

Approved  
06/13/18

# Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

## LEA Name

Maple Creek Elementary

## Contact Name and Title

Wendy Orlandi

## Email and Phone

worlandi@maplecreekschool.org

Superintendent

7076685596

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Maple Creek Elementary School District is a rural, small necessary school serving 9 students in grades TK through Eight. The diverse population has a wide range of needs from Special Education to GATE students. Sixty seven percent of students are low income. One hundred percent of the students are Native American, Asian, and Hispanic (with some being a mix with Caucasian) . The school tailors instruction to meet each student's specific needs and interests. Creativity, curiosity, cooperation, and collaboration are encouraged. The academic program is rigorous allowing students to excel within their talents and achieve success with their greatest challenges. Maple Creek does not have any English Language Learners and does not offer High School so the following metrics are not applicable to the district: API, UC/CSU A-G course completion, EL reclassification, AP scores, EAP college preparedness, High school dropout rate, and High School graduation rate. Maple Creek does not have any bargaining units.

### LCAP Highlights

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

Goal 2 has shown success with showcased work in the school newsletter, at Maple Creek and Humboldt County Science Fair, and at community events. One hundred percent of parents/guardians participated in one or more ways through parent conferences, board meetings, fundraising meetings, school site council meetings, surveys, classroom volunteer, and events. The summer program attendees all

participated in writing activities, communication skills, and summer reading.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

According to local and statewide assessments, most students are producing work at or above their grade level. The high teacher to student ratio has provided quality, individualized instruction promoting academic growth. The District has made strong communication efforts with parents about the importance of attendance.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

Due to our low student population the LCFF Evaluation rubrics are not applicable. CAASPP results are combined with local assessments for teachers to establish recommendations and generalized reports to stakeholders.

Based on local assessments and teacher observations, none of our students are performing two or more performance levels below the "all student" performance. However, there are areas in which several "at-risk" students struggle. The common thread to these areas is vocabulary. They struggle with word choice as they write. This limits their ability to write compound and complex sentences. They also struggle with comprehension of assessment questions/directions as they attempt to demonstrate their learning independently. This is shown through poor performance on assignments and tests until an adult clarifies directions/questions. Typically, once the students understand what the problem is asking, they can solve it independently. Research shows that students in low-income households lag behind their counterparts in vocabulary development due to a variety of reasons. Our students are no exception. Having teachers with students on a one-one basis ensures that vocabulary instruction is targeted to individual needs since not all students misunderstand or lack the same vocabulary words.

Other areas of need for the district are quality high speed Internet; substitute teachers, and enrichment teachers. Our rural location makes it difficult to recruit part time staff. We are unable to use online services due to our Internet.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

Due to our low student population the LCFF Evaluation rubrics are not applicable. CAASPP results are combined with local assessments for teachers to establish recommendations and generalized reports to stakeholders.

No students are performing two or more levels below all students based on teacher evaluation and summative/formative assessments.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved Services

To increase student support of low-income youth, the district increased small group and individual instruction time by providing an additional 0.80 FTE highly qualified certified teacher to teach mathematics and language arts.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$337,855
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$298,257

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General admin services, maintenance agreements, legal fees, audit fees, utilities, INS fees, benefits, cell phone, Co-op contract, STRS liability. Total expenditures not in LCAP: \$39,598

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$331,370

# Annual Update

LCAP Year Reviewed: 2017-18

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

## Goal 1

Improve school climate to support a cooperative learning environment

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

Metric:  
Suspension rates

0% suspension rate for 16/17  
11% suspension rate for 17/18

Outcome

Maintain 0% suspension rate

Baseline: 0% suspension rate

17/18: 0% suspension rate

Metric:  
Expulsion rates

0% expulsion rate 16/17 and 17/18

Outcome

Maintain 0% expulsion rate

Baseline: 0% expulsion rate

17/18: 0% expulsion rate

**Expected**

Metric:

Conflict; Mediation records

Outcome

Mediation will handle 65% of minor conflicts

Baseline: 61% (average 15/16 and 16/17 2nd trimester)

17/18: 65%

**Actual**

At 1st Trimester: 55% of minor conflicts were handled by mediation. A reflection worksheet was more effective than mediation for 8% of students.

2nd Trimester: 67%

Metric:

Report cards

Outcome:

A minimum of one group project will be completed by all students

Baseline: one

17/18: one

A minimum of one group project was completed by all students.

**Expected**

**Actual**

Metric:  
School facilities report (Williams FIT)

Outcome:  
School facilities will be in good or better condition as measured by the FIT

Baseline: good

17/18: good

Maple Creek is in good condition as measured by the school facilities report (Williams FIT)

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Daily instruction will utilize various conflict resolution curriculum, whole school meetings, community building project assignments. Students will be provided with a reward for volunteering their time as mediators.

Daily instruction utilized various conflict resolution curriculum, whole school meetings, community building project assignments. Students were provided with a reward for volunteering their time as mediators in the form of "lucky bucks" for the student store.

Amount	
a) \$76,562	
b) \$4,753	
Source	
a) LCFF, EPA, REAP, ( 0000, 1400, 5820, 7690)	
b) LCFF, Donations, Fundraising, Lottery ( 0000, 0015, 0016, 0221, 0228, 1100)	
Budget Reference	
a) Classroom Teachers , Subs Salary/Benefits	
b) Instructional Supplies	

Amount	
a) \$71,002	
b) \$4,311	
Source	
a) LCFF, EPA, REAP, ( 0000, 1400, 5820, 7690)	
b) LCFF, Fundraising, (0000, 0016)	
Budget Reference	
a) Classroom Teachers , Subs Salary/Benefits	
b) Instructional Supplies	

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



School facilities will be kept in good condition to provide a safe and comfortable learning environment.  
New swing seats will be purchased to replace worn seats.

School facilities were kept in good condition to provide a safe and comfortable learning environment.  
New swing seats will be purchased in May or June to replace worn seats.

Amount  
a. \$22,428  
b. \$2,760  
c. \$3,725

Source  
LCFF & Deferred Maintenance  
1193-8100

Budget Reference  
a. Classified Salary/Benefits  
b. Supplies  
c. Services

Amount  
a. \$22,853  
b. \$1,000  
c. \$1,160

Source  
LCFF & Deferred Maintenance  
1193-8100 (0000,0230)

Budget Reference  
a. Classified Salary/Benefits  
b. Supplies  
c. Services

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Facilities have been kept in good repair. The purchase of new swing seats has been delayed to the end of the year due to low enrollment and the uncertainty of district lapsation. The teacher to student ratio continues to give the greatest advantage for all students, primarily I.E.P., low performing, and students with behavior challenges. A change in student population created a change in the suspension rate. Individual behavior plans have been established and reflections are more effective than mediation for some students.

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

Academic growth is attributed to teacher and student ratio and the focus on vocabulary instruction and communication skills.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Maintenance projects have been kept to a minimum with the possibility of the lapsation due to low enrollment numbers in grades 1 through 8.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Individualized behavior plans and reflections have been added to the mediation work. Consideration to change the goal/outcome 1 from percent of conflicts to be handled by mediation to a goal to that a set percent of conflicts will be handled by mediation and/or reflection strategies. Support staff and professionals will be hired as needed to address specific behavior. Staff recommended this change in Goal 1, Outcome 1, Action 1 and discussed it at the School Site Council and Board meetings.

## Goal 2

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 7, 8

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

Metric:  
Common Core Writing rubrics; reading logs; records of Summer Learning Program participation

Outcome:  
Students in grades 3-8 that participate in the Summer Learning Program will have improved writing scores that will be documented by comparing end of the previous year writing rubrics to the beginning of the current school year rubrics. Students in grades K-2 that participate in the

Summer Program reading logs: 100%  
Those that did not participate in the program 0%  
Summer Program writing scores: 3% increase  
Those that did not participate in the writing program. All returning 4-8th grade students participated in the Summer Writing Program \*the Redwood Writing Camp does not take 3rd grade students. They made an exception for us in previous years. All of the writers that participated in the writing camp went into the program as strong writers.

**Expected**

Summer Learning Program will spend more time reading over the summer as documented by reading log records compared to summer reading log records when the summer program was not offered and/or to students that did not participate in the program.

Baseline: 40% with summer program

3-8 students that participated in the writing program had an 16% increase in common core writing rubric scores

17/18: 40% with summer program

3-8 students that participated in the writing program will have a 10% increase in common core writing rubric scores

**Actual**

**Expected**

**Actual**

Metric:

Writing portfolios; writing published in the school newsletter

17/18 2nd trimester:

100% of students have completed and published two informative essays

100% of students have completed an interview

100% of 1-8 grade students have completed a poetry assignment

100% of 1-8 grade students have produced an animated narrative

16/17: 100% students in grades 1-8 completed three writing styles;

100% of students in grades 4-8

completed an interview and poetry assignment

Outcome:  
All students in grades 1-8 will write, present, and publish a minimum of three essays, one from each writing style, before the end of the year. Grades 4-8 will have an additional requirement to conduct a minimum of one interview and a poetry assignment.

Baseline: 100% students in grades 1-8 completed three writing styles;

100% of students in grades 4-8

completed an interview and poetry assignment

17/18:

100% students in grades 1-8 will complete three writing styles; 100% of students in grades 4-8 will

complete an interview and poetry assignment.

**Expected**

Metric:  
Daily 5 language arts assessments

Outcome:

All students by the 3rd trimester will achieve an average language arts stamina of 31 minutes.

Baseline: 37 minutes

17/18: 31 minutes

Metric:  
Daily 3 mathematics assessments

Outcome:

All students by the 3rd trimester will achieve an average math stamina of 31 minutes.

Baseline: 35 minutes

17/18: 31 minutes

Metric:  
Quarterly Williams reports, annual review of instructional materials including recommendations and adoption of materials. Ratio of devices to student. Budget for purchase

**Actual**

35 minutes at 1st trimester  
40 minutes at 2nd trimester

31 minutes at 1st trimester  
36 minutes at 2nd trimester

\$1,000 has been budgeted for purchasing books and 75% has been spent at of January, 2018  
Each student has access to a tablet or laptop.  
All curriculum and instructional materials are compliant

**Expected**

of classroom library books.

**Outcome:**

All students will have access to a broad course of study to include high quality, common core aligned materials for all subjects and supplies. All students will have access to technology. All students will have access to classroom library books

Baseline: Curriculum and instructional materials all compliant

One device per student

\$1000 budgeted for purchasing books for classroom library

17718: Curriculum and instructional materials all compliant

One device per student

\$1000 budgeted for purchasing books for classroom library

**Actual**

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**Expected**

**Metric:**  
Assignment records, presentation, and/or portfolio

**Outcome:**  
4-8th grade students will complete a minimum of 1 technology based project.

**Baseline:** one project completed

**17/18:** one project completed

**Actual**

100% of students have exceeded the minimum of 1 technology based project

**Metric:**  
Reading logs

**Outcome:**  
Students will be required to turn in weekly reading logs throughout the year

**Baseline:** 100% of students are required to turn in weekly reading logs.

64% turn in completed reading logs 100% of the time

**17/18:** 100% of students are required to turn in weekly reading logs.

64% turn in completed reading logs 100% of the time

100% of students are required to complete reading logs.  
Transitional Kindergarten: 50% of students exceed reading log requirements  
Eighty six percent of 1-8 students have met or exceeded reading log requirements at the 1st trimester.  
Transitional Kindergarten: 50% of students exceed reading log requirements  
Eighty four percent of 1-8 students have met or exceeded reading log requirements at the 2nd trimester.



**Expected**

**Actual**

**Metric:**  
Personnel records; professional development records; SARC report

**Outcome:** Teaching staff will attend trainings to enable them to use curriculum and technology needed to prepare students for the future. Each teacher will attend at least one professional development class each year. 100% of teachers will be highly qualified and properly credentialed; all new hires must meet these requirements

**Baseline:** Each teacher attended at least one professional development class

17/18: Each teacher attended at least one professional development class

Each teacher has attended at least one professional development class

**Expected**

**Metric:**  
Records of: Survey participation; parent conference attendance; LCAP involvement; attendance at events; response to parent and student surveys; classroom participation; School Site Council attendance; and School Board attendance

**Outcome:**  
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.

**Baseline:**  
100% parents/guardians were involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.

**17/18:**  
100% parents/guardians were involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.

**Actual**

100% of parents/guardians attended at least one parent conference  
100% of students have had one or more parents/guardians attend a school event  
50% of students have one or more parents/guardians serving on the SSC, MCFC, and/or school board.

**Expected**

**Actual**

Metric:  
I.E.P. s; progress reports; service record logs; special education purchase records

All I.E.P students are receiving services outlined in their plan. Materials and supplies have been purchased to further support their learning. Sum blocks were purchased to provide kinesthetic and visual support for math concepts.

Outcome:  
All I.E.P students will receive services outlined in their plan. Materials and supplies will be purchased to further support their learning.

Baseline:  
I.E.P. requirements met  
Needed materials and supplies were purchased

17/18:  
I.E.P. requirements will be met  
Needed materials and supplies will be purchased

**Expected**

**Metric:**  
Maple Creek History Day or Science Fair participation records; County-wide rubrics/assessments will be used to measure the preparedness for county-wide events for grades 4-8.

**Outcome:**  
All students will be required participate in the Maple Creek History Day or Maple Creek Science Fair each year; 4 - 8 grade students will be judged using county level rubrics

**Baseline:** County-wide rubrics were used at Maple Creek History Day for all students 3-8 grade. All students were required to participate.

**17/18:** County-wide rubrics will be used at Maple Creek History Day for all students 4-8 grade. All students are required to participate.

**Actual**

100% of all students participated in the Maple Creek Science Fair using county-wide rubrics. Students that volunteered to go on to compete at Humboldt County Science Fair placed 1st in 4th grade and our 5th grade students placed 4th and 5th.

**Metric:**  
CAASPP participation rate

**Outcome:**  
All students in 3rd through 8th grade will be required to participate in CAASPP Assessments

**Baseline:** 100% participation

**17/18:** 100% participation

100% of students participated in the CAASPP Assessments at the end of the 16/17 school year. 17/18 Assessments will begin May 29, 2018.

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

#### Planned Actions/Services

The District provides a minimum of one opportunity per year for staff development and professional growth. Superintendent provides and approves staff training.

#### Actual Actions/Services

Staff has been provided several professional growth opportunities to include topics focused on science, language arts, mathematics, and language arts.

#### Budgeted Expenditures

Amount  
 a. \$2,635  
 b. see goal 2, action 2 Amount

#### Estimated Actual Expenditures

Amount  
 a) \$1,154  
 b) see goal 2, action 2 amount

#### Source

a. LCFF, Title II, Educator Effectiveness, 5210  
 b. see goal 2, action 2

#### Source

a. LCFF, Title II, Educator Effectiveness, 5210  
 b. see goal 2, action 2

#### Budget Reference

a. Professional Development  
 b. Superintendent

#### Budget Reference

a. Professional Development  
 b. Superintendent  
 Salary/Benefits (see goal 2, action 2)

Salary/Benefits (see goal 2, action 2)

### Action 2

#### Planned Actions/Services

Superintendent will preside over

#### Actual Actions/Services

Superintendent presided over

#### Budgeted Expenditures

Amount

#### Estimated Actual Expenditures

Amount

**Planned Actions/Services**

instruction and daily use of career readiness skills, which will include all subjects: mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. Common Core curriculum and textbooks will be provided for all students. 4-8th grade students will be provided with Khan Academy accounts throughout the year, including the summer. Technology purchases will be made to enhance all subjects and provide experience with robotics and coding. Testing coordinator will administer, provide assessment preparation, and training for CAASPP.

**Actual Actions/Services**

instruction and daily use of career readiness skills, which included all subjects: mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. Common Core curriculum and textbooks were provided for all students. 4-8th grade students were provided with Khan Academy accounts throughout the year, including the summer. Technology purchases (\*some items were granted through Donor's Choose Projects) were made to enhance all subjects and provide experience with robotics and coding. Testing coordinator administered, provided assessment preparation, and training for CAASPP.

**Budgeted Expenditures**

a. \$32,864  
 b. \$10,205  
 c. see goal 1, action 1  
 d. \$4,716(supplies)  
 e. \$45 (services)  
 f. see goal 1, action 1  
 g. \$9,522  
 h. \$200

Source  
 a. LCFF, 0000  
 b. LCFF, Restricted Lottery:  
 c. see goal 1, action 1  
 d. LCFF 0000, 0228  
 e. see goal 1, action 1  
 f. LCFF 0000  
 g. LCFF 0000, 0228  
 h. LCFF

Budget Reference  
 a. Superintendent  
 Salary/Benefits  
 b. Books  
 c. Instructional Supplies (see goal 1, action 1)  
 d. Technology/Supplies 1133-1000  
 e. Technology Services 1133,

**Estimated Actual Expenditures**

a. \$34,479  
 b. \$2,886  
 c. see goal 1, action 1  
 d. \$405(supplies)  
 e. \$263 (services)  
 f. see goal 1, action 1  
 g. \$9,969  
 h. \$200

Source  
 a. LCFF, 0000  
 b. LCFF, Restricted Lottery: 0212,  
 0221, 6300  
 c. see goal 1, action 1  
 d. LCFF 0000, 0228  
 e. see goal 1, action 1  
 f. LCFF 0000, 1400, 5820, 7690  
 g. LCFF 0001  
 h. LCFF 0000

Budget Reference  
 a. Superintendent  
 Salary/Benefits  
 b. Books  
 c. Instructional Supplies (see goal 1, action 1)  
 d. Technology/Supplies 1133-1000

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Students will be required 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 Fair or History Day.

Students were required to participate in projects that require critical thinking, problem solving, and creativity. This included instruction and one to one and small group involvement in preparing for Science Fair.

1000  
 f. Classroom Teachers , Subs Salary/Benefits (see goal 1, action 1)  
 g. Testing Coordinator Salary/Benefits 1192-7100  
 h. Library Contract Obj 5812

e. Technology Services 1133, 1000  
 f. Classroom Teachers , Subs Salary/Benefits (see goal 1, action 1)  
 g. Testing Coordinator Salary/Benefits 1192-7100  
 h. Library Contract Obj 5812

**Amount**  
 a. (see goal 1, action1)  
 b. (see goal 1, action1)  
**Source**  
 a. (see goal 1, action1)  
 b. (see goal 1, action1)  
**Budget Reference**  
 a. Classroom Teachers , Subs Salary/Benefits(see goal 1, action1)  
 b. Instructional Supplies (see goal 1, action 1)

**Amount**  
 a. (see goal 1, action1)  
 b. (see goal 1, action1)  
**Source**  
 a. (see goal 1, action1)  
 b. (see goal 1, action1)  
**Budget Reference**  
 a. Classroom Teachers , Subs Salary/Benefits(see goal 1, action1)  
 b. Instructional Supplies (see goal 1, action 1)

**Action 4**

**Planned Actions/Services**

Field trips will connect students with higher education and working professionals as well as provide learning experiences that are not available/accessible to low-income students and students that live rurally with transportation hardships.

**Actual Actions/Services**

Field trips were provided to connect students with higher education and working professionals as well as provide learning experiences that are not available/accessible to low-income students and students that live rural with transportation hardships. Some of the professions students where introduced to and experiences that the student enjoyed were meeting with yoga, dance, graphic design, music, physics, and swim instructors. Students were also introduced to Coast Guard members, Arcata Police Department employees, and our local Humboldt County Librarians.

**Budgeted Expenditures**

**Amount**  
 a. (see goal 1, action1)  
 b. \$2,863

**Source**  
 a. (see goal 1, action1)  
 b. LCFF,

**Budget Reference**  
 a. Classroom Teachers, subs Salary/Benefits(see goal 1, action 1)  
 b. Field Trips Obj 5801, 5715

**Estimated Actual Expenditures**

**Amount**  
 a. (see goal 1, action1)  
 b. \$2,160

**Source**  
 a. (see goal 1, action1)  
 b. LCFF, 0000, 0015

**Budget Reference**  
 a. Classroom Teachers, subs Salary/Benefits(see goal 1, action1)  
 b. Field Trips Obj 5801

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



Daily instruction and use of language arts and mathematics skills will be done in Daily 5 (Language Arts) and Daily 3 (Mathematics) programs

Daily instruction and use of language arts and mathematics skills are done in Daily 5 (Language Arts) and Daily 3 (Mathematics) programs

(see goal 1, action 1)

Amount  
(see goal 1, action 1)

Source  
(see goal 1, action 1)

Budget Reference  
Classroom Teachers , Subs  
Salary/Benefits (see goal 1, action 1)

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Parents/guardians will be welcomed by all staff to participate in school decisions. Communication will occur through the newsletter, at events, at parent conferences, by phone, by personal contact, by email, and/or in formal letters.

Parents/guardians are welcomed by all staff to participate in school decisions. Communication occurred through the Facebook page, newsletter, at events, at parent conferences, by phone, by personal contact, by email, and/or in formal letters.

Amount	a. (see goal 1, action1) b. (see goal 2, action 2) c. \$3,281
Source	a. (see goal 1, action1) b. (see goal 2, action 2) c. LCFF
Budget Reference	a. Staff Salary/Benefits (see goal 1, action1) b. Superintendent Salary/Benefits (see goal 2, action 2) c. Office- Secretary 1110-2700

Amount	a. (see goal 1, action1) b. (see goal 2, action 2) c. \$0
Source	a. (see goal 1, action1) b. (see goal 2, action 2) c. LCFF, 0000
Budget Reference	a. Staff Salary/Benefits (see goal 1, action1) b. Superintendent Salary/Benefits (see goal 2, action 2) c. Office- Secretary 1110-2700

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Highly qualified staff will be provided for students with disabilities. This is to include, but not be limited to, a credentialed special education resource teacher, speech pathologist, and an aide for any student that is need of services under his/her I.E.P. Additional materials and supplies for I.E.P. students will be purchased as needed to further their academic growth.

Highly qualified staff was provided for students with disabilities. This included, but was not limited to, a credentialed special education resource teacher, speech pathologist, and a certificated teacher for any student that was in need of services under his/her I.E.P. Additional materials and supplies for I.E.P. students were purchased to further their academic growth.

Amount  
 a. \$3,717  
 b. \$2,187  
 c. \$513  
 d. \$995  
 e. \$127

Source  
 a.-e. Special Education goal 5xxx

Budget Reference  
 a. Special Education, Certificated  
 Salary/Benefits  
 b. Classified Salary/Benefits  
 c. Supplies  
 d. Services  
 e. Chargeback

Amount  
 a. \$8,407  
 b. \$0  
 c. \$556  
 d. \$1,013  
 e. \$127

Source  
 a.-e. Special Education goal 5xxx (3310, 6500, 7690)

Budget Reference  
 a. Special Education, Certificated  
 Salary/Benefits  
 b. Classified Salary/Benefits  
 c. Supplies  
 d. Services  
 e. Chargeback

**Action 8**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

A high teacher to student ratio provides more one-one and small group instruction that is principally directed to low income students. 0.80 FTE teacher salary provides additional support in the core academic area focusing on improving vocabulary (both written and spoken) principally focusing on providing one-one and small group instruction with low-income students. This vocabulary development is for all students but critical for low-income students to be prepared for academic success and independence in high school and college.

A high teacher to student ratio provided more one-one and small group instruction that is principally directed to low income students. 0.80 FTE teacher salary provided additional support in the core academic area focusing on improving vocabulary (both written and spoken) principally focusing on providing one-one and small group instruction with low-income students. This vocabulary development was for all students but critical for low-income students to be prepared for academic success and independence in high school and college.

Amount \$63,972  
 Source Supp/Conc  
 Budget Reference Supp/Conc 0.80  
 FTE Teacher 1500-1000  
 Certificated  
 Salary/Benefits

Amount \$66,281  
 Source Supp/Conc 0001  
 Budget Reference Supp/Conc 0.80  
 FTE Teacher 1500-1000  
 Certificated  
 Salary/Benefits

**Action 9**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

0.20 FTE Teacher will provide curricular enrichment services. In addition, \$500 will be reserved for guest instructors.

0.20 FTE Teacher position was posted provide curricular enrichment services. Since the district was unable to find an applicant the existing staff worked during their administrative hours to fill in providing Art and Technology lessons and activities. \$500 is reserved for guest instructors. A grant provided a day with an Art instructor to teach animation to all Maple Creek students. Another grant provided a guest teacher for two days with an emphasis on history and graphic design work. A music teacher and a yoga instructor were employed on a field trip.

Amount  
 a. see goal 1, action 1  
 b. \$816

Source  
 a. see goal 1, action 1  
 b. LCFF 0000  
 1110-1000

Budget Reference  
 a. Classroom Teachers , Subs Salary/Benefits (see goal 1, action 1  
 b. Instructional Services (enrichment) Obj 5800, 5884

Amount  
 a. see goal 1, action 1  
 b. \$906

Source  
 a. see goal 1, action 1  
 b. LCFF  
 1110-1000

Budget Reference  
 a. Classroom Teachers , Subs Salary/Benefits (see goal 1, action 1  
 b. Instructional Services (enrichment) Obj 5800, 5884

**Action 10**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Summer Learning Program:  
Writers camp for 4-8 grade;  
curricular enrichment for grades  
TK-3; Final whole school day of  
curricular enrichment.

Summer Learning Program:  
Writers camp was provided for  
for 4-8 grade; curricular  
enrichment was provided for  
grades TK-3; Final whole school  
day of curricular enrichment was  
provided to all students.

Amount  
a. \$4,790  
b. \$1,170  
Source  
Summer School  
Budget Reference  
a. LCFF RS  
0000, 0210  
MGMT  
1160  
Certificated  
/Classified  
Salary/Benefits  
b. Services

Amount  
a. \$4,838  
b. \$830  
c. supplies \$97  
Source  
Summer School LCFF 0000  
Budget Reference  
a. LCFF RS  
0000, 0210  
MGMT  
1160  
Certificated  
/Classified  
Salary/Benefits  
b. Services

**Action 11**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Classroom library books will be purchased to provide high interest reading material that will promote vocabulary development

Classroom library books were purchased.

Amount  
see goal 2, action 1  
Source  
see goal 2, action 1  
Budget Reference  
Books (see goal 2, action 1)

Amount  
see goal 2, action 1  
Source  
see goal 2, action 1  
Budget Reference  
Books (see goal 2, action 1)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Students have participated in several projects involving communication, critical thinking, problem solving, academic stamina and skills. I.E.P. students have received all services required. The teacher and student ratio has provided individual learning plans and outcomes. Field trips have provided valuable learning experiences with the professional community.

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

Local assessments, CAASPP scores, rubrics, and teacher observation results show that academic growth is evident for all students and it is attributed to the teacher and student ratio. Participation records show that parent participation rates are high involving parents in events, conferences, conversations, surveys, SSC, and board meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Professional development costs are lower due not being able to obtain substitute teachers (Action 1 -\$1,481); Book cost is lower due to the unavailability of Social Studies and Science textbooks(Action 2 -\$7,319); Tech supplies (Action 2)were lower (\$4,311)and services were higher (+\$218)due to the decision to repair existing technology and not make new purchases with enrollment being low; Field trip expenses are lower because some funds are used for end of the year field trips(Action 2 -\$703). The district was unable to recruit a secretary(Action 6 -\$3,281); Special Education certificated expenditures increases with certificated staff taking up hours for the vacant classified position (Action 7 +\$4,690); Classified Special Education position remains vacant(Action 7 -\$2,187); Superintendent Salary(Action 2 +\$1,615) and Supplemental/Concentration increase (Action 8 +\$2,309) is due to increase in insurance costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and



analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Under outcome number 1 the grades to be included in the Summer Writing Programs needs to be changed from 3-8 to 4-8 with Redwood Writing Camp no longer accepting 3rd grade students into the program.

## Goal 3

Staff will understand and respond to the reasons behind student absences and of the importance of attendance while involving parents in finding solutions.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

Metric:

Attendance records; chronically absent records

Outcome:

Less than 3 students will be chronically absent.

Attendance for grades 1-8 will be 85% or higher

Baseline: less than 3 students chronically absent. Two students were chronically absent 15/16 school year

87% attendance rate for 1-8 grade

17/18: less than 3 students chronically absent

Attendance for grades 1-8 will be 85% or higher

17/18 1st trimester: 1 student in 1st through 8th grade was chronically absent; 3 students in TK-8th grade. 2nd trimester: 1 student in 1st through 8th grade was chronically absent; 3 students in TK-8th grade  
17/18 1st trimester attendance average for grades 1-8: 91%. 2nd trimester attendance average for grades 1-8: 97%

Dropout rate: 0%

Metric:

Middle school dropout rates

Outcome:

District will maintain 0% dropout rate for middle school

Baseline:0%

17/18: 0%

**Expected**

**Metric:**

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

**Outcome:**

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.

Baseline: 100% were provided information and 100% parents/guardians were involved one more more ways

All low income students participating received lunch

17/18: 100% were provided information and 100% parents/guardians were involved one more more ways

All low income students participating received lunch  
All students will receive a weekly snack

**Actual**

100% were provided information and 100% parents/guardians were involved one or more ways  
All low income students were provided lunch  
All students were provided a weekly snack and nutrition instruction

**Expected**

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.

**Metric:**

School lunch and snack participation records.

**Outcome:**

Low income students will be provided with free/reduced price lunch. All students will provided with a weekly snack and nutrition instruction

**Actual**

100% of parents/guardians were provided information and 100% were involved in one or more ways.  
All low income students were provided lunch.  
All students were provided a weekly snack and nutrition instruction.

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Staff (clerical support) will develop/maintain records of parent involvement, create newsletters and flyers, maintain website, and hold community events.

Records were developed and maintained for parent involvement, newsletters and flyers were created, website was maintained, a Facebook page was created, and community events were held. Annual events include the Fall Festival, the Winter Performance, May Celebration, and End of the Year Celebration and performance. Maple Creek hosted a science fair for 2017/2018 year and three students went on to the Humboldt County Science Fair. The year also included an Author Festival.

**Amount**  
 a. see goal 2, action 6  
 b. see goal 1, action 1

**Source**  
 a. see goal 2, action 6  
 b. see goal 1, action 1

**Budget Reference**  
 a. Office-Secretary (see goal 2, action 6)  
 b. Instructional Supplies (see goal 1, action 1)

**Amount**  
 a. see goal 2, action 6  
 b. see goal 1, action 1

**Source**  
 a. see goal 2, action 6  
 b. see goal 1, action 1

**Budget Reference**  
 a. Office-Secretary (see goal 2, action 6)  
 b. Instructional Supplies (see goal 1, action 1)

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

At the beginning of each year, the Superintendent will provide Independent Study information to all families.  
 Also, 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. Rewards will be provided for attendance throughout the year. The Superintendent will oversee truancy and SARB procedures.

At the beginning the year, the Superintendent provided Independent Study information to all families.  
 Also, students who did not meet the attendance goal in the prior year were targeted for extra outreach in the form of personal contact with parent/guardians. Rewards were provided for attendance throughout the year. The Superintendent oversaw truancy and SARB procedures.

Amount  
 a. see goal 2, action2  
 b. see goal 1, action 1  
 Source  
 a. see goal 2, action2  
 b. see goal 1, action 1  
 Budget Reference  
 a. Superintendent Salary/Benefits (see goal 2, action 2)  
 b. Instructional Supplies (see goal 1, action 1)

Amount  
 a. see goal 2, action2  
 b. see goal 1, action 1  
 Source  
 a. see goal 2, action2  
 b. see goal 1, action 1  
 Budget Reference  
 a. Superintendent Salary/Benefits (see goal 2, action2)  
 b. Instructional Supplies (see goal 1, action 1)

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

The District will provide home to school transportation.

The District provided home to school transportation with the exception of days that staff was out on medical leave.

- Amount
- a. \$9,191
  - b. \$28,403
  - c. \$4,065
  - d. \$8,452

Source  
Transportation, LCFF

- Budget Reference
- a. 1194-3600 Cert Salary/Benefits
  - b. Class Salary/Benefits
  - c. Supplies
  - d. Services

- Amount
- a. \$9,523
  - b. \$26,711
  - c. \$2,450
  - d. \$8,250

Source  
Transportation, 0210

- Budget Reference
- a. 1194-3600 Cert Salary/Benefits
  - b. Class Salary/Benefits
  - c. Supplies
  - d. Services

**Action 4**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures



Low income students will be provided with free/reduced price lunch. All students will be provided with a weekly snack and nutrition instruction.

Low income students were provided with free/reduced price lunch. All students were provided with a weekly snack and nutrition instruction. 100% of students have participated in the snack program.

Amount  
a. \$1,600  
b. see goal 1, action 1

Source  
a. LCFF Obj.  
4710  
b. see goal 1, action 1

Budget Reference  
a. Food  
b. Classroom  
Teachers, Subs  
Salary/Benefits (see goal 1, action 1)

Amount  
a. \$800  
b. see goal 1, action 1

Source  
a. LCFF 0000 Obj.  
4710  
b. see goal 1, action 1

Budget Reference  
a. Food  
b. Classroom  
Teachers, Subs  
Salary/Benefits (see goal 1, action 1)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Home to school transportation was provided for 100% of students. Communication between staff and parents/guardians occurs on a daily basis. A new addition this year was providing a weekly snack and nutrition education for all students.

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

Transportation is crucial for student attendance and there is a need for a substitute bus driver. Face to face conversations, letters, the front page of every newsletter, and other forms of communication have provided a message that attendance is important. Information about Independent Study was sent out at the start of the year and individual conferences were arranged with participating parents. Thirty three percent of students have used Independent Study as of the 2nd trimester. Students and parents have provided positive feedback on the snack and nutrition program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Food costs were lower with less students ordering school lunch(Action4 -\$800).

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes are expected.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

08/24/17 Staff meeting: Discussed data from last year; created LCAP data checklist for upcoming year; reviewed goals.

11/14/17 SSC: Welcomed input; reviewed data and goals.

01/05/18 Board meeting: Welcomed input, reviewed goals and annual update

02/16/18 Board meeting: Reviewed data and welcomed input

02/28/18 SSC: Welcomed input; discussed annual review and goals

03/05/18 Student Surveys

03/09/18 Board meeting: Welcomed input; discussed annual review and goals

03/23/18 Parent/Guardian surveys

03/23/18 Staff surveys

04/10/18 SSC: Reviewed surveys; welcomed input; reviewed and discussed annual review and goals

04/26/18 Reviewed surveys; welcomed input; reviewed and discussed annual review and goals

05/25/08 Board meeting: Welcomed input, reviewed and discussed goals *Preliminary view of LCAP*

06/06/18 Public Hearing *06/05/16*

06/13/18 Final adoption *06/13/18*

*06/05/13 SSC - recommends board to approve LCAP; viewed letter from Superintendent*

\*Maple Creek Elementary School District does not have a bargaining unit. Stakeholders were invited to be involved, and were involved, in a variety of platforms including surveys, parent conferences, SSC, board meetings, MCFC, events, face to face conversations, and the newsletter. Informal community meetings and phone conversations occur frequently about Internet service, fire prevention, and community safety. Community members attend school events and volunteer to be judges for the Maple Creek Science Fair.

## Impact on LCAP and Annual Update

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

08/24/17 Staff meeting: Discussed data from last year; created LCAP data checklist for upcoming year; reviewed goals.  
11/14/17 SSC. The council reviewed a report from the Education Coordinator stated that local and state assessments indicate a need for vocabulary development, data analysis, and student's ability to explain their reasoning. Strategies recommended included a daily focus on vocabulary and math discussions. The council discussed the increase to writing scores from the summer reading program and in the amount of reading completed by students who participated in the program versus students who did not participate in the summer program. As a result we have determined that we will continue with our actions and services under Goal 2 to encourage vocabulary development, math discussions, and providing a summer program.  
01/05/18 Board meeting: Reviewed concern of suspension rate and chronic absenteeism; increase in vocabulary skills; and exterior building work. Staff is working with behavior experts to assist with suspension rate. Discussed adding individualized behavior plans and reflections to the mediation work. Consideration to change the goal from percent of conflicts to be handled by mediation to a goal to that a set percent of conflicts will be handled by mediation and/or reflection strategies. Staff recommended this change in Goal 1, Outcome 1, Action 1



Attendance will continue to be a priority in the LCAP; It is recommended that the exterior work be delayed until we are past risk of lapsation.  
02/28/18 SSC: Discussed the annual review and that not all students are able to participate in mediation and that reflection worksheets are more effective for some students. Discussed adding individualized behavior plans and reflections to the mediation work. Consideration to change the goal from percent of conflicts to be handled by mediation to a goal to that a set percent of conflicts will be handled by mediation and/or reflection strategies. Staff recommended this change in Goal 1, Outcome 1, Action 1

03/05/18 Student surveys indicate that students are happy to be at school and that growth is needed to make students feel safe and feel involved in solving problems. These concerns determine that Goal 1, Action 1 is needed and additions will address new behavior challenges that have arrived in the 2017/2018 school year.  
04/10/18 SSC: Discussed Goal 1, Action 1 and agreed that support from HCOE and professionals in the field of behavior may be needed to support staff and students. Goal 2, Action 9 will be given flexibility on having guest teachers visit Maple Creek or meeting guest teachers on field trips. Other goals and actions were unchanged.  
04/26/18 Board meeting: The board is concerned about school safety and agreed with the recommendations from the SSC to make an addition to Goal 1, Action 1. The board also agreed with adding flexibility to Goal 2, Action 9.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 1

Improve school climate to support a cooperative learning environment

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities:

Identified Need:

Maintenance reports and safety inspections identify a need for exterior wall repair and swing seats to be replaced. An increase in suspension rates, zero percent expulsion rates, and mediation records support the continued use of conflict resolution curriculum and instruction. In order to bring the suspension rate back to 0% professional support may be needed to address targeted behavior.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: Suspension rates  Outcome: Maintain 0% suspension rate	0% suspension rate	11% suspension rate	0% suspension rate	0% suspension rate
Metric: Expulsion rates  Outcome: Maintain 0% expulsion rate	0% expulsion rate	0% expulsion rate	0% expulsion rate	0% expulsion rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><b>Metric:</b> Conflict; Mediation records</p> <p><b>Outcome:</b> Mediation and/or a problem solving reflection process will handle 65% of minor conflicts</p>	61% (average 15/16 and 16/17 2nd trimester)	65%	65%	65%
<p><b>Metric:</b> Report cards</p> <p><b>Outcome:</b> A minimum of one group project will be completed by all students</p>	one	one	one	one

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: School facilities report (Williams FIT)	good	good	good	good

**Outcome:**

School facilities will be in good or better condition as measured by the FIT

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR



For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Unchanged
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**2017-18 Actions/Services**

Daily instruction will utilize various conflict resolution curriculum, whole school meetings, community building project assignments. Individual behavior plans and reflections will be used as needed. Professional support will be used as needed to target specific behavior. Students will be provided with a reward for volunteering their time as mediators.

**2018-19 Actions/Services**

Daily instruction will utilize various conflict resolution curriculum, whole school meetings, community building project assignments. Individual behavior plans and reflections will be used as needed. Professional support will be used as needed to target specific behavior. Students will be provided with a reward for volunteering their time as mediators.

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20

**Amount**

a) \$76,562	a) \$72,506
b) \$4,753	b) \$4,481

**Source**

a) LCFF, EPA, REAP, ( 0000, 1400, 5820, 7690)	a) LCFF, EPA, REAP, ( 0000, 1400, 5820, 7690)
b) LCFF, Donations, Fundraising, Lottery ( 0000, 0015, 0016, 0221, 0228, 1100)	b) LCFF, Donations, Fundraising, Lottery ( 0000, 0015, 0016, 0221, 0228, 1100)

**Budget Reference**

a)Classroom Teachers , Subs Salary/Benefits	a)Classroom Teachers , Subs Salary/Benefits
b) Instructional Supplies	b) Instructional Supplies

**Action #2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A	N/A	N/A
<b>Actions/Services</b>		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
School facilities will be kept in good condition to provide a safe and comfortable learning environment. New swing seats will be purchased to replace worn seats.	School facilities will be kept in good condition to provide a safe and comfortable learning environment. Exterior building wall will undergo repair.	
<b>Budgeted Expenditures</b>		
<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Amount</b>	a. \$22,428 b. \$2,760 c. \$3,725	a. \$22,545 b. \$1,000 c. \$1,610

Year 2017-18

2018-19

2019-20

Source

LCFF & Deferred Maintenance 1193-8100

LCFF & Deferred Maintenance 1193-8100

Budget Reference

- a. Classified Salary/Benefits
- b. Supplies
- c. Services

- a. Classified Salary/Benefits
- b. Supplies
- c. Services

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 2

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 7, 8

Local Priorities:

### Identified Need:

Teacher observation and local assessment show a greater need for vocabulary development, one to one assistance, and small group instruction. Low-income students have the greatest need for these services. Common core writing rubrics, homework participation, and reading log records show a need for academic support and a summer program. Students living rurally have a greater need for field trips and access to technology.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: Common Core	40% with summer program	40% with summer program	40% with summer program	40% with summer program

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Writing rubrics: reading logs; records of Summer Learning Program participation</p> <p>Outcome: Students in grades 4-8 that participate in the Summer Learning Program will have improved writing scores that will be documented by comparing end of the previous year writing rubrics to the beginning of the current school year rubrics. Students in grades K-3 that participate in the Summer Learning Program will spend more time reading over the summer as documented by reading log records</p>	<p>4-8 students that participated in the writing program had an 16% increase in common core writing rubric scores</p>	<p>4-8 students that participated in the writing program will have a 10% increase in common core writing rubric scores</p>	<p>4-8 students that participated in the writing program will have a 10% increase in common core writing rubric scores</p>	<p>4-8 students that participated in the writing program will have a 10% increase in common core writing rubric scores</p>

5/7/2018

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
compared to summer reading log records when the summer program was not offered and/or to students that did not participate in the program.				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><b>Metric:</b> Writing portfolios; writing published in the school newsletter</p> <p><b>Outcome</b> All students in grades 1-8 will write, present, and publish a minimum of three essays, one from each writing style, before the end of the year. Grades 4-8 will have an additional requirement to conduct a minimum of one interview and a poetry assignment.</p>	<p>100% students in grades 1-8 completed three writing styles; 100% of students in grades 4-8 completed an interview and poetry assignment</p>	<p>100% students in grades 1-8 completed three writing styles; 100% of students in grades 4-8 completed an interview and poetry assignment</p>	<p>100% students in grades 1-8 will complete three writing styles; 100% of students in grades 4-8 will complete an interview and poetry assignment</p>	<p>100% students in grades 1-8 will complete three writing styles; 100% of students in grades 4-8 will complete an interview and poetry assignment</p>



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><b>Metric:</b> Daily 5 language arts assessments</p> <p><b>Outcome:</b> All students by the 3rd trimester will achieve an average language arts stamina of 31 minutes.</p>	37 minutes	31 minutes	31 minutes	31 minutes
<p><b>Metric:</b> Daily 3 mathematics assessments</p> <p><b>Outcome:</b> All students by the 3rd trimester will achieve an average math stamina of 31 minutes.</p>	35 minutes	31 minutes	31 minutes	31 minutes
<p><b>Metric:</b> Quarterly Williams reports, annual</p>	Curriculum and instructional materials all compliant	Curriculum and instructional materials all compliant	Curriculum and instructional materials all compliant	Curriculum and instructional materials all compliant

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
review of instructional materials including recommendations and adoption of materials. Ratio of devices to student. Budget for purchase of classroom library books.	One device per student \$1000 budgeted for purchasing books for classroom library	One device per student \$1000 budgeted for purchasing books for classroom library	One device per student \$1000 budgeted for purchasing books for classroom library	One device per student \$1000 budgeted for purchasing books for classroom library
<b>Outcome:</b> All students will have access to a broad course of study to include high quality, common core aligned materials for all subjects and supplies. All students will have access to technology. All students will have access to classroom library books				

Metrics/Indicators	Baseline	2017 -18	2018-19	2019-20
<p><b>Metric:</b> Assignment records, presentation, and/or portfolio</p> <p><b>Outcome:</b> 4-8th grade students will complete a minimum of 1 technology based project.</p>	<p>one project completed</p>	<p>one project completed</p>	<p>one project completed</p>	<p>one project completed</p>
<p><b>Metric:</b> Reading logs</p> <p><b>Outcome:</b> Students will be required to turn in weekly reading logs throughout the year.</p>	<p>100% of students are required to turn in weekly reading logs.</p> <p>64% turn in completed reading logs 100% of the time</p>	<p>100% of students are required to turn in weekly reading logs.</p> <p>64% turn in completed reading logs 100% of the time</p>	<p>100% of students are required to turn in weekly reading logs.</p> <p>64% will turn in completed reading logs 100% of the time</p>	<p>100% of students are required to turn in weekly reading logs.</p> <p>64% will turn in completed reading logs 100% of the time</p>

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

**Metric:**  
Personnel records;  
professional  
development  
records; SARC  
report

Each teacher attended at least one professional development class

Each teacher attended at least one professional development class

Each teacher will attend at least one professional development class

Each teacher will attend at least one professional development class

**Outcome:**

Teaching staff will attend trainings to enable them to use curriculum and technology needed to prepare students for the future. Each teacher will attend at least one professional development class each year. 100% of teachers will be highly qualified and properly credentialed; all new hires must meet these requirements

**Metrics/Indicators**

**Metric:**

Records of: Survey participation; parent conference attendance; LCAP involvement; attendance at events; response to parent and student surveys; classroom participation; School Site Council attendance; and School Board attendance

**Outcome:**

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;

**Baseline**

100% parents/guardians were involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.

**2017-18**

100% parents/guardians were involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.

**2018-19**

100% parents/guardians will be involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.

**2019-20**

100% parents/guardians will be involved in the education process and decision making by participating in one or more of the following ways: annual surveys; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.				
Metric: I.E.P. s; progress reports; service record logs; special education purchase records  Outcome: All I.E.P students will receive services outlined in their plan. Materials and supplies will be purchased to further support their learning.	I.E.P. requirements met Needed materials and supplies were purchased	I.E.P. requirements met Needed materials and supplies were purchased	I.E.P. requirements will be met Needed materials and supplies will be purchased	I.E.P. requirements will be met Needed materials and supplies will be purchased

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><b>Metric:</b>                      Maple Creek History Day or Science Fair participation records;                      County-wide rubrics/assessments will be used to measure the preparedness for county-wide events for grades 4-8.</p> <p><b>Outcome:</b>                      All students will be required participate in the Maple Creek History Day or Maple Creek Science Fair each year; 4 - 8 grade students will be judged using county level rubrics</p>	<p>County-wide rubrics were used at Maple Creek History Day for all students 3-8 grade. All students were required to participate.</p>	<p>County-wide rubrics will be used at Maple Creek History Day for all students 4-8 grade. All students are required to participate.</p>	<p>County-wide rubrics will be used at Maple Creek History Day for all students 4-8 grade. All students are required to participate.</p>	<p>County-wide rubrics will be used at Maple Creek History Day for all students 4-8 grade. All students are required to participate.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: CAASPP participation rate	100% participation	100% participation	100% participation	100% participation
Outcome: All students in 3rd through 8th grade will be required to participate in CAASPP Assessments				

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR



For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

**2017-18 Actions/Services**

The District provides a minimum of one opportunity per year for staff development and professional growth.  
Superintendent provides and approves staff training.

**2018-19 Actions/Services**

The District provides a minimum of one opportunity per year for staff development and professional growth.  
Superintendent provides and approves staff training.

**2019-20 Actions/Services**

[Redacted]

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a. \$2,635 b. see goal 2, action 2	a. \$1,154 b. see goal 2, action 2	[Redacted]

Year 2017-18

2018-19

2019-20

**Source**

a. LCFF, Title II, Educator Effectiveness, 5210  
b. see goal 2, action 2

a. LCFF, Title II, Obj 5210  
b. see goal 2, action 2

[Redacted]

**Budget Reference**

a. Professional Development  
b. Superintendent Salary/Benefits (see goal 2, action 2)

a. Professional Development  
b. Superintendent Salary/Benefits (see goal 2, action 2)

[Redacted]

**Action #2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

**2017-18 Actions/Services**

Superintendent will preside over instruction and daily use of career readiness skills, which will include all subjects: mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. Common Core curriculum and textbooks will be provided for all students. 4-8th grade students will be provided with Khan Academy accounts throughout the year, including the summer. Technology purchases will be made to enhance all subjects and provide experience with robotics and coding. Testing coordinator will administer, provide assessment preparation, and training for CAASPP.

Select from New, Modified, or Unchanged for 2018-19

Modified

**2018-19 Actions/Services**

Superintendent will preside over instruction and daily use of career readiness skills, which will include all subjects: mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. Common Core curriculum and textbooks will be provided for all students. 4-8th grade students will be provided with Khan Academy accounts throughout the year, including the summer. Technology purchases will be made to enhance all subjects and provide experience with robotics and coding. Testing coordinator will administer, provide assessment preparation, and training for CAASPP.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2019-20 Actions/Services**

**Budgeted Expenditures**

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

Year

2017-18

2018-19

2019-20

Amount

- a. \$32,864
- b. \$10,205
- c. see goal 1, action 1
- d. \$4,716(supplies)
- e. \$45 (services)
- f. see goal 1, action 1
- g. \$9,522
- h. \$200

- a. \$34,824
- b. \$6,000
- c. see goal 1, action 1
- d. \$400(supplies)
- e. \$45 (services)
- f. see goal 1, action 1
- g. \$10,203
- h. \$200

Source

- a. LCFF, 0000
- b. LCFF, Restricted Lottery:
- c. see goal 1, action 1
- d. LCFF 0000, 0228
- e. see goal 1, action 1
- f. LCFF 0000
- g. LCFF 0000, 0228
- h. LCFF

- a. LCFF 0000
- b. LCFF, 4110, 4210
- c. see goal 1, action 1
- d. LCFF 0000
- e. LCFF 0000
- f. see goal 1, action 1
- g. LCFF 0000
- h. LCFF 0000

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

**Budget Reference**

a. Superintendent Salary/Benefits  
 b. Books  
 c. Instructional Supplies (see goal 1, action 1)  
 d. Technology/Supplies 1133-1000  
 e. Technology Services 1133, 1000  
 f. Classroom Teachers , Subs Salary/Benefits (see goal 1, action 1)  
 g. Testing Coordinator Salary/Benefits 1192-7100  
 h. Library Contract Obj 5812

a. Superintendent Salary/Benefits  
 b. Books  
 c. Instructional Supplies (see goal 1, action 1)  
 d. Technology; Supplies 1133-1000  
 e. Technology Services 1133, 1000  
 f. Classroom Teachers , Subs Salary/Benefits (see goal 1, action 1)  
 g. Testing Coordinator Salary/Benefits 1192-7100  
 h. Library Contract Obj 5812

### Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Students will be required 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 Fair or History Day.

**2018-19 Actions/Services**

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year            2017-18

2018-19

2019-20

<b>Amount</b>	[Redacted]	[Redacted]
	a. (see goal 1, action1) b. (see goal 1, action1)	[Redacted]
<b>Source</b>	[Redacted]	[Redacted]
	a. (see goal 1, action1) b. (see goal 1, action1)	[Redacted]
<b>Budget Reference</b>	[Redacted]	[Redacted]
	a. Classroom Teachers , Subs Salary/Benefits(see goal 1, action1) b. Instructional Supplies (see goal 1, action 1)	[Redacted]

### Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	[Redacted]	<b>Location(s)</b>	[Redacted]
All Students	[Redacted]	All Schools	[Redacted]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	[Redacted]	<b>Scope of Services:</b>	[Redacted]	<b>Location(s)</b>	[Redacted]
N/A	[Redacted]	N/A	[Redacted]	N/A	[Redacted]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Field trips will connect students with higher education and working professionals as well as provide learning experiences that are not available/accessible to low-income students and students that live rurally with transportation hardships.

**2018-19 Actions/Services**

Field trips will connect students with higher education and working professionals as well as provide learning experiences that are not available/accessible to low-income students and students that live rurally with transportation hardships.

**2019-20 Actions/Services**

**Budgeted Expenditures**

**Year**      **2017-18**

**2018-19**

**2019-20**

**Amount**

a. (see goal 1, action1)  
b. \$2,863

a. (see goal 1, action1)  
b. \$2,160

**Source**

a. (see goal 1, action1)  
b. LCFF

a. (see goal 1, action1)  
b. LCFF



<b>Budget Reference</b>	a. Classroom Teachers, subs Salary/Benefits(see goal 1, action1) b. Field Trips Obj 5801, 5715	a. Classroom Teachers, subs Salary/Benefits(see goal 1, action1) b. Field Trips Obj 5801, 5715
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### Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Location(s)</b>
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
N/A	N/A	N/A

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Daily instruction and use of language arts and mathematics skills will be done in Daily 5 (Language Arts) and Daily 3 (Mathematics) programs.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	(see goal 1, action1)		
Source	(see goal 1, action1)		
Budget Reference	Classroom Teachers , Subs Salary/Benefits (see goal 1, action1)		

**Action #6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students	All Schools
--------------	-------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A
<b>Actions/Services</b>		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged
<b>2017-18 Actions/Services</b>		
Parents/guardians will be welcomed by all staff to participate in school decisions. Communication will occur through the newsletter, at events, at parent conferences, by phone, by personal contact, by email, and/or in formal letters.		
<b>2018-19 Actions/Services</b>		
Parents/guardians will be welcomed by all staff to participate in school decisions. Communication will occur through the newsletter, at events, at parent conferences, by phone, by personal contact, by email, and/or in formal letters.		
<b>2019-20 Actions/Services</b>		

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20

**Amount**

- a. (see goal 1, action 1)
- b. (see goal 2, action 2)
- c. \$3,281

- a. (see goal 1, action 1)
- b. (see goal 2, action 2)
- c. \$3,261

**Source**

- a. (see goal 1, action 1)
- b. (see goal 2, action 2)
- c. LCFF

- a. (see goal 1, action 1)
- b. (see goal 2, action 2)
- c. LCFF

**Budget Reference**

- a. Staff Salary/Benefits (see goal 1, action 1)
- b. Superintendent Salary/Benefits (see goal 2, action 2)
- c. Office- Secretary 1110-2700

- a. Staff Salary/Benefits (see goal 1, action 1)
- b. Superintendent Salary/Benefits (see goal 2, action 2)
- c. Office- Secretary 1110-2700

## Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

Students with Disabilities

**Location(s)**

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A
<b>Actions/Services</b>		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
Highly qualified staff will be provided for students with disabilities. This is to include, but not be limited to, a credentialed special education resource teacher, speech pathologist, and an aide for any student that is need of services under his/her I.E.P. Additional materials and supplies for I.E.P. students will be purchased as needed to further their academic growth.	Highly qualified staff will be provided for students with disabilities. This is to include, but not be limited to, a credentialed special education resource teacher, speech pathologist, and an aide for any student that is need of services under his/her I.E.P. Additional materials and supplies for I.E.P. students will be purchased as needed to further their academic growth.	

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20

Amount	
a. \$3,717 b. \$2,187 c. \$513 d. \$995 e. \$127	
a. \$8,546 b. \$2,175 c. \$556 d. \$1,013 e. \$65	

Source	
a.-e. Special Education goal 5xxx	
a.-e. Special Education goal 5xxx	

Budget Reference	
a. Special Education, Certificated Salary/Benefits b. Classified Salary/Benefits c. Supplies d. Services e. Chargeback	
a. Special Education, Certificated Salary/Benefits b. Classified Salary/Benefits c. Supplies d. Services e. Chargeback	

### Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A	N/A
-----	-----

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
Low Income	Schoolwide	All Schools
<b>Actions/Services</b>		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>
<p>A high teacher to student ratio provides more one-one and small group instruction that is principally directed to low income students. 0.80 FTE teacher salary provides additional support in the core academic area focusing on improving vocabulary (both written and spoken) principally focusing on providing one-one and small group instruction with low-income students. This vocabulary development is for all students but critical for low-income students to be prepared for academic success and independence in high school and college.</p>	<p>A high teacher to student ratio provides more one-one and small group instruction that is principally directed to low income students. 0.80 FTE teacher salary provides additional support in the core academic area focusing on improving vocabulary (both written and spoken) principally focusing on providing one-one and small group instruction with low-income students. This vocabulary development is for all students but critical for low-income students to be prepared for academic success and independence in high school and college.</p>	

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$63,972	\$67,908	
Source	Supp/Conc	Supp/Conc	
Budget Reference	Supp/Conc 0.80 FTE Teacher 1500-1000 Certified Salary/Benefits	Supp/Conc 0.80 FTE Teacher 1500-1000 Certified Salary/Benefits	

### Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

### Actions/Services



Select from New, Modified, or Unchanged for 2017-18

Modified

**2017-18 Actions/Services**

0.20 FTE Teacher will provide curricular enrichment services. In addition, \$500 will be reserved for guest instructors or to provide instructors on field trips.

Select from New, Modified, or Unchanged for 2018-19

Modified

**2018-19 Actions/Services**

0.20 FTE Teacher will provide curricular enrichment services. In addition, \$500 will be reserved for guest instructors or to provide instructors on field trips.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a. see goal 1, action 1 b. \$816	a. see goal 1, action 1 b. \$906	
Source	a. see goal 1, action1 b. LCFF 1110-1000	a. see goal 1, action1 b. LCFF 1110-1000	
Budget Reference	a. Classroom Teachers ,Subs Salary/Benefits (see goal 1, action 1 b. Instructional Services (enrichment) Obj 5800, 5884	a. Classroom Teachers ,Subs Salary/Benefits (see goal 1, action 1 b. Instructional Services (enrichment) Obj 5800, 5884	

# Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

### 2017-18 Actions/Services

Summer Learning Program: Writers camp for 4-8 grade: curricular enrichment for grades TK-3: Final whole school day of curricular enrichment.

### 2018-19 Actions/Services

Summer Learning Program: Writers camp for 4-8 grade: curricular enrichment for grades TK-3: Final whole school day of curricular enrichment.

### 2019-20 Actions/Services

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	a. \$4,790 b. \$1,170	a. \$4,915 b. \$927	
<b>Source</b>	Summer School	Summer School	
<b>Budget Reference</b>	a. LCFF RS 0000, 0210 MGMT 1160 Certificated /Classified Salary/Benefits b. Services	a. LCFF RS 0000, 0210 MGMT 1160 Certificated /Classified Salary/Benefits b. Services	

### Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Classroom library books will be purchased to provide high interest reading material that will promote vocabulary development.

**2018-19 Actions/Services**

**2019-20 Actions/Services**

**Budgeted Expenditures**

**Year 2017-18**

**2018-19**

**2019-20**

**Amount**

see goal 2, action 1

**Source**

see goal 2, action 1

**Budget Reference**

Books (see goal 2, action 1)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

### Goal 3

Staff will understand and respond to the reasons behind student absences and of the importance of attendance while involving parents in finding solutions.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Identified Need:

Transportation continues to be a need for all students, primarily for low-income student as recorded by transportation usage and surveys. Health and nutrition was also identified as a need from student surveys and attendance records.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

<p>Metric: Attendance records; chronically absent records</p> <p>Outcome: Less than 3 students will be chronically absent.</p> <p>Attendance for grades 1-8 will be 85% or higher</p>	<p>less than 3 students chronically absent. Two students were chronically absent 15/16 school year</p> <p>87% attendance rate for 1- 8 grade</p>	<p>less than 3 students chronically absent</p> <p>Attendance for grades 1-8 will be 85% or higher</p>	<p>less than 3 students chronically absent</p> <p>Attendance for grades 1-8 will be 85% or higher</p>	<p>less than 3 students chronically absent</p> <p>Attendance for grades 1-8 will be 85% or higher</p>
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<p>Metric: Middle school dropout rates</p> <p>Outcome: District will maintain 0% dropout rate for middle school</p>	<p>0%</p>	<p>0%</p>	<p>0%</p>	<p>0%</p>
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<p>Metric: Percent of annual survey participation;</p>	<p>100% were provided information and 100% parents/guardians were</p>	<p>100% were provided information and 100% parents/guardians were</p>	<p>100% were provided information and 100% parents/guardians were</p>	<p>100% were provided information and 100% parents/guardians were</p>
--	---	---	---	---

percent of parent conference attendance; LCAP involvement; participation at events; in the classroom; School Site Council; Fundraising Committee and School Board

Outcome:  
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

involved one more more ways  
All low income students participating received lunch

involved one more more ways  
All low income students participating received lunch  
All students will receive a weekly snack

involved one more more ways  
All low income students participating received lunch  
All students will receive a weekly snack

involved one more more ways  
All low income students participating received lunch  
All students will receive a weekly snack

volunteer, attend an event, attend or be a member of the School Site Council, or School Board.

Metric:  
School lunch and snack participation records.

Outcome:  
Low income students will be provided with free/reduced price lunch. All students will provided with a weekly snack and nutrition instruction

## **Planned Actions/Services**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### **Action #1**



For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

All Students	All Schools
--------------	-------------

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A	N/A	N/A
-----	-----	-----

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
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**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Staff (clerical support) will develop/maintain records of parent involvement, create newsletters and flyers, maintain website, and hold community events.

**Budgeted Expenditures**

Year 2017-18

2018-19

2019-20

Amount

a. see goal 2, action 6  
b. see goal 1, action 1

Source

a. see goal 2, action 6  
b. see goal 1, action 1

Budget Reference

a. Office-Secretary (see goal 2, action 6  
b. Instructional Supplies (see goal 1, action 1)

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

At the beginning of each year, the Superintendent will provide Independent Study information to all families. Also, 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. Rewards will be provided for attendance throughout the year. The Superintendent will oversee truancy and SARB procedures.

**2018-19 Actions/Services**

[Redacted]

**2019-20 Actions/Services**

[Redacted]

**Budgeted Expenditures**

Year 2017-18

2018-19

2019-20

Amount

a. see goal 2, action2  
b. see goal 1, action 1

[Redacted]

[Redacted]

**Source**

- a. see goal 2, action2
- b. see goal 1, action 1

**Budget**

**Reference**

- a. Superintendent Salary/Benefits (see goal 2, action 2)
- b. Instructional Supplies (see goal 1, action 1)

### Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

The District will provide home to school transportation.

2018-19 Actions/Services

The District will provide home to school transportation.

2019-20 Actions/Services

**Budgeted Expenditures**

Year

2017-18

2018-19

2019-20

Amount

- a. \$9,191
- b. \$28,403
- c. \$4,065
- d. \$8,452

- a. \$10,203
- b. \$29,157
- c. \$2,450
- d. \$8,247

Source

Transportation, LCFF

Transportation, LCFF

**Budget Reference**

- a. 1194-3600 Cert Salary/Benefits
- b. Class Salary/Benefits
- c. Supplies
- d. Services

- a. 1194-3600 Cert Salary/Benefits
- b. Class Salary/Benefits
- c. Supplies
- d. Services

# Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

### 2017-18 Actions/Services

Low income students will be provided with free/reduced price lunch. All students will provided with a weekly snack and nutrition instruction.

### 2018-19 Actions/Services

Low income students will be provided with free/reduced price lunch. All students will provided with a weekly snack and nutrition instruction.

### 2019-20 Actions/Services

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	<ul style="list-style-type: none"> <li>a. \$1,600</li> <li>b. see goal 1, action 1</li> </ul>	<ul style="list-style-type: none"> <li>a. \$800</li> <li>b. see goal 1, action 1</li> </ul>	
<b>Source</b>	<ul style="list-style-type: none"> <li>a. LCFF Obj. 4710</li> <li>b. see goal 1, action 1</li> </ul>	<ul style="list-style-type: none"> <li>a. LCFF Obj. 4710</li> <li>b. see goal 1, action 1</li> </ul>	
<b>Budget Reference</b>	<ul style="list-style-type: none"> <li>a. Food</li> <li>b. Classroom Teachers, Subs Salary/Ben effts (see goal 1, action 1)</li> </ul>	<ul style="list-style-type: none"> <li>a. Food</li> <li>b. Classroom Teachers, Subs Salary/Ben effts (see goal 1, action 1)</li> </ul>	

# Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2017-18**

Estimated Supplemental and Concentration Grant Funds

\$23,606

Percentage to Increase or Improve Services

5.66 %

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

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

Under Goal 2, Action 8 unduplicated students will receive more one to one and small group instructions with increased teacher FTE under goal number two. Research shows that students in low-income households lag behind their counterparts in vocabulary development due to a variety of reasons. Our students are no exception. With 83% of students being low-income, the actions and goals are school wide allowing our low-income students to be principally served without segregating the low and middle income students. Having teachers with students on a one-one basis ensures that vocabulary instruction is targeted to individual needs since not all students misunderstand or lack the same vocabulary words. This vocabulary development benefits all students but is critical for low-income students to be prepared for academic success and independence in high school and college. Estimated Expenditures: \$63,972

**LCAP Year: 2018-19**



Estimated Supplemental and Concentration Grant Funds

\$18,982 \$19,037

Percentage to Increase or Improve Services

11.90%

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

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

Under Goal 2, Action 8 unduplicated students will receive more one to one and small group instructions with increased teacher FTE under goal number two. Research shows that students in low-income households lag behind their counterparts in vocabulary development due to a variety of reasons. Our students are no exception. With 83% of students being low-income, the actions and goals are school wide allowing our low-income students to be principally served without segregating the low and middle income students. Having teachers with students on a one-one basis ensures that vocabulary instruction is targeted to individual needs since not all students misunderstand or lack the same vocabulary words. This vocabulary development benefits all students but is critical for low-income students to be prepared for academic success and independence in high school and college. Estimated Expenditures: \$67,908