAR assessment windows and CAASPP data from the 2021-2022 school year, our students will continue to need additional supports to bridge gaps and make gains after historical months of learning loss and extremely high chronic absenteeism rates.

As evidenced by a summary of STAR and CAASPP benchmark scores, we can determine that our students need similar supports in ELA as they are receiving in Mathematics.

According to the STAR results
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
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%

Language Arts students at or Above grade level: 2023

Kindergarten: %
1st Grade: %
2nd Grade: 57%
3rd Grade: 39%
4th Grade: 72%
5th Grade: 56%
6th Grade: 40%
7th Grade: 37%
8th Grade: 50%

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%

Mathematics Students at or Above grade level: 2023

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)

School wide ELA on CAASPP
Met or Exceeded Standard
2019 - 39%
2022 - 34%

School wide Math on CAASPP
Met or Exceeded Standard
2019 - 29%
2022 - 33%

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	2020-2021 CAASPP ELA Results Standard Met/ Exceeded 3rd	2021-2022 CAASPP ELA Results All Students • 45.1 (Low Status)		Our goal would be to have 43% of our students meeting or exceeding the Standard which would indicate that we successfully achieved

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	test year due to COVID-19 Standard Met/ Exceeded 3rd 16.13% 4th 36.66% 5th 31.98% 6th 39.39% 7th 41.68% 8th 38.89% Average 34.2%	33.33% 4th 33.33% 5th 25% 6th 39.28% 7th 40.63% 8th 56.26% Average 38.41%	EL's • 94.9 (No Performance Level) Socioeconomic Disadvantaged • 50.7 (Low Status) Standard Met/ Exceeded 3rd 34.49% 4th 42.85% 5th 19.36% 6th 17.86% 7th 50% 8th 37.5% Average 34.06%		our goal of a 3% increase each year.

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 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 Standard Met/ Exceeded 3rd 16.13% 4th 40% 5th 15.63% 6th 36.36% 7th 32.26% 8th 33.33% Average 29.01%	2020-2021 CAASPP Math Results Standard Met/ Exceeded 3rd 25.92% 4th 23.33% 5th 14.28% 6th 39.29% 7th 37.51% 8th 43.75% Average 31.07%	2021-2022 CAASPP Math Results All Students • 35.8 (Low Status) EL's • 83.5 (No Performance Level) Socioeconomic Disadvantaged • 41.8 (Low Status) Standard Met/ Exceeded 3rd 44.83% 4th 42.86% 5th 16.13% 6th 21.42% 7th 32.36%		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
			8th 40.63% Average 33%		
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. 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%	2020-2021 CAST Results: A) State Assessments (Goal minimum 3% Increase) 5th Grade Science Exceeded Standard: 0% Met Standard: 3.85% Nearly Met Standard: 50% Standard Not Met: 46.15% 3.85% Met or Exceeded	2021-2022 CAST Results: A) State Assessments (Goal minimum 3% Increase) 5th Grade Science Exceeded Standard: 0% Met Standard: 3.23% Nearly Met Standard: 71% Standard Not Met: 25.81% 3.23% Met or Exceeded		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
	Standard Not Met: 15.63%				
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 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%	***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 A) State Assessments (Goal minimum 3% Increase) 8th Grade Science Exceeded Standard: Met Standard: Nearly Met Standard: Standard Not Met: % met or exceeded Standard	2021-2022 CAST Results: A) State Assessments (Goal minimum 3% Increase) 8th Grade Science Exceeded Standard: 0% Met Standard: 9.38% Nearly Met Standard: 78.13% Standard Not Met: 12.50% 9.38% met or exceeded Standard		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
	Nearly Met Standard: 63.89% Standard Not Met: 19.44% 11.76% 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	Priority 4 B) A-G Requirements- N/A		N/A
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	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	Priority 4 D) A-G and CTE Pathways- N/A		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 (Pupil Achievement) E) Progress in EL Percentage of EL students making progress toward proficiency as measured by CA Dashboard. Goal 1% increase in the number of students Proficient (Intermediate) and above as measured by ELPAC results.	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. 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	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 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%	E) Progress in EL Percentage of EL students making progress toward proficiency. CA Dashboard 60.9% are making progress towards English Language Proficiency Local data obtained from KiDS shows that 41% of students made progress on English Language Proficiency from 2018-2019 to 2021-2022. Of the17 students that have scores for both years, 6% declined and 53% maintained and 41% gained. 2021-2022 ELPAC Results: Overall IFEP (Initial Fluent English Prof) 29% Intermediate EL 14% Novice EL. 57%		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
	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. 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	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% 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	Oral Language Performance: Level 4: 29% Level 3: 14% Level 2: 0% Level 1: 57% Written Language Performance: Level 4: 0% Level 3: 0% Level 2: 0% Level 1: 100%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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. 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	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
	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. 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.				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Lastly 6.25% (2) demonstrated a performance level that was well developed in writing while 75% (24) were somewhat to moderately developed in writing and 18.75% (6) students were at the beginning stage in writing.				
Priority 4 (Pupil Achievement) F) Reclassification Rate as measured by DataQuest	F) Reclassification Rate 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	F) Reclassification Rate 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.	F) Reclassification Rate 2021-2022 Reclassification rate of 4% as measured by the Kern KiDS Dashboard Based on this we will maintain our goal at 1% increase and use 3% as our Baseline also because we have such low numbers of EL learners.		Our goal would be to continually increase 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 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. 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)				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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. 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)				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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. 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)				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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) G) % of pupils passing AP Exam- N/A	N/A	N/A	N/A		N/A
Priority 4 (Pupil Achievement)	N/A	N/A	N/A		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
H) % of pupils who participate in and demonstrate college preparedness on the EAP - N/A					
Priority 8 Other Pupil Outcomes (Required Metrics) Ed Code 51210 and 51220 A) Physical Fitness Results as measured by DataQuest: We will increase this by 2% for 5th grade students in all areas that are below 85% 5th Grade physical Fitness Testing results as reported in DataQuest	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% 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	Priority 8 Other Pupil Outcomes The physical Fitness test was not administered in 2020-2021. 2018-2019 are the most recent results available. 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 Grade Level Component 1: Aerobic Capacity Grade 5- 97% Component 2: Abdominal Strength and Endurance Grade 5- 97% Component 3: Trunk Extensor and Strength and Flexibility Grade 5- 97% Component 4: Upper Body Strength and		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
	93.8% Upper Body Strength 90.6% Flexibility 71.9%		Endurance Grade 5- 97% Component 5: Flexibility Grade 5- 97%		
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 7th grade students in all areas that are below 85% 7th Grade physical Fitness Testing results as reported in DataQuest B)Student Connectedness survey Data	Priority 8 Other Pupil Outcomes (Required Metrics) Ed Code 51210 and 51220 A) Physical Fitness Results: We will increase this by 2% for 7th grade students in all areas that are below 85% Physical Fitness Testing 7th Grade % in Healthy Fitness Zone Aerobic Capacity 48.4% Body Composition 51.6%	Priority 8 Other Pupil Outcomes The physical Fitness test was not administered in 2020-2021. 2018-2019 are the most recent results available. Physical Fitness Testing 7th Grade % in Healthy Fitness Zone Aerobic Capacity 48.4% Body Composition 51.6% Abdominal Strength 93.5% Trunk Extension Strength	Priority 8 Other Pupil Outcomes Grade Level Component 1: Aerobic Capacity Grade 7- 88% Component 2: Abdominal Strength and Endurance Grade 7- 97% Component 3: Trunk Extensor and Strength and Flexibility Grade 7- 97% Component 4:		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
	Abdominal Strength 93.5% Trunk Extension Strength 64.5% Upper Body Strength 80.6% Flexibility 71%	64.5% Upper Body Strength 80.6% Flexibility 71%	Upper Body Strength and Endurance Grade 7- 97% Component 5: Flexibility Grade 7- 97% Student Connectedness survey data: 3. I feel comfortable with what I am learning in school: Strongly Agree: 17.1% Agree:34.1% Disagree:4.9% Strongly disagree: 4.9% Neutral: 35.8% 4. The teachers make learning meaningful, we know what is expected of us Strongly Agree:34.1% Agree:43.1% Disagree:1.6% Strongly		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			disagree: 1.6% Neutral: 19.5%		

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. Action item 2.1 will be phased out during the 23/24 LCAP due to the previous existing tablets being un-supported and used rarely.	$0.00	No
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	This is a multi funded action LCFF Funding 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. Title 4 Funding	$12,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This Federal funding was used for instructional technology used in the classroom.		
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.	$6,444.00	Yes
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.

Action 2.8 update: Due to changes in TK enrollment, a certificated staff member is not able to be funded for this action item. | $0.00 | No |

Action #	Title	Description	Total Funds	Contributing
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 in grades 6-8; as measured by student achievement data in ELA.	$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 [2022-23]

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.

Although the majority of actions in Goal 2 were implemented, there were challenges in fully implementing some actions due staffing changes as well as a review in the "actual use" of student devices. Some success and challenges are described below.

Successes:
Action 2.2 Technology Specialist - A success in that this position supports the technology infrastructure of the school which has led to higher student engagement outcomes in the classroom
Action 2.3 Technology Infrastructure and Devices - A success because the purchases made through this action ensure that students have equitable access to educational technology. As a small campus, every device is used all the time and ensuring all of them are up to date and in good working order is critical.
Action 2.4 Project Lead the Way - A success in its implementation especially with our primary grades. PLTW is generally focused on 6 - 12 grade students, but the implementation at Maple is across all grades on campus.
Action 2.5 Parent Communication - A success with parent and student login frequency at a high and consistent rate
Action 2.6 Expanded Learning - A success as we have implemented successful after school and summer programs in a short two year period. Summer programs offer students multiple camp style options while incorporating strategic tutoring services and academic support.
Action 2.7 Math Support - A success due to the fidelity of the software on campus. As students matriculate they are aware and prepared to learn thru the Next Gen Math platform.

Action 2.9 Additional Middle School Teachers - A success in that the schedule/course offerings for grades 6 - 8 offers more courses, levels and reduces class sizes for our ELA blocks.
Action 2.10 Add Classified Staff Member - A success in its implementation because our SPED population has seen recent growth and providing adequate services to this group of students is essential. Administration works closely with the SPED teacher to ensure the hours for each Aide are maximized for student support.

Challenges:
Action 2.1 Technology for Early Learners - Due to ongoing challenges in the proper use of programs on the tablets, this action was removed and the additional tablets were not ordered.
Action 2.8 Reading Support/Intervention - Due to staffing challenges in TK, the intervention services were only utilized for one year and has now been phased out. The intervention for ELA was extremely effective and the hope is to bring a position soon to the school site that is full time reading intervention by a certificated staff member.

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.

The majority of action areas in Goal 2 utilized all amounts of total expenditures. There were small adjustments made to the spending in Goal 2.

Action 2.1 - 0% spent (Technology was not purchased due to lack of use and program support)
Action 2.2 - 100% spent
Action 2.3 - 100% spent
Action 2.4 - 100% spent
Action 2.5 - over 100% spent (Cost of Program increased)
Action 2.6 - 100% spent
Action 2.7 - over 100% spent (Cost of materials and support products increased)
Action 2.8 - 0% spent (Staffing changes resulted in no availability to utilize staff part-time to serve in this role)
Action 2.9 - 100% spent
Action 2.10 - 100% spent

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

Through actions 2.2, 2.3, 2.4 and 2.7 - Students have had adequate access to standards based materials. This access is crucial to prepare students to perform better on high stakes assessments. Staff uses technology for instruction on a regular basis, therefore student access is critical using technology on campus.

CAASPP data showed growth during the 21-22 school in mathematics for the entire school.
CAASPP Math Data
17/18 MATH 28.34% Met or Exceeded
18/19 MATH 29.01% Met or Exceeded
21/22 MATH 32.97% Met or Exceeded

Through actions 2.6, 2.9 and 2.10, half of our grade levels that take the CAASPP saw growth in students meeting or exceeding the standards:

ELA 2020-2021
3rd grade
33.33%
4th grade
33.33%
7th grade
40.63%

ELA 2021-2022
3rd grade
34.49%
4th grade
42.85%
7th grade
50%

Through action 2.5 we are able to utilize Aeries to maintain our student performance database. This reporting program and access to students and families is crucial for transparency and accountability.

Aeries contains:
CAASPP Data
STAR Local assessment IRL
EL classification information

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.

Action item 2.1 will be retired and phased out during the 23/24 LCAP due to the previous existing tablets being un-supported and used rarely. Action 2.3 utilized partial one-time COVID funding to allow for the purchase of even more devices. Elective courses in Action 2.4 were altered to reflect student feedback for offerings and length of coursework.
Action 2.5 the cost for implementing Aeries was increased the past year due to added features and this coming year the cost has returned to the normal $5000
Action 2.7 the budgeted amount increased due to the increased cost to access the NextGen program resources
Action 2.8 will be phased out during the 23/24 LCAP due to staffing changes

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 surveys related to safety and connectedness. During the spring of 2023, over 150 of our families and staff responded to our LCAP Survey. This was nearly a 100% increase in responses from the prior year. Our team worked hard to engage our community. 123 students in grades 3-8 responded to the LCAP survey. While we significantly increased the number of Parent/Staff responses, we would like to increase our student responses by at least 5 more students annually taking this survey.

The data from the surveys shows that Maple can increase academic and behavioral supports, communicate more clearly with our community and ensure that the best school wide safety protocols are in place. In April of 2023, we shared a feedback video with our parents and staff that provided a short 3 min overview of what we heard in the feedback and what we hope to do moving forward. Increasing community input and engagement affects all domains of the educational environment at Maple.

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)	2022-2023 Priority 3 (Parental Involvement)		Goal of holding 3 to 4 parent events in the evenings with hot topics for parents.

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	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 18-20 parents regularly attended MCC meetings. Maples Parent Club (MCC) has a meeting on the first Tuesday of each month. These meetings are highly attended and the leadership structure is very strong currently which is attracting parents to be involved.		

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	2022-2023 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	English and Spanish materials on our Remind App., our Website, our Maple Community Club Facebook page, and our newsletter and notices home. Our LCAP Survey video and promotional content was shared in spanish as well as english. 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 are updating our website which will improve language accessibility to parents not fluent in english.		

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.	2022-2023 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.	2022-2023 2022 CA Dashboard Data All Students- High (12.4%) SED- Very High (30%) Hispanic- High (12.1%) English Learners- No Performance Level (14.3%) Actual Outcome: 95.08% This data was retrieved on May 1, 2023 from our Kern Integrated Data Systems data which		We would like to increase our attendance rate by .5% each year which would make our 2023-2024 goal 98.36%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			pulls data from Aeries and CalPads.		
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 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%.	Actual Outcome: Chronically absent student rate increased significantly to 12% according to Kern Integrated Data Systems on May 29, 2022.	2022-2023 Actual Outcome: Chronically absent student rate decreased to 9% according to Kern Integrated Data Systems on May 1, 2023. CA 2022 Dashboard Data All Students - High Status Level (12.4%) SED- High Status Level (15.2%) English Learners- No Performance Level (14.3%)		Decrease to former baseline of 1.4%
C) Middle School Dropout Baseline as	0%	2021-2022	2022-2023 0%		Maintain 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by Aeries Student Information System		0%			
D) High School Dropout Baseline N/A	N/A	N/A	N/A		N/A
E) High School Graduation Rate N/A	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%	2022-2023 Priority 6 (School Climate Metrics) 2022 CA Dashboard Data All students- 1.30% (Medium Status) EL- 3.60% (No Performance Level) SED- .60% (Low Status) Metric A. Suspension Rate Current rate: 1.1%		Maintain Current rate: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B) Expulsion Rate as measured by Aeries Student Information System	B) Expulsion Rate Current rate: 0%	2021-2022 B) Expulsion Rate Current rate: 0%	2022-2023 B) Expulsion Rate Current rate: 0%		Maintain Current rate: 0%
C) Other measures-Climate Surveys: Increase student positive response related to safety and connectedness by 2% as measured by local climate survey	C) Survey Goal: Increase student positive response related to safety and connectedness by 2% Based on the survey responses of 131 Students: 1. I understand and follow the school's expectations and rules: Strongly Agree: 45% Agree: 53.4% Disagree: 1.5% Strongly disagree: I am unaware or I do not know:	2021-2022 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:	2022-2023 Based on the survey responses of 123 Students: 1. I understand and follow the school's expectations and rules: Strongly Agree: 48% Agree: 44.7% Disagree: 1% Strongly disagree: 0% Neutral: 8% 2. I am rewarded or acknowledged for appropriate behavior in school: Strongly Agree: 22%		Each response represents students perception so our goal would be to increase each questions Agree or Strongly agree responses by a total of 6% by the year 2023-2024. For example #1 would have a goal of 100% because it could not increase beyond that point since the baseline is 98.4%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2. I am rewarded or acknowledged for appropriate behavior in school: Strongly Agree: 26% Agree: 58% Disagree: 6.1% Strongly disagree:1.5% I am unaware or I do not know: 8.4% 3. I feel comfortable with what I am learning in school: Strongly Agree: 43.5% Agree: 50.4% Disagree: 3.1% Strongly disagree: 3.1% I am unaware or I do not know: 4. The teachers make learning meaningful,	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: 42.3% Disagree: 4.9% Strongly disagree: 2.4% Neutral: 28.5% 3. I feel excited with what I am learning in school: Strongly Agree: 17.1% Agree: 34.1% Disagree: 8.1% Strongly disagree: 4.9% Neutral: 35.8% 4. I understand my teacher's learning expectations: Strongly Agree: 34.1% Agree: 43.1% Disagree: 1.6% Strongly disagree: 1.6% Neutral: 19.5%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	we know what is expected of us: Strongly Agree: 42.3% Agree: 49.2% Disagree: 4.6% Strongly disagree: I am unaware or I do not know: 3.8% 5. The school provides activities in addition to our classroom learning: Strongly Agree: 33.6% Agree: 55% Disagree: 2.3% Strongly disagree: I am unaware or I do not know: 9.2% 6. My school has a plan for working with students who do not follow the school's expectations:	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%	5. The school provides activities in addition to our classroom learning: Strongly Agree: 31.7% Agree: 39% Disagree: 4.9% Strongly disagree: 2.4% Neutral: 22% 6. My school has a plan for working with students who do not follow the school's expectations: Strongly Agree: 16.3% Agree: 40.7% Disagree: 5.7% Strongly disagree: 1.6% Neutral: 35.8% 7. The environment in school is positive and safe:		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Strongly Agree: 23.8% Agree: 52.3% Disagree: 7.7% Strongly disagree: .08% I am unaware or I do not know: 15.4% 7. In general, the environment in school is positive and safe: Strongly Agree: 41.2% Agree: 48.1% Disagree: 3.1% Strongly disagree: .08% I am unaware or I do not know: 6.9% 8 For the most part, students in school show respect for each other: Strongly Agree: 25.2% Agree: 57.3%	Disagree: 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%	Strongly Agree: 30.9% Agree: 39% Disagree: 4.9% Strongly disagree: 1.6% Neutral: 23.6% 8 Students in school show respect for each other: Strongly Agree: 7.3% Agree: 35.8% Disagree: 13.8% Strongly disagree: 9.8% Neutral: 33.3% 9. Staff members are friendly and helpful: Strongly Agree: 54.5% Agree: 27.6% Disagree: 1.6%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disagree: 11.5% Strongly disagree: .08% I am unaware or I do not know: 5.3% 9. Staff members are friendly and helpful: Strongly Agree: 48.5% Agree: 46.9% Disagree: 2.3% Strongly disagree: I am unaware or I do not know: 2.3% Open responses on the last survey question asked what activities students would like to see offered in school. There were a wide variety of responses including: more travel sports teams, more art classes, a swimming pool, more carnivals, more game days and longer recesses. The majority of the	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.	Strongly disagree: 2.4% Neutral: 13.8% Open responses on the last survey question asked what activities students would like to see offered in school.		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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.				

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 families wishing to be involved; as evidenced by parent and student engagement data.	$6,000.00	Yes
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

Action #	Title	Description	Total Funds	Contributing
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 [2022-23]

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.

Although all actions in Goal 3 were implemented, there were challenges in fully implementing some actions due to the reopening of schools after the pandemic. Some success and challenges are described below.

Successes:
Action 3.1 Parent Engagement/Communication - A success because the individual in this position has created strong partnerships with families and provided outreach in the areas of attendance, inclusion and family connectedness.
Action 3.4 Social Emotional Support - A success because the need for Tier 2 and 3 services is being met. Implementing PBIS structures has also been a part of this position and have had positive affects on campus. In the coming year we are expanding this position to 3 days a week at Maple.

Challenges:
Action 3.2 Parent Engagement and Social Emotional Support - A challenge because holding events with evening attendance post pandemic was not the most popular offering. With COVID in the past, Maple is planning 3 specific parent support nights this coming year.
Action 3.3 Parent Engagement Translation - A challenge to ensure the right person is at the right event to translate. In the coming year we will offer translation at all of our parent nights offered.

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.

The majority of action areas in Goal 3 utilized all of the planned funding.

Action 3.1 - 100% spent
Action 3.2 - 0% spent (No evening parent events held)
Action 3.3 - 100% spent
Action 3.4 - 100% spent

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

Through actions 3.1 - 3.4 our culture has truly changed on campus and within the community. Engagement with educational partners after the pandemic has been difficult. Our Parent Liason works with local community school coordinators to discuss best practices on how to reach our parents and community. Through attendance campaigns, campus culture events and positive messaging between the school and home, the communication and engagement of our families has increased exponentially. This is evidenced by the number of educational partners participating in the LCAP survey this year. Maple saw the number of responses double in comparison to previous years. Action 3.1 is critical in a small rural community like Maple and our families recognize the impact. This is evidenced by phone calls we receive thanking the school for attendance notes/postcards and outreach from our parent liason.

These actions are proven effective by 94% of respondents agree/strongly agree that Maple is a Safe and Clean Learning Environment. 97% believe also that Maple has safe arrival and dismissal procedures while 95% agree or strongly agree that Maple promotes a positive school climate with mutual respect. Nearly 97% of parents/guardians believe that Maples arrival and dismissal procedures are effective and safe. In addition, our teachers do an amazing job serving students and this is evidenced by 77% of students agreeing or strongly agreeing that they understand their teachers' learning expectations. 83% of students also believe that the staff at Maple is friendly and helpful.

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.

Action 3.2 was difficult to utilize during pandemic times. In the 23/24 school year 3 to 4 events will be scheduled to promote more parent awareness on hot topics as well as promoting a community of action.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$391,115	$12,848

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
13.52%	0.00%	$0.00	13.52%

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 58% 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. Gaps that were once small for SED/EL students in high stakes assessment became magnified as a result of pandemic learning loss.

Though these gaps are becoming smaller, the work still continues.

During the 21/22 school year, the gap between EL's Meeting/Exceeding standards and All students was 34% in ELA, but in Mathematics the gap was 22%. EL's were greatly impacted during the pandemic. SED students performed better (23.25% meeting or exceeding), but were still underperforming when compared to "All" students. Similar gaps were seen in math with 32.97% of "All" students meeting/exceeding standards on 2021-2022 Math CAASPP whereas 10.53% of ELs and 29.07% of SED met/exceeded standards on the most recent administration. In 2021-2022, ELs made significant progress on language proficiency with a projected ELPI of 71% which was a significant gain from 0% in 2020-2021.

In regards to ELA academic needs, 2022 Dashboard data indicates very small achievement gaps for English Learner's. Socio-economically Disadvantaged (SED) students had nearly an 11% Gap from the all student percentage. Overall growth in students meeting and exceeding standards in ELA is a priority in the upcoming school year. Our Current 2021/22 California Dashboard Results are as follows:

2022 CAASPP ELA
All Students- Low (-45.1 DFS)
English Learners- No Performance Level (-94.9 DFS)
SED- Low (-50.7 DFS)

In Math, the achievement gaps were smaller though the SED subgroup remained lower than all students. Though the proficiency rate grew overall in math for Maple, more direct intervention can help close achievement gaps in our significant subgroups.

2021-2022 CAASPP Math Results

All Students
- 35.8 (Low Status)

EL's
- 83.5 (No Performance Level)

Socioeconomic Disadvantaged
- 41.8 (Low Status)

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 the past two years. Though we have made some progress this current semester, the rate is still nearly 7% higher than before the pandemic. Currently Maple is partnering with KCSOS through the Differentiated Assistance Process for 22/23 and 23/24. Our identified problem of practice is "Maple has not yet created comprehensive supports to meet every student's social emotional, behavioral, and academic needs." We have identified root causes and are working

towards our implementations of the Theory of Actions.

Our EL, SWD and SED populations all struggle with Chronic Absenteeism and suspendible behaviors on campus.

Current Data:

Currently our cumulative enrollment is 292 and our chronic absenteeism rates are as follows:
2022

As of May 2023, our local data from the Kern Integrated Data Systems for Chronic Absenteeism was the following:
Chronically Absent: 7% (students with >=10% absences)
1% of students: >15% absences

Over the past two years, SED students have had higher chronic absenteeism rates compared to "all students".

2022 CA Dashboard Data
All Students- High (12.4%)
SED- Very High (30%)
English Learners - No Performance Level (14.3%)
Hispanic- High (12.1%)

English Learners- No Performance Level (14.3%)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 6.45% which was higher when compared to all students (2.01%). Our SED suspension rate is below all students at 0%. 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 STAR Data, in ELA SED students and EL students had higher rates of students being below benchmark. Most grade levels had greater than 10% higher performance rates for EL's and greater than 15% for SED students.
In regards to STAR Math Data, disparities were much smaller than ELA. Some SED grade levels had better percentages above grade level than some other student groups.

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 , Hispanic 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. The supports will also show growth through local data which currently shows promising growth.

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 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 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 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 292 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 than 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 will utilize the additional concentration funds to increase the number of instructional classified aides assisting students with their learning needs. (Goal 1 Action 1.4)

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$660,529.00			$46,645.00	$707,174.00	$576,302.00	$130,872.00

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			$4,928.00	$8,928.00
1	1.2	Supplemental Curriculum	English Learners Foster Youth Low Income	$30,000.00				$30,000.00
1	1.3	Teacher and Student Support	All				$31,717.00	$31,717.00
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			$7,500.00	$57,500.00
2	2.1	Technology for early learners.	All	$0.00			$0.00	$0.00
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				$2,500.00	$12,500.00
2	2.4	Project Lead the Way	English Learners Foster Youth Low Income	$5,000.00				$5,000.00
2	2.5	Parent communication	English Learners Foster Youth	$5,000.00				$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		(Student Information System)	Low Income					
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	$6,444.00				$6,444.00
2	2.8	Reading support/intervention	All	$0.00				$0.00
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 Low Income	$500.00				$500.00
3	3.4	Social Emotional Support	All Students with Disabilities	$20,000.00				$20,000.00

2023-24 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
$2,893,714	$391,115	13.52%	0.00%	13.52%	$544,029.00	0.00%	18.80 %	**Total:**	$544,029.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$544,029.00

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	Schoolwide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	1.4	Intervention/Homework Help/Extended Library Hours	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$130,500.00	
1	1.5	Library/Health Aide/Intervention (Classified Staff Member)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$27,000.00	
2	2.2	Technology Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$125,000.00	
2	2.3	Technology infrastructure and devices	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.4	Project Lead the Way	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

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	2.5	Parent communication (Student Information System)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.6	Expanded Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$48,000.00	
2	2.7	Math Support/practice and intervention.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,444.00	
2	2.9	Additional Middle School Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$148,585.00	
3	3.1	Parent Engagement-Communication	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
3	3.2	Parent Engagement-Social Emotional Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
3	3.3	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$500.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$859,966.00	$769,615.00

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	$17,086.00	17,086
1	1.2	Supplemental Curriculum	Yes	$30,000.00	30,000
1	1.3	Teacher and Student Support	Yes	$95,000.00	95000
1	1.4	Intervention/Homework Help/Extended Library Hours	Yes	$130,500.00	130,500
1	1.5	Library/Health Aide/Intervention (Classified Staff Member)	Yes	$27,000.00	27,000
1	1.6	Facilities: safety and health focus/ green spaces	No	$50,000.00	50,000
2	2.1	Technology for early learners.	Yes	$52,895.00	0.00
2	2.2	Technology Support	Yes	$125,000.00	125,000
2	2.3	Technology infrastructure and devices	Yes	10,000	10000
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	8000
2	2.6	Expanded Learning	Yes	$48,000.00	48,000
2	2.7	Math Support/practice and intervention.	Yes	$2,400.00	6,444
2	2.8	Reading support/intervention	Yes	$42,500.00	0
2	2.9	Additional Middle School Teachers	Yes	$148,585.00	148,585
2	2.10	Add Classified Staff member (Special Education and EL Support)	No	$42,500.00	42,500
3	3.1	Parent Engagement-Communication	Yes	$6,000.00	6,000
3	3.2	Parent Engagement-Social Emotional Support	Yes	$2,000.00	0
3	3.3	Parent Engagement	Yes	$500.00	500
3	3.4	Social Emotional Support	No	$20,000.00	20,000

2022-23 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)
$272,737	$680,985.00	$632,985.00	$48,000.00	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	30000		
1	1.3	Teacher and Student Support	Yes	$95,000.00	95000		
1	1.4	Intervention/Homework Help/Extended Library Hours	Yes	$130,500.00	130500		
1	1.5	Library/Health Aide/Intervention (Classified Staff Member)	Yes	$27,000.00	27000		
2	2.1	Technology for early learners.	Yes	$3,500.00	0		
2	2.2	Technology Support	Yes	$125,000.00	125000		
2	2.3	Technology infrastructure and devices	Yes	$10,000.00	10000		
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	0		
2	2.9	Additional Middle School Teachers	Yes	$148,585.00	148585		
3	3.1	Parent Engagement-Communication	Yes	$6,000.00	6000		
3	3.2	Parent Engagement-Social Emotional Support	Yes	$2,000.00	0		
3	3.3	Parent Engagement	Yes	$500.00	500		

2022-23 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)
$2,677,567	$272,737	0%	10.19%	$632,985.00	0.00%	23.64%	$0.00	0.00%

Instructions

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:

  o 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]).

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

  o 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)

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

- 5. Total Planned Percentage of Improved Services

    o 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)

    o 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

    o 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)

    o 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

  - 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)

  - 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 (%)

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

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

  - 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)

  - 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 %)

  - 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)

  - 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)

  - 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)

  - 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).

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