

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14.5. Local Control Funding Formula

Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template

Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants

§ 15494. Scope.

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15495. Definitions.

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.

1 (b) “English learner parent advisory committee,” as used in Education Code sections
2 52063 and 52069 for those school districts or schools and programs operated by county
3 superintendents of schools whose enrollment includes at least 15 percent English
4 learners and at least 50 pupils who are English learners, shall be composed of a
5 majority of parents, as defined in subdivision (e), of pupils to whom the definition in
6 Education Code section 42238.01(c) applies. A governing board of a school district or a
7 county superintendent of schools shall not be required to establish a new English
8 learner parent advisory committee if a previously established committee meets these
9 requirements.

10 (c) “Local control and accountability plan (LCAP)” means the plan created by an LEA
11 pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in
12 conformance with the LCAP and annual update template found in section 15497.5.

13 (d) “Local educational agency (LEA)” means a school district, county office of
14 education, or charter school.

15 (e) “Parents” means the natural or adoptive parents, legal guardians, or other
16 persons holding the right to make educational decisions for the pupil pursuant to
17 Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or
18 56055, including foster parents who hold rights to make educational decisions.

19 (f) “Parent advisory committee,” as used in Education Code sections 52063 and
20 52069, shall be composed of a majority of parents, as defined in subdivision (e), of
21 pupils and include parents of pupils to whom one or more of the definitions in Education
22 Code section 42238.01 apply. A governing board of a school district or a county
23 superintendent of schools shall not be required to establish a new parent advisory
24 committee if a previously established committee meets these requirements, including
25 any committee established to meet the requirements of the federal No Child Left Behind
26 Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of
27 Title I of that act.

28 (g) “Prior year” means one fiscal year immediately preceding the fiscal year for
29 which an LCAP is approved.

30 (h) “Services” as used in Education Code section 42238.07 may include, but are not
31 limited to, services associated with the delivery of instruction, administration, facilities,
32 pupil support services, technology, and other general infrastructure necessary to

1 operate and deliver educational instruction and related services.

2 (i) “State priority areas” means the priorities identified in Education Code sections
3 52060 and 52066. For charter schools, “state priority areas” means the priorities
4 identified in Education Code section 52060 that apply for the grade levels served or the
5 nature of the program operated by the charter school.

6 (j) “Subgroup” means the numerically significant pupil subgroups identified pursuant
7 to Education Code section 52052.

8 (k) “to improve services” means to grow services in quality.

9 (l) “to increase services” means to grow services in quantity.

10 (m) “unduplicated pupil” means any of those pupils to whom one or more of the
11 definitions included in Education Code section 42238.01 apply, including pupils eligible
12 for free or reduced price meals, foster youth, and English learners.

13 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
14 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
15 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
16 6312.

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18 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**
19 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**
20 **Supplemental and Concentration Grants.**

21 (a) An LEA shall provide evidence in its LCAP to demonstrate how funding
22 apportioned on the basis of the number and concentration of unduplicated pupils,
23 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to
24 support such pupils. This funding shall be used to increase or improve services for
25 unduplicated pupils as compared to the services provided to all pupils in proportion to
26 the increase in funds apportioned on the basis of the number and concentration of
27 unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA
28 shall include in its LCAP an explanation of how expenditures of such funding meet the
29 LEA’s goals for its unduplicated pupils in the state priority areas. An LEA shall
30 determine the percentage by which services for unduplicated pupils must be increased
31 or improved above services provided to all pupils in the fiscal year as follows:

32 (1) Estimate the amount of the LCFF target attributed to the supplemental and

1 concentration grants for the LEA calculated pursuant to Education Code sections
2 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

3 (2) Estimate the amount of LCFF funds expended by the LEA on services for
4 unduplicated pupils in the prior year that is in addition to what was expended on
5 services provided for all pupils. The estimated amount of funds expended in 2013-14
6 shall be no less than the amount of Economic Impact Aid funds the LEA expended in
7 the 2012-13 fiscal year.

8 (3) Subtract subdivision (a)(2) from subdivision (a)(1).

9 (4) Multiply the amount in subdivision (a)(3), by the most recent percentage
10 calculated by the Department of Finance that represents how much of the statewide
11 funding gap between current funding and full implementation of LCFF is eliminated in
12 the fiscal year for which the LCAP is adopted.

13 (5) Add subdivision (a)(4) to subdivision (a)(2).

14 (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant
15 to Education Code sections 42238.02 and 2574, as implemented by Education Code
16 sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted
17 Instructional Improvement Grant program and the Home to School Transportation
18 program, in the fiscal year for which the LCAP is adopted.

19 (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

20 (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero
21 or when LCFF is fully implemented statewide, then an LEA shall determine its
22 percentage for purposes of this section by dividing the amount of the LCFF target
23 attributed to the supplemental and concentration grant for the LEA calculated pursuant
24 to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is
25 adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the
26 Targeted Instructional Improvement Grant program and the Home to School
27 Transportation program.

28 (b) This subdivision identifies the conditions under which an LEA may use funds
29 apportioned on the basis of the number and concentration of unduplicated pupils for
30 districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education
31 Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved
32 services for unduplicated pupils under subdivision (a) of this section by using funds to

1 upgrade the entire educational program of a schoolsite, a school district, a charter
2 school, or a county office of education as follows:

3 (1) A school district that has an enrollment of unduplicated pupils of 55 percent or
4 more of the district's total enrollment in the fiscal year for which an LCAP is adopted or
5 in the prior year may expend supplemental and concentration grant funds on a
6 districtwide basis. A school district expending funds on a districtwide basis shall do all of
7 the following:

8 (A) Identify in the LCAP those services that are being funded and provided on a
9 districtwide basis.

10 (B) Describe in the LCAP how such services are principally directed towards, and
11 are effective in, meeting the district's goals for its unduplicated pupils in the state and
12 any local priority areas.

13 (2) A school district that has an enrollment of unduplicated pupils less than 55
14 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted
15 may expend supplemental and concentration grant funds on a districtwide basis. A
16 school district expending funds on a districtwide basis shall do all of the following:

17 (A) Identify in the LCAP those services that are being funded and provided on a
18 districtwide basis.

19 (B) Describe in the LCAP how such services are principally directed towards, and
20 are effective in, meeting the district's goals for its unduplicated pupils in the state and
21 any local priority areas.

22 (C) Describe how these services are the most effective use of the funds to meet the
23 district's goals for its unduplicated pupils in the state and any local priority areas. The
24 description shall provide the basis for this determination, including, but not limited to,
25 any alternatives considered and any supporting research, experience, or educational
26 theory.

27 (3) A school district that has an enrollment of unduplicated pupils at a school that is
28 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP
29 is adopted or in the prior year may expend supplemental and concentration grant funds
30 on a schoolwide basis. A school district expending funds on a schoolwide basis shall do
31 all of the following:

32 (A) Identify in the LCAP those services that are being funded and provided on a

1 schoolwide basis.

2 (B) Describe in the LCAP how such services are principally directed towards, and
3 are effective in, meeting the district's goals for its unduplicated pupils in the state and
4 any local priority areas.

5 (4) A school district that has an enrollment of unduplicated pupils that is less than 40
6 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is
7 adopted may expend supplemental and concentration grant funds on a schoolwide
8 basis. A school district expending funds on a schoolwide basis shall do all of the
9 following:

10 (A) Identify in the LCAP those services that are being funded and provided on a
11 schoolwide basis.

12 (B) Describe in the LCAP how such services are principally directed towards, and
13 are effective in, meeting the district's goals for its unduplicated pupils in the state and
14 any local priority areas.

15 (C) Describe how these services are the most effective use of the funds to meet the
16 district's goals for its unduplicated pupils in the state and any local priority areas. The
17 description shall provide the basis for this determination, including, but not limited to,
18 any alternatives considered and any supporting research, experience, or educational
19 theory.

20 (5) A county office of education expending supplemental and concentration grant
21 funds on a countywide basis or a charter school expending supplemental and
22 concentration grant funds on a charterwide basis shall do all of the following:

23 (A) Identify in the LCAP those services that are being funded and provided on a
24 countywide or charterwide basis.

25 (B) Describe in the LCAP how such services are principally directed towards, and
26 are effective in, meeting the county office of education's or charter school's goals for its
27 unduplicated pupils in the state and any local priority areas, as applicable.

28 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
29 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
30 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
31 6312.

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1 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**
2 **Proportionality.**

3 In making the determinations required under Education Code section 52070(d)(3),
4 the county superintendent of schools shall include review of any descriptions of
5 districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through
6 (b)(4) when determining whether the school district has fully demonstrated that it will
7 increase or improve services for unduplicated pupils pursuant to section 15496(a). If a
8 county superintendent of schools does not approve an LCAP because the school district
9 has failed to meet its requirement to increase or improve services for unduplicated
10 pupils as specified in this section, it shall provide technical assistance to the school
11 district in meeting that requirement pursuant to Education Code section 52071.

12 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
13 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
14 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
15 6312.

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23 8-22-14 [California Department of Education]

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction: Introduction:

The mission of Maple Creek Elementary School District is to provide an exemplary educational program for the students of Maple Creek School. The high teacher-to-student ratio provides personalized instruction to foster the development of each student's talents, academic performance and social/emotional growth. We provide a solid foundation for our students to enter high school, college and chosen career paths.

Maple Creek School District is a TK – 8 district; therefore, some portions of the state priorities are not applicable. These include:

Priority 4 - standard achievement

- share of students who are college and career ready,
- share of students who that pass advanced placement exams,
- share of students determined prepared for college by the Early Assessment Program

Priority 5 – student engagement

- high school dropout rates
- high school graduation rates

Maple Creek does not have any EL students or students with disabilities; metrics are N/A. API – This metric is N/A 2015-2016. Plan will be revised and outcomes set when new system is in place.

LEA: Maple Creek School District Contact: Wendy Orlandi, Superintendent, worlandi@humboldt.k12.ca.us (707) 668-5596 LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template(707) 668-5596 LCAP Year: 2014-2015

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School

districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process LCAP	Impact on LCAP
<p>Maple Creek does not have a bargaining unit so there is no for bargaining unit involvement in the LCAP process. ; metric is N/A. All student are involved in daily whole school meetings; students are involved in establishing classroom/playground rules at the beginning of each year; student surveys are conducted in the spring; teachers meet monthly with students to establish learning goals.</p> <p>11/19/14 Board meeting Public comment: Parents at the board meeting proposed creating a way for students to earn certificates to purchase books.</p> <p>03/06/15 Staff and parent/guardian surveys were returned to the school (submitted 2 and 3 weeks prior) Overall results were positive with commendations to the staff for educational program, transportation, and safety.</p> <p>03/11/2015 Board meeting There was no public input. The Superintendent reported that progress on the LCAP annual review and 3 year plan is being made with a SSC meeting to address the subject in depth on 03/16/15.</p> <p>03/16/15 School Site Council The annual review, required metrics, survey results, and suggestions for changes to the future were thoroughly covered by the school site council.</p> <p>03/24/2015 and 03/25/2015 Parent conferences Parents/guardians were welcomed to make suggestions related to the LCAP.</p> <p>04/15/15 Board meeting no changes recommended</p> <p>05/07/15 Staff meeting Concerns over the confidentiality of reporting assessments with so few students. Staff recommended changes made to goal number 2 to take this into consideration. Reporting assessments and progress on mathematics is challenging with regards to the privacy of students with less than 10 students in each grade level. Including TK/K-1st grade is a concern due to the</p>	<p>11/19/14 Board meeting The incentives for reading are reflected in the change made to Goal 2.</p> <p>03/16/15 School Site Council:</p> <p>Goal 1 Add to action: Improvement to bathroom in the 2015-2016 school year. Add rewards system for students volunteering their free time to mediate disputes. Change outcome: Remove “Peer” from the front of mediation so that it can include mediation led by staff.</p> <p>Goal 2 Add the following metrics: rubrics/assessments that are used at county-wide events will be used to measure student work at similar local event (example: County-wide History Day rubric will be used to score projects at Maple Creek History Day) SARC report; report cards; Quarterly Williams reports/annual review of instructional materials; summer reading logs/assignments recognized in newsletter Add this outcome: 100% of teachers will be highly qualified and properly credentialed. Specify/change outcomes: Specify grades 4-8 required to do one or more technology projects. Change all students will increase language arts stamina by 60% to: All students by the 3rd trimester will achieve an average language arts stamina of 30 minutes. Specify that each student will score 80% or above at his/her instructional grade level in local assessments is targeted for mathematics (*see 05/07/15). Change Students will have reading assignments to students that complete summer reading logs will receive awards/incentives Add action: Instruction will include all subjects including mathematics, language arts, science, social studies, physical education/health, visual and performing arts.</p>

fact that students enter school at various abilities and IEP students may not qualify for services until the 2nd or 3rd grade. A stamina score can be inclusive of all grades and IEP students. With such a small population one student entering or exiting makes the data unreliable to show progress.

05/18/15 SSC meeting: The SSC thoroughly went over the LCAP and review checklist. There was a lot of discussion about the mathematics goal and how mathematics can be measured and reported in a way that would protect students' privacy.

Goal 3

Add action: Information about independent study will be provided at the beginning of the school year. Students who did not meet the attendance goal for the 14-15 year will be targeted for extra outreach in the form of personal contact with parent/guardians at the beginning of the 15-16 school year. Incentive and rewards will be provided for attendance.

Add the following metrics: chronically absent records, middle school dropout rates; LCAP Involvement process, participation in the classroom, School Site Council, Fundraising Committee and School Board; event participation

05/07/15 staff meeting agreed to change math goal from achievement level to a stamina goal similar to language arts – all students by the 3rd trimester will achieve an average math stamina of 30 minutes. Will add stamina score for math to metrics

05/18/15 SSC meeting: agreed with recommendation from the staff to change the math goal to a stamina goal. The Council identified metrics that were needed in Goal 2 to include parent involvement. They also found the places that the History Day or Science Day participation had not been and needed to be included. Suggestions were made to re-word and add actions needed to achieve outcomes.

Annual Update Involvement Process:

Discussion of both the Annual Update and the development of the 2015-16 LCAP occurred during the same meetings. Therefore, dates, actions and impacts listed in this section are repeated in next section.

08/21/2014 Staff meeting Staff reviewed the LCAP goals established 13/14 year and created a list of assessments/metrics that would need to be gathered over the 14/15 year.

09/25/2014 staff meeting Staff discussed progress, challenges, and questions about gathering data for the LCAP

11/10/2014 staff meeting Staff discussed data and proposed ideas to consider for the future. The percentage of growth was discussed and how we might meet or not meet the goals set.

11/17/2014 School Site Council discussed what their role is with the LCAP for the 14/15 year and reviewed beginning of the year baselines.

11/19/14 Board meeting The Superintendent reported a beginning baseline of Daily 5 stamina to be an average of 32 minutes (LCAP Goal 2). The number of minor conflicts reported for the beginning of the year baseline is an average of 7.5 a week with 0% handled by peer mediation (LCAP Goal 1)Public comment: Parents at the board meeting proposed ideas for encouraging summer reading to be added to the LCAP that include greater access to books at school; summer library field trip; and a way for students to earn certificates to purchase books.

12/19/2014 Public meeting at school event: 12 attendees expressed gratitude for transportation and educational program

01/21/15 Board meeting Superintendent shared reading log data, a list of what is being done to create an educational environment that encourages reading, incentives for students and ideas to carry the reading program into the summer. Data shared: 67% of students have perfect home reading log record and 43% of students collectively have an average of 72% home reading log record.

01/30/15 public meeting at school event: 7 attendees viewed the progress on the annual update and were invited to make suggestions for change; no new suggestions were made.

02/25/2015 Board meeting Public hearing held; Superintendent reported

Impact on Annual Update:

11/19/14 Board meeting Superintendent reported that she is applying for a grant to fund summer field trips and incentives to encourage summer reading. *03/23/15 School was notified that the grant has been approved. Coupons have been purchased that allow students to buy books from Scholastic Book Orders. Students earn these coupons by completing home reading logs and homework assignments. With the challenge of anticipating funding future years out and the added difficulty that summer school is not required this will not be added to the LCAP. The incentives for reading are reflected in the change made to Goal 2.

03/16/15 School Site Council:**Goal 1**

Add to action: Improvement to bathroom in the 2015-2016 school year.

Add rewards system for students volunteering their free time to mediate disputes.

Change outcome: Remove "Peer" from the front of mediation so that it can include mediation led by staff.

Goal 2

Add the following metrics: rubrics/assessments that are used at county-wide events will be used to measure student work at similar local event (example: County-wide History Day rubric will be used to score projects at Maple Creek History Day) SARC report; report cards; Quarterly Williams reports/annual review of instructional materials; summer reading logs/assignments recognized in newsletter

Add this outcome: 100% of teachers will be highly qualified and properly credentialed.

Specify/change outcomes: Specify grades 4-8 required to do one or more technology projects.

Change all students will increase language arts stamina by 60% to: All students by the 3rd trimester will achieve an average language arts stamina of 30 minutes.

Specify that each student will score 80% or above at his/her

that surveys sent out to staff on 02/10/15 and to parent/guardians on 02/13/15. The board discussed data and read mid-year status of annual review. The board reviewed and approved a timeline for LCAP process and approval. The Superintendent noted progress towards goals and needed metrics to be added to the plan.

03/06/15 Staff and parent/guardian surveys were returned to the school (submitted 2 and 3 weeks prior) Overall results were positive with commendations to the staff for educational program, transportation, and safety.

03/11/2015 Board meeting There was no public input. The Superintendent reported that progress on the LCAP annual review and 3 year plan is being made with a SSC meeting to address the subject in depth on 03/16/15.

03/16/15 School Site Council The annual review, required metrics, survey results, and suggestions for changes to the future were thoroughly covered by the school site council.

03/24/2015 and 03/25/2015 Parent conferences Parents/guardians were welcomed to make suggestions related to the LCAP.

04/15/15 Board meeting no changes recommended

05/07/15 Staff meeting Concerns over the confidentiality of reporting assessments with so few students. Staff recommended changes made to goal number 2 to take this into consideration. Reporting assessments and progress on mathematics is challenging with regards to the privacy of students with less than 10 students in each grade level. Including TK/K-1st grade has been removed due to the fact that students enter school at various abilities and IEP students may not qualify for services until the 2nd or 3rd grade. A stamina score can be inclusive of all grades and IEP students. With such a small population one student entering or exiting makes the data unreliable to show progress.

05/18/15 SSC meeting: The SSC thoroughly went over the LCAP and review checklist. There was a lot of discussion about the mathematics goal and how mathematics can be measured and reported in a way that would protect students' privacy.

instructional grade level in local assessments is targeted for mathematics.

Change Students will have reading assignments to students that complete summer reading logs will receive awards/incentives

Add action: Instruction will include all subjects including mathematics, language arts, science, social studies, physical education/health, visual and performing arts.

Goal 3

Add action: Information about independent study will be provided at the beginning of the school year. Students who did not meet the attendance goal for the 14-15 year will be targeted for extra outreach in the form of personal contact with parent/guardians at the beginning of the 15-16 school year. Incentive and rewards will be provided for attendance.

Add the following metrics: chronically absent records, middle school dropout rates; LCAP Involvement process, participation in the classroom, School Site Council, Fundraising Committee and School Board; event participation

05/07/15 staff meeting agreed to change math goal from achievement level to a stamina goal similar to language arts – all students by the 3rd trimester will achieve an average math stamina of 30 minutes. Will add stamina score for math to metrics

05/18/15 SSC meeting: agreed with recommendation from the staff to change the math goal to a stamina goal. The Council identified metrics that were needed in Goal 2 to include parent involvement. They also found the places that the History Day or Science Day participation had not been and needed to be included. Suggestions were made to re-word and add actions needed to achieve outcomes.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL:	Goal #1 Improve school climate to support a cooperative learning environment	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Teacher observation identifies a need for instruction of Communication Skills.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<p style="text-align: center;"><u>Metric</u></p> Suspension rates Expulsion rates Report cards, student surveys, school facilities report (Williams FIT), conflict records.	<p style="text-align: center;"><u>Outcome</u></p> Maintain 0% suspension rate Maintain 0% expulsion rate Mediation will handle 65% of minor conflicts A minimum of one group project will be completed by all students School facilities will be kept in good condition to provide a safe and comfortable learning environment.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Daily instruction utilizing various conflict resolution curriculum; whole school meetings; community building project assignments Students will be provided with a reward for volunteering their time as mediators. Bathroom repair/improvement	school	X_ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	-staff salary \$55,909 (res. 0000) -incentives \$150 (res. 0000) -supplies for community building projects \$100 (res. 0000) -incentives/rewards \$100 (res. 0000) -Maintenance/

			custodial \$20,426 (res. 0000)
A high teacher to student ratio provides more one-one and small group instruction for low income students. 0.50 FTE teacher salary provides additional support in the core academic area.	school	<input type="checkbox"/> ALL No EL, FA, RFEP ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	staff salary \$36,158 (res. 0001)
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	
	Suspension rates Expulsion rates Report cards, student surveys, school facilities report (Williams FIT), conflict records.	Maintain 0% suspension rate Maintain 0% expulsion rate Mediation will handle 67% of minor conflicts A minimum of one group project will be completed by all students School facilities will be kept in good condition to provide a safe and comfortable learning environment.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Daily instruction utilizing various conflict resolution curriculum; whole school meetings; community building project assignments</p> <p>Students will be provided with a reward for volunteering their time as mediators.</p>	<p>school</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>-staff salary \$55,909 (res. 0000) -incentives \$150 (res. 0000) -supplies for community building projects \$100 (res. 0000) -incentives/rewards \$100 (res. 0000) Maintenance/custodial \$20,426 (res. 0000)</p>
<p>A high teacher to student ratio provides more one-one and small group instruction for low income students. 0.50 FTE teacher salary provides additional support in the core academic area.</p>	<p>school</p>	<p><input type="checkbox"/> ALL No EL, FA, RFEP ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>staff salary \$36,158 (res. 0001)</p>

		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	
	Suspension rates Expulsion rates Report cards, student surveys, school facilities report (Williams FIT), conflict records.	Maintain 0% suspension rate Maintain 0% expulsion rate Mediation will handle 70% of minor conflicts A minimum of one group project will be completed by all students School facilities will be kept in good condition to provide a safe and comfortable learning environment.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Daily instruction utilizing various conflict resolution curriculum; whole school meetings; community building project assignments Students will be provided with a reward for volunteering their time as mediators.		__X__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	-staff salary \$55,909 (res. 0000) - incentives \$150 (res. 0000) -supplies for community building projects \$100 (res. 0000) -incentives/rewards \$100 (res. 0000) Maintenance/custodial \$20,426 (res.

			0000)
<p>A high teacher to student ratio provides more one-one and small group instruction for low income students. 0.50 FTE teacher salary provides additional support in the core academic area.</p>		<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>staff salary \$36,158 (res. 0001)</p>
		<p>__ ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	

<p>GOAL:</p>	<p><u>Goal #2</u> All students will have access to and achieve 21st century skills and proficiency in all core academic skills and be prepared for higher education. Parents will be informed about and involved in the education process and decision making.</p>	<p>Related State and/or Local Priorities: <u> X </u> 2_ <u> X </u> 3_ <u> X </u> 4_ <u> X </u> 5__ 6_ 7_ <u> X </u> 8_ <u> X </u> COE only: 9__ 10__ Local: Specify _____</p>
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Identified Need:	Daily 5 stamina and math assessments, teacher observation, assignment records, local and state assessments indicate a need for core academic instruction with an emphasis on technology and collaborative projects in order to prepare students for higher education. Although 100% of certificated staff is highly qualified under No Child Left Behind, professional development is needed to keep staff up to date with technology and common core standards.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-16

	<u>Metric</u>	<u>Outcome</u>
Expected Annual Measurable Outcomes:	Daily 5 language arts assessments	<u>All students will have instruction of and daily use of career readiness skills. Instruction will include all subjects including mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts.</u>
	Assignment records	
	Local math assessments including stamina score	
	State assessments (CAASPP) *will not be applicable unless 10 or more students in the same grade level are assessed in one year	All students by the 3 rd trimester will achieve an average language arts stamina of 30 minutes
	County-wide rubrics/assessments will be used to measure the preparedness for county-wide events	All students by the 3 rd trimester will achieve an average math stamina of 30 minutes.
	SARC report; personnel records; report cards ; reading logs; incentive/awards given; newsletter	A baseline score for the CAASPP will be developed *will not be applicable unless 10 or more students in the same grade level are assessed in one year
	Professional development records	All students will have access to high quality, common core aligned materials for all subjects
	Quarterly Williams reports, annual review of instructional materials including recommendations and adoption of materials,	4-8th grade students will have access to Kahn academy accounts throughout the year, including the summer. 4-8 th grade students will complete a minimum of 1 technology based project
	Percent of annual survey participation	Students will have reading logs throughout the year, including the summer. Rewards and incentives will be provided for completed reading logs.
	Percent of parent conference attendance	
LCAP involvement		
Participation at events; in the classroom; School Site Council; and School Board	A staff member will attend at least one professional development class	
	100% of teachers will be highly qualified and properly credentialed.	

		<p>100% of parents/guardians will be involved in the education process and decision making by participating in one or more of the following ways: annual survey; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staff development; daily access to technology and technology based projects.</p> <p>Instruction of and daily use of career readiness skills. Instruction will include all subjects including mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts.</p> <p>All sStudents will be given experiences to participate in projects that require critical thinking, problem solving, and creativity. This includes instruction and one to one and small group involvement in preparing for Science or History Day.</p> <p>Fieldtrips will connect students with higher education and working professionals.</p> <p>Daily instruction and use of language arts and mathematics skills will be done in Daily 5 (Language Arts) and Daily 3 (Mathematics) program.</p> <p>Parents/guardians will be welcomed to participate in school decisions in the newsletter; at events; at parent conferences; by phone; by personal contact; by email; letters.</p>	<p>school</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>-professional development \$500 (res. 0000, and 4035)</p> <p>-apps, programs and software \$100 res. 0000)</p> <p>-Internet \$972 (res. 0000)</p> <p>- curriculum streaming *see library contract</p> <p>-transportation \$31,688 (res. 0210)</p> <p>-fieldtrips \$500 (res. 0000)</p> <p>-incentives*see</p>

			<p>goal above</p> <p>- newsletter*see goal below</p> <p>-supplies for projects \$100 (res. 0000)</p> <p>-HERC library contract \$850 (res. 0000)</p> <p>-textbooks \$410 (res. 0000 and 6300)</p> <p>-staff salary *see goal above</p>
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>Daily 5 language arts assessments</p> <p>Assignment records</p> <p>Local math assessments including stamina scores</p> <p>State assessments (CAASPP) *will not be applicable unless 10 or more students in the same grade level are assessed in one year</p> <p>County-wide rubrics/assessments will be used to measure the preparedness for county-wide events</p>	<p>All students by the 3rd trimester will achieve an average language arts stamina of 31 minutes</p> <p>All students by the 3rd trimester will achieve an average math stamina of 31 minutes.</p> <p>A baseline score for the CAASPP will be developed *will not be applicable unless 10 or more students in the same grade level are assessed in one year</p> <p>All students will have access to high quality, common core aligned</p>

	<p>SARC report; personnel records; report cards; reading logs; incentive/awards given; newsletter</p> <p>Professional development records</p> <p>Quarterly Williams reports, annual review of instructional materials including recommendations and adoption of materials</p> <p>Percent of annual survey participation</p> <p>Percent of parent conference attendance</p> <p>LCAP involvement</p> <p>Participation at events; in the classroom; School Site Council; and School Board</p>	<p>materials for all subjects</p> <p>4-8th grade students will have access to Kahn academy accounts throughout the year, including the summer. 4-8th grade students will complete a minimum of 1 technology based project</p> <p>Students will have reading logs throughout the year, including the summer. Rewards and incentives will be provided for completed reading logs.</p> <p>A staff member will attend at least one professional development class</p> <p>100% of teachers will be highly qualified and properly credentialed.</p> <p>100% of parents/guardians will be involved in the education process and decision making by participating in one or more of the following ways: annual survey; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staff development; daily access to technology and technology based projects.</p> <p>Instruction of and daily use of career readiness skills. Instruction will include all subjects including mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts.</p> <p>Students will given experiences to participate in projects that require critical thinking, problem solving, and creativity. This includes instruction and one to one and small group involvement in preparing for Science or History Day.</p> <p>Fieldtrips will connect students with higher education and working professionals.</p>	<p>School</p>	<p><u>X</u>_ALL</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>	<p>-professional development \$500 (res. 0000 and 4035)</p> <p>-apps, programs and software \$100 res. 0000)</p> <p>-Internet \$972 (res. 0000)</p> <p>- curriculum</p>

<p>Daily instruction and use of language arts and mathematics skills will be done in Daily 5 (Language Arts) and Daily 3 (Mathematics) program.</p> <p>Parents/guardians will be welcomed to participate in school decisions in the newsletter; at events; at parent conferences; by phone; by personal contact; by email; letters.</p>			<p>streaming *see library contract</p> <p>-transportation \$31,688 (res. 0210)</p> <p>-fieldtrips \$500 (res. 0000)</p> <p>-incentives*see goal above</p> <p>- newsletter*see goal below</p> <p>-supplies for projects \$100 (res. 0000)</p> <p>-HERC library contract \$850 (res. 0000)</p> <p>-textbooks \$410 (res. 0000 and 6300)</p> <p>-staff salary *see goal above</p>
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LCAP Year 3: 2017-18

<p>Expected Annual</p>	<p>Metric Daily 5 language arts assessments</p>	<p>Outcome All students by the 3rd trimester will achieve an average language</p>
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<p>Measurable Outcomes:</p>	<p>Assignment records</p> <p>Local math assessments including stamina records</p> <p>State assessments (CAASPP) *will not be applicable unless 10 or more students in the same grade level are assessed in one year</p> <p>County-wide rubrics/assessments will be used to measure the preparedness for county-wide events</p> <p>SARC report; personnel records; report cards; reading logs; incentive/awards given; newsletter</p> <p>Professional development records</p> <p>Quarterly Williams reports, annual review of instructional materials including recommendations and adoption of materials</p> <p>Percent of annual survey participation</p> <p>Percent of parent conference attendance</p> <p>LCAP involvement</p> <p>Participation at events; in the classroom; School Site Council; Fundraising Committee and School Board</p>	<p>arts stamina of 32 minutes</p> <p>All students by the 3rd trimester will achieve an average math stamina of 32 minutes.</p> <p>A baseline score for the CAASPP will be developed *will not be applicable unless 10 or more students in the same grade level are assessed in one year</p> <p>All students will have access to high quality, common core aligned materials for all subjects</p> <p>4-8th grade students will have access to Kahn academy accounts throughout the year, including the summer. 4-8th grade students will complete a minimum of 1 technology based project</p> <p>Students will have reading logs throughout the year, including the summer. Rewards and incentives will be provided for completed reading logs.</p> <p>A staff member will attend at least one professional development class</p> <p>100% of teachers will be highly qualified and properly credentialed.</p> <p>100% of parents/guardians will be involved in the education process and decision making by participating in one or more of the following ways: annual survey; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.</p>	
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Staff development; daily access to technology and technology based projects.</p> <p>Instruction of and daily use of career readiness skills. Instruction will include all subjects including mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts.</p> <p>Students will given experiences to participate in projects that require critical thinking, problem solving, and creativity. This includes instruction and one to one and small group involvement in preparing for Science or History Day.</p> <p>Fieldtrips will connect students with higher education and working professionals.</p> <p>Daily instruction and use of language arts and mathematics skills will be done in Daily 5 (Language Arts) and Daily 3 (Mathematics) program.</p> <p>Parents/guardians will be welcomed to participate in school decisions in the newsletter; at events; at parent conferences; by phone; by personal contact; by email; letters.</p>	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>-professional development – see goal above</p> <p>-apps, programs and software \$100 res. 0000)</p> <p>-Internet \$972 (res. 0000) - curriculum streaming *see library contract</p> <p>-transportation \$31,688 (res. 0210)</p> <p>-fieldtrips \$500 (res. 0000) -incentives*see goal above</p> <p>- newsletter*see goal below</p> <p>-supplies for projects \$100 (res. 0000)</p> <p>-HERC library contract \$850 (res. 0000)</p>
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			-textbooks \$410 (res. 0000 and 6300) -staff salary *see goal above
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GOAL:	Goal #3 Understand and respond to the reasons behind student absences. of the importance of attendance and involve parents in finding solutions.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need:	Attendance records and annual survey participation results indicate a need for increased parent involvement and assistance.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

	<u>Metric</u>	<u>Outcome</u>
Expected Annual Measurable Outcomes:	Attendance records	Each student will have a minimum attendance rate of 94%.
	Chronically absent records	District will maintain 0% dropout rate for middle school.
	Middle school drop-out rates	
	Percent of annual survey participation	100% of parents/guardians will be informed of the importance of attendance and be involved in finding solutions. Parents/guardians will participate in one or more of the following: annual survey; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council, or School Board.
	Percent of parent conference attendance	
	LCAP involvement	
	Participation at events; in the classroom; School Site Council; Fundraising Committee and School Board	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staff will develop/maintain records of parent involvement</p> <p>Independent Study information will be provided at the start of each year; Students who did not meet the attendance goal in the prior year will be targeted for extra outreach in the form of personal contact with parent/guardians at the beginning of the year. Rewards will be provided for attendance</p> <p>Create newsletters, flyers, maintain website</p> <p>Provide transportation</p> <p>Hold community events</p>	<p>school</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>transportation *see goal above</p> <p>-incentives *see goal 1</p> <p>-community events \$100 (res. 0000) communication s: newsletter website, flyers, handbook, other publications \$500 (res. 0000)</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>Attendance records</p> <p>Attendance records</p> <p>Chronically absent records</p> <p>Middle school drop-out rates</p> <p>Percent of annual survey participation</p> <p>Percent of parent conference attendance</p> <p>LCAP involvement</p> <p>Participation at events; in the classroom; School Site Council; Fundraising Committee and School Board</p>	<p>Each student will have a minimum attendance rate of 95%.</p> <p>District will maintain 0% dropout rate for middle school.</p> <p>100% of parents/guardians will be informed of the importance of attendance and be involved in finding solutions. Parents/guardians will participate in one or more of the following: annual survey; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council, or School Board.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staff will develop/maintain records of parent involvement</p> <p>Independent Study information will be provided at the start of each year; Students who did not meet the attendance goal in the prior year will be targeted for extra outreach in the form of personal contact with parent/guardians at the beginning of the year. Rewards will be provided for attendance</p> <p>Create newsletters, flyers, maintain website</p> <p>Provide transportation</p> <p>Hold community events</p>	<p>school</p>	<p>X_ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>-transportation *see goal above</p> <p>-incentives *see goal 1</p> <p>-community events \$100 (res. 0000) communication s: newsletter website, flyers, handbook, other publications \$500 (res. 0000)</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>Attendance records</p> <p>Chronically absent records</p> <p>Middle school drop-out rates</p> <p>Percent of annual survey participation</p> <p>Percent of parent conference attendance</p>	<p>Each student will have a minimum attendance rate of 95%.</p> <p>District will maintain 0% dropout rate for middle school.</p> <p>100% of parents/guardians will be informed of the importance of attendance and be involved in finding solutions. Parents/guardians will participate in one or more of the following: annual survey; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council, or School Board.</p>

	<p>LCAP involvement</p> <p>Participation at events; in the classroom; School Site Council; Fundraising Committee and School Board</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Staff will develop/maintain records of parent involvement</p> <p>Independent Study information will be provided at the start of each year; Students who did not meet the attendance goal in the prior year will be targeted for extra outreach in the form of personal contact with parent/guardians at the beginning of the year. Rewards will be provided for attendance</p> <p>Create newsletters, flyers, maintain website</p> <p>Provide transportation</p> <p>Hold community events</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>-transportation *see goal above</p> <p>-incentives *see goal 1</p> <p>-community events \$100 (res. 0000) communications: newsletter website, flyers, handbook, other publications \$500 (res. 0000)</p>
		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Goal #1 Improve school climate to support a cooperative learning environment		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:	Metric Suspension/expulsion rates are at 0%. Report cards, student surveys, school facilities report (Williams FIT), suspension/expulsion rates, conflict records.	Outcome Maintain 0% suspension /expulsion rate Establish a baseline of minor conflicts. Peer mediation will handle 60% of minor conflicts. There will be daily instruction utilizing various conflict resolution curriculum; whole school meetings; minimum of one group project. School facilities will be kept in good condition to provide a safe and comfortable learning environment.	Actual Annual Measurable Outcomes:	*There have been no suspension/expulsions. *A beginning of the year baseline was established on October 17, 2014 in which 0% of 34 minor conflicts were handled by peer mediation. January records show 10% of 11 minor conflicts were handled by peer mediation. One whole school meeting was conducted to resolve an issue that involved several students. *Daily instruction; whole school meetings; and a group project was completed *School facilities are in good repair as evidenced by the F.I.T. *Student survey: Results were overall positive with students happy with their education and environment. TK/K students' results produced comments that they missed mom or home and were confused by the questions.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	

<p>Daily instruction utilizing various conflict resolution curriculum; whole school meetings; community building project assignments</p>	<p>-staff salary \$62,084 (res. 0000) -incentives \$150 (res. 0000) -supplies for community building projects \$100 (res. 0000) Maintenance/ custodial \$17,050 (res. 0000)</p>	<p>Daily instruction and meetings teaching communication skills have occurred. Second Step and Mind Up communication and conflict resolution curriculum is being utilized. All students participated in two theater productions and History Day projects, all of which were community building assignments.</p>	<p>-staff salary \$58,072 (res. 0000) -incentives \$150 (res. 0000) -supplies for community building projects \$100 (res. 0000) Maintenance/ custodial \$16,823(res. 0000)</p>
<p>Scope of service:</p>	<p>school</p>	<p>Scope of service:</p>	<p>school</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>A high teacher to student ratio provides more one-one and small group instruction for low income students. 0.50 FTE teacher salary provides additional support in the core academic area.</p> <p>For English learners: N/A Maple Creek does not have any English learners</p> <p>For foster youth: N/A Maple Creek does not have any foster youth</p> <p>For redesignated fluent English proficient pupils: N/A</p>	<p>staff salary \$20,134 (res. 0001)</p>	<p>A high teacher to student ratio is provided to allow more one-one and small group instruction for low income students. 0.50 FTE teacher salary provides additional support in the core academic area.</p>	<p>staff salary \$36,158 (res. 0001)</p>

Scope of service:	school	Scope of service:	school
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Add to action: Improvement to bathroom in the 2015-2016 school year.
Add rewards system for students volunteering their free time to mediate disputes.
Change outcome: Remove "Peer" from the front of mediation so that it can include mediation led by staff. The following was a combination of actions and outcomes: There will be daily instruction utilizing various conflict resolution curriculum; whole school meetings; minimum of one group project. This was divided into action and outcome for future years out.

Original GOAL from prior year LCAP:	<u>Goal #2</u> All students will have access to and achieve 21st century skills and proficiency in all core academic skills and be prepared for higher education. Parents will be informed about and involved in the education process and decision making.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Goal Applies to:	Schools: _____	Applicable Pupil Subgroups: _____
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Expected Annual Measurable Outcomes:	Metric Daily 5 assessments, assignment records, local math assessments, state assessments (CAASPP), , professional development records,	Outcome A staff member will attend at least one professional development class and all students will complete a minimum of 1 technology based project.	Actual Annual Measurable Outcomes:	*Professional development records indicate that staff members have exceeded this goal in attending multiple professional development classes. *100% of teachers are highly qualified and properly credentialed. *All students in grades one through eight have completed a History Day project with technology being a critical component of both research and development of the project. TK and K have yet to
		All students will increase language arts stamina by 60% from the base time set		

		<p>at the beginning of the year.</p> <p>Each student will score 80% or above in local assessments at his or her instructional level.</p> <p>A baseline score for the CAASPP will be developed.</p> <p>Students will have access to high quality, common core aligned materials and technology.</p> <p>3-8th grade students will have access to Kahn academy accounts throughout the year, including the summer. Students will have reading assignments throughout the year including the summer.</p>	<p>complete a technology-based project as of April. 100% of students in grades 4-8 participated in Humboldt County History Day.</p> <p>*As of October 22, 2014, a baseline has been established of 32 minute average language arts stamina time. January 2015 assessments show an average of 37 minutes. Students began the year with a much higher than expected baseline and the increase percentage needs to be evaluated because the longest Language Arts session is 45 minutes.</p> <p>*Language Arts Assessments TK-8th grade: Beginning of the year: 70% of students scored 80% of above in local assessments. Mid-year 78% of students scored 80% of above in local assessments. Mathematics beginning of the year: 60% of students scored 80% or above in local assessments. Mid-year 78% of students scored 80% or above in local assessments.</p> <p>*CAASPP baseline: <i>to be established at the end of the 14-15 school year. Only 4 students will be taking the CAASPP this year so the results cannot be shared for confidential purposes.</i></p> <p>*100% of students have access to standards aligned instructional materials</p> <p>* All mathematics and language arts curriculum is aligned with Common Core standards. Hardware has been purchased so that there is a device for every 2 students. Students utilize technology on a daily basis in grades 1-8, and several times a week in TK and K.</p> <p>*Students in grades 1-8 have Kahn academy accounts and are using them in the classroom.</p>
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Staff development; daily access to technology and technology based projects. Instruction of and daily use of career readiness skills. Students will participate in projects that require critical thinking, problem solving, and creativity. Fieldtrips will connect students with higher education and working professionals.</p>	<p>professional development \$822 (res. 0000, 0210, and 4035) -apps, programs and software \$100 res. 0000) -Internet \$1,014 (res. 0000) -curriculum streaming *see library contract -transportation \$24,748 (res. 0210) -fieldtrips \$500 (res. 0000) -incentives*see goal above - newsletter, communications, parent outreach *see goal below -supplies for projects \$100 (res. 0000) -HERC library contract \$850</p>	<p>* 2 staff members attended CMCN conference 10/2014 *one staff member facilitator for Common Core Language Arts Standards *1 staff member completed 1 online unit for developing technology skills Fall Semester 2014 *1 staff member competed 3 online units for Early Childhood Education Materials and Curriculum *1 staff member attended #4501 Common Core Institute (08/04-08/2014) *1 staff member attended Inclusion Matters workshop *1 staff member attended Arts and the Common Core Forum (01/26/15) * Students are using technology daily; technology-based projects are being done in the classroom as evidenced by the History Day projects completed by 1st – 8th grade students.(TK and K have yet to complete a project but are gaining skills and will complete at least one project before June 2015); *Students are involved in career readiness skills by completing projects that require critical</p>	<p>professional development \$1500 (res. 0000, 0210, and 4035) -apps, programs and software \$100 res. 0000) -Internet \$972(res. 0000) -curriculum streaming *see library contract -transportation \$26,453(res. 0210) -fieldtrips \$500 (res. 0000) -incentives*see goal above - newsletter, communications, parent outreach *see goal below -supplies for projects \$100 (res. 0000) -HERC library</p>

		(res. 0000) -textbooks \$410 (res. 0000 and 6300) -staff salary *see goal above	thinking, problem solving, creativity, and public presentation as evidenced by student portfolios and public performances. *Several field trips have provided connections to higher education and working professionals and are documented in the school newsletter.	contract \$850 (\$200 to HERC \$340 online language arts accounts, \$50 library late fees, \$260 books and equipment)(res. 0000) -textbooks \$410 (res. 0000 and 6300) -staff salary \$58,072 (res. 0000)
Scope of service:	school		Scope of service:	school
X_ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: N/A Maple Creek does not have any English learners. For foster youth: N/A Maple Creek does not have any foster youth. For redesignated fluent English proficient pupils: N/A Maple Creek does not have any students in this category.		staff salary \$20,134 (res. 0001)		-staff salary \$58,072 (res. 0000)

Scope of service:	school	Scope of service:	
<input type="checkbox"/> _XALL		<input type="checkbox"/> _ALL	
OR: _Low Income pupils <input type="checkbox"/> _English Learners _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient _Other Subgroups:(Specify)_____		OR: _Low Income pupils <input type="checkbox"/> _English Learners _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient _Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Add the following metrics: rubrics/assessments that are used at county-wide events will be used to measure student work at similar local event (example: County-wide History Day rubric will be used to score projects at Maple Creek History Day) SARC report; report cards; mathematics stamina records; Quarterly Williams reports/annual review of instructional materials; summer reading logs/assignments recognized in newsletter. Due to the confusion of the survey for the younger students it is recommended that written surveys will be for grades 4-8 and a meeting with TK-3 grade students will be held for their input and review. The SSC would like to have flexibility to allow advanced younger students to complete the written survey if they are able to do so. Add parent participation metrics: Percent of annual survey participation; Percent of parent conference attendance; LCAP involvement; Participation at events; in the classroom; School Site Council; Fundraising Committee and School Board.</p> <p>Add this outcome: 100% of teachers will be highly qualified and properly credentialed.</p> <p>Specify/change outcomes: Specify grades 4-8 required to do one or more technology projects. Change all students will increase language arts stamina by 60% to: All students by the 3rd trimester will achieve an average language arts stamina of 30 minutes.</p> <p>Concerns over the confidentiality of reporting assessments with so few students. Staff recommended changes made to goal number 2 to take this into consideration. Reporting assessments and progress on mathematics is challenging with regards to the privacy of students with less than 10 students in each grade level. TTK-1st grade has been removed due to the fact that students enter school at various abilities and IEP students may not qualify for services until the 2nd or 3rd grade. A stamina score can be inclusive of all grades and IEP students. Change math goal from achievement level to a stamina goal similar to language arts – all students by the 3rd trimester will achieve an average math stamina of 30 minutes. Change Students will have reading assignments to students that complete summer reading logs will receive awards/incentives</p> <p>Add action: Instruction will include all subjects including mathematics, language arts, science, social studies, physical education/health, visual and performing arts. Add: Parents/guardians will be welcomed to participate in school decisions in the newsletter; at events; at parent conferences; by phone; by personal contact; by</p>
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email; letters. Add: Daily instruction and use of language arts and mathematics skills will be done in Daily 5 (Language Arts) and Daily 3 (Mathematics) program. Change/add: Students will given experiences to participate in projects that require critical thinking, problem solving, and creativity. This includes instruction and one to one and small group involvement in preparing for Science or History Day.

Original GOAL from prior year LCAP:	Goal #3 Understand and respond to the reasons behind student absences .Inform parents of importance of attendance and involve parents in finding solutions.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	<p align="center">Metric</p> Attendance records, , record of annual survey participation, record of parent conference attendance,	<p align="center">Outcome</p> Each student will have a minimum attendance rate of 93%. District will maintain 0% dropout rate for middle school.	Actual Annual Measurable Outcomes:	* 1 st Trimester attendance records revealed that 60% of students have an attendance of 93% or higher. 30% are below the target. 10% of students are chronically absent. 100% of all parent/guardians discussed attendance at parent conference. 100% of students that are below the target had a minimum of two in person or phone conversations in addition to conference to express concern and identify causes and solutions. 2 nd trimester 80% of students have an attendance of 93% or higher. 10% of students are below the target. 10% of students are chronically absent. 100% of parent/guardian discussed attendance at parent conferences. <i>*Top cause was determined to be illness and childcare. Resource information was provided and temporary independent study contracts were implemented to reduce missed days.</i>
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				<p>*dropout rate is 0%</p> <p>* Parent conference attendance rate: 100%</p> <p>*Annual survey: to be returned in the spring</p>
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Staff will develop records of parent involvement, create newsletters, flyers, maintain website, provide transportation, hold community events	transportation *see goal above -incentives *see goal 1 -supplies for community events \$100 (res. 0000) communications: newsletter, agenda/minutes, website, flyers, letters, handbook, other publications \$500 (res. 0000)	*Monthly newsletter is distributed in hard copy format and on the school website; website is up to date; flyers and letters have gone home with students and delivered to mailboxes in the community as well as being posted on bulletin board; several community events have been held; transportation is being provided to 100% of Maple Creek students. <i>Staff uses a variety of outreach to ensure that at least one parent/guardian from every student household participates in some form. As of January 1, 2015 all households have been represented in one form or another. Of the nine parent/guardians in the school: 3 attended one or more board meetings; 3 attended one or more SSC meetings; all attended parent conferences; all provide input in face-face or in telephone conversations; all have attended one or more performances/events.</i>	transportation *see goal above -incentives *see goal 1 -supplies for community events \$100 (res. 0000) communications: newsletter, agenda/minutes, website, flyers, letters, handbook, other publications \$500 (res. 0000)	
Scope of service:	school		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
For English learners: N/A Maple Creek does not have any English learners For foster youth: N/A Maple Creek does not have any foster youth For redesignated fluent English proficient pupils: N/A	staff salary \$20,134 (res. 0001)		staff salary \$36,158 (res. 0001)
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Add action: Information about independent study will be provided at the beginning of the school year. Students who did not meet the attendance goal for the 14-15 year will be targeted for extra outreach in the form of personal contact with parent/guardians at the beginning of the 15-16 school year. Incentive and rewards will be provided for attendance.</p> <p>Add the following metrics: chronically absent records, middle school dropout rates; LCAP Involvement process, participation in the classroom, School Site Council, Fundraising Committee and School Board; event participation</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>19,312</u>
<p><u>2015-16</u></p> <p>The district should receive \$19,312 in 2015-2016. The district will spend \$36,158 and has budgeted the same amount for future years. We have met the target expenditures, and have surpassed the required amount of increase in services for the next three years.</p> <p>The district will spend \$36,158 on teacher salary to ensure that low-income students are provided with a high teacher to student ratio to support their social/emotional and academics needs. The following websites provide research data proving that reduced class size is advantageous to low-income youth: http://www.classsizematters.org/research-and-links/ ; http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

13.55	%
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2015-16

Based on the proportionality calculator, the District is required to show increased or improved services, valued at 13.55%. To increase student support for low-income youth, the district will increase small group and individual instruction time by providing an additional 0.50 FTE highly qualified certificated teacher to teach mathematics and language arts. The following websites provide research data proving that reduced class size is advantageous to low-income youth: <http://www.classsizematters.org/research-and-links/>; <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html>

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).