

LCAP Year  2017–18  2018–19  2019–20

[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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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.

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

LEA Name	Maple Creek Elementary		
Contact Name and Title	Wendy Orlandi, Superintendent	Email and Phone	<a href="mailto:worlandi@maplecreekschool.org">worlandi@maplecreekschool.org</a> (707)668-5596

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Maple Creek Elementary School District is a rural, small necessary school serving 11 students in grades TK through Eight. The diverse population has a wide range of needs from Special Education to GATE students. Eighty three percent of students are low income. Fifty percent of the school population is caucasian and the remaining 50% are African American, Native American, Asian, or Hispanic. 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.

The Board of Trustees moved forward with stakeholder requests to improve facilities with the purchase of new playground structure and new carpet on the porch. Cabinets and a counter were also installed in the kitchen. The improvements have improved safety and stakeholders are pleased with the outcomes completed in Goal 1. Goal 2 has shown success with showcased work in the school newsletter, at Maple Creek and Humboldt County History Day, 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 had 100% attendance for grades 3-8. All students exceeded the stamina goals.

## 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, 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 improved 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.

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.

## INCREASED OR IMPROVED SERVICES

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.

To increase student support of low-income youth, the district increased small group and individual instruction time by providing an additional 0.65 FTE highly qualified certified teacher to teach mathematics and language arts.

**SINCE THIS IS THE ANNUAL UPDATE IT HAS TO BE ABOUT LAST YEAR.**

### 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

\$345,388

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$306,557

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: \$38,831.

\$325,386

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

<b>Goal 1</b>	Improve school climate to support a cooperative learning environment
	State and/or Local Priorities Addressed by this goal:
	STATE <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

<u>Metric</u>
1. Suspension rates
2. Expulsion rates
3. Conflict; Mediation records
4. Report cards
5. School facilities report (Williams FIT).
<u>Outcome</u>
1. Maintain 0% suspension rate
2. Maintain 0% expulsion rate
3. Mediation will handle 65% of minor conflicts
4. A minimum of one group project will be completed by all students

### ACTUAL

<u>Metric</u>
1. Suspension rates
2. Expulsion rates
3. Conflict; Mediation records
4. Report cards
5. School facilities report (Williams FIT).
<u>Outcome</u>
1. Suspension rate: 0%
2. Expulsion rate: 0%
3. Percent of minor conflicts handled by mediation: 2nd trimester: 55%
4. All students have completed a minimum of one group project
5. School facilities are in good condition as measured by the FIT

5. School facilities will be in good or better condition as measured by the 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**

Actions/Services	<b>PLANNED</b> Daily instruction will utilize various conflict resolution curriculum, whole school meetings, community building project assignments.	<b>ACTUAL</b> Daily instruction utilized various conflict resolution curriculum, whole school meetings, community building project assignments.
	<b>BUDGETED</b> -staff salary \$74,487 (res. 0000)  -incentives \$250 (res. 0000)  -supplies for community building projects \$100 (res. 0000)	<b>ESTIMATED ACTUAL</b> <b>-staff salary \$79,011 (res. 0000)</b> -incentives \$250 (res. 0000)  -supplies for community building projects \$100 (res. 0000)
Expenditures		

Action **2**

Actions/Services	<b>PLANNED</b> Students will be provided with a reward for volunteering their time as mediators.	<b>ACTUAL</b> <b>Students were provided 'lucky bucks' to spend at the student store as a reward for volunteering their time as mediators.</b>
	<b>BUDGETED</b> -incentives \$250 (res. 0000)	<b>ESTIMATED ACTUAL</b> -incentives see Goal 1, action 1
Expenditures		

Action **3**

Actions/Services	<b>PLANNED</b> A high teacher to student ratio provides more one-one and small group instruction for low income students. 0.65 FTE teacher salary provides additional support in the	<b>ACTUAL</b> A high teacher to student ratio provided more one-one and small group instruction for low income students. 0.65 FTE teacher salary provided additional support in the core

Expenditures	core academic area.	academic area.
	<b>BUDGETED</b> staff salary \$51,043 (res. 0001)	<b>ESTIMATED ACTUAL</b> staff salary \$50,940 (res. 0001 Supp/Conc)

Action **4**

Actions/Services	<b>PLANNED</b> Replace the existing playground "fort" with a new, safer, insurance-approved playground structure.	<b>ACTUAL</b> <b>A new playground structure was installed ahead of schedule in May and June of 2016. Woodchips and delivery were donated.</b>
	<b>BUDGETED</b> \$60,000 playground purchase and installation (res. 0230)  \$3,000 woodchips and delivery (res. 0230)	<b>ESTIMATED ACTUAL</b> <b>\$0 see material differences</b>

Expenditures

Action **5**

Actions/Services	<b>PLANNED</b> Install cabinets and countertop in the kitchen.	<b>ACTUAL</b> <b>New cabinets and a new countertop were installed along the West facing wall of the kitchen.</b>
	<b>BUDGETED</b> Kitchen cabinets/counter \$15,000 (res. 0230)	<b>ESTIMATED ACTUAL</b> <b>\$7,415 (res. 0230)</b>

Expenditures

Action **6**

Actions/Services	<b>PLANNED</b> School facilities will be kept in good condition to provide a safe and comfortable learning environment.	<b>ACTUAL</b> <b>School facilities are in good condition and provide a safe and comfortable learning environment.</b>
	<b>BUDGETED</b> Maintenance/custodial salary \$22,543 (res. 0000)	<b>ESTIMATED ACTUAL</b> Maintenance/custodial salary \$22,842

Expenditures

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.

Projects to improve school climate to support a cooperative learning environment have been completed. Facilities have been improved and kept in good repair. The teacher ratio provides one-one and small group instruction to allow students to work at an individualized pace and receive instruction to target specific performance gaps. I.E.P. students and students performing below grade level are targeted for one-one intervention by the additional staff hours.

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

Facility improvements have improved safety as identified on safety reports. Students are active on the new playground and have expressed gratitude frequently in journals and on the school student survey. Academic growth in local assessments, CAASPP, and I.E.P. goals are attributed to teacher/student ratio and targeted instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Playground expenditure occurred in the summer of the 2016/2017 school year and woodchips were donated: **Paid \$58,691 in June of 2016 (res. 0230). The Kitchen repair cost came in less than estimated.**

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.

Kitchen and playground improvements have been completed and will be removed from planned actions. The 0.65 FTE teacher position goals will have added details about specifically serving low-income student; Moved Action 3 into Goal 2. Combined actions 1 and 2. Identified future facility upgrades needed: swings and exterior building walls.

## 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  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

**Metric**

1. Common Core Writing rubrics; reading logs; records of Summer Learning Program participation
2. Writing portfolios; writing published in the school newsletter
3. Daily 5 language arts assessments
4. Daily 3 mathematics assessments
5. Quarterly Williams reports, annual review of instructional materials including recommendations and adoption of materials
6. Assignment records, presentation, and/or portfolio
7. Reading logs
8. Personnel records; professional development records; SARC report
9. Records of: Survey participation; parent conference attendance; LCAP involvement; attendance at events; classroom participation; School Site Council attendance; and School Board attendance
10. I.E.P.s; progress reports; service record logs; special education purchase  
Records
11. 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.
12. CAASPP participation rate

**Outcome**

1. 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

**Metric**

1. Common Core Writing rubrics; reading logs; records of Summer Learning Program participation
2. Writing portfolios; writing published in the school newsletter
3. Daily 5 language arts assessments
4. Daily 3 mathematics assessments
5. Quarterly Williams reports, annual review of instructional materials including recommendations and adoption of materials
6. Assignment records, presentation, and/or portfolio
7. Reading logs
8. Personnel records; professional development records; SARC report
9. Records of: Survey participation; parent conference attendance; LCAP involvement; attendance at events; classroom participation; School Site Council attendance; and School Board attendance
10. I.E.P.s; progress reports; service record logs; special education purchase  
Records
11. 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.
12. CAASPP participation rate

**Outcome**

1. 100% of students in grades 3-8 participated in the Summer Learning Program attending a week of classes by Redwood Writing Project at HSU. Students in grades 3-8 showed an 11% gain using a Common Core Writing Rubric. Students in grades K-2 that participated in the Summer Learning Program providing reading logs that showed they read twice as much as

current school year rubrics. Students in grades K-2 that participate in the 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.

2. All students will write, present, and publish a minimum of three essays, one from each writing style, before the end of the year. Grades 3-8 will have an additional requirement to conduct a minimum of one interview and a poetry assignment.
3. All students by the 3rd trimester will achieve an average language arts stamina of 31 minutes.
4. All students by the 3rd trimester will achieve an average math stamina of 31 minutes.
5. All students will have access to high quality, common core aligned materials for all subjects.
6. 4-8th grade students will complete a minimum of 1 technology based project.
7. Students will show evidence of home reading by completing weekly reading logs throughout the year.
8. 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.
9. 100% of parents/guardians (including parents of students with disabilities) 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.
10. All I.E.P students will receive services outlined in their plan. Materials and supplies will be purchased to support their learning.

students who did not participate in the program.

2. All students have written, presented a minimum of three essays, one from each writing style.  
Grades 3-8 have completed multiple poetry assignments, 100% of the students completed an informative/explanatory essay along with their History Day exhibits (published through MCS History Day presentations), 100% have completed a rough draft of an opinion/argument essay (to be published in the April/May newsletter).
3. The average language arts stamina at 1st trimester is 28 minutes; 2nd trimester 44 minutes.
4. The average math stamina at 1st trimester is 29 minutes; 2nd trimester 38 minutes.
5. All students have had access to high quality, common core aligned materials for all subjects.
6. All 4-8<sup>th</sup> grade students have completed a minimum of 1 technology based project.
7. Students are required to provide home reading logs every Monday. At 1st trimester 64% completed a minimum of 90% of their assigned reading logs and turned them in. The remaining 36% of students have completed a minimum of 50% of their assigned reading logs and turned them in. At 2nd trimester 76% of students turned in completed reading logs.
8. Teaching staff attended several trainings to enable to use curriculum and technology needed to prepare students for the future. 100% of teacher are highly qualified and properly credentialed; all new hires have been required to meet these requirements.
9. 100% of parents/guardians, including parents of students with disabilities, have been 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 SSC or School Board.
10. All I.E.P. students have received services as outlined in their plan. Materials and supplies have been purchased to support I.E.P. students.
11. All students students TK-8th grade participated in Maple Creek

<p>11. All students will 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>12. All students in 3rd through 8th grade will participate in CAASPP Assessments.</p>	<p>History Day. 3-8 grade students were judged using county level rubrics. All 8th grade students participated in the Humboldt County History Day.</p> <p>12. All students in 3rd through 8th grade are required to participate in CAASPP Assessments.</p>
--	--

**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**

Actions/Services	<p><b>PLANNED</b></p> <p>The District provides a minimum of one opportunity per year for staff development and professional growth.</p>	<p><b>ACTUAL</b></p> <p><b>The District provided multiple opportunities for staff development and professional growth</b></p>
Expenditures	<p><b>BUDGETED</b></p> <p>-professional development \$500 (res. 6264,0210,4035) Educator Effectiveness Block Grant \$1,540</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>-professional development \$2,635 (res. 6264,0210,4035) District exceeded expectations due to having funding from the Educator Effectiveness Block Grant and the district was able to find a substitute teacher which is usually a hardship for the rural location of the school.</p>

Action **2**

Actions/Services	<p><b>PLANNED</b></p> <p>Instruction and daily use of career readiness skills will include all subjects; mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts. 4-8th grade students will have access to Khan Academy accounts throughout the year, including the summer.</p>	<p><b>ACTUAL</b></p> <p><b>Daily instruction</b> of career readiness skills included all subjects; mathematics, language arts, science, social studies, physical education/health, technology, visual and performing arts . 4-8th grade students were provided Khan Academy accounts throughout the year, including the summer. Weekly assignments were required for 3-8<sup>th</sup> grade students and they utilized Khan Academy.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>-apps programs and software \$100 (res.0000)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>-apps programs and software \$100 (res.0000) -textbooks \$6,874 (res. 0212) -curriculum streaming A-Z Raz kids; Keyboarding without Tears \$300</p>

-textbooks \$10,200 (res. 0000 and 6300) -curriculum streaming A-Z Raz kids; Keyboarding without Tears \$300 (res.0000) -Internet \$3000 (res. 0000) -summer learning program \$6,500 (res.0000,0210 mgt 1160) -staff salary \$74,487 (res. 0000)	(res.0000) -Internet \$832 (res. 0000) -summer learning program \$5,635 (res.0000,0210 mgt 1160) -staff salary see goal 1, action 1
---	--

Action **3**

Actions/Services	<b>PLANNED</b> Students will be given experiences to participate in projects that require critical thinking, problem solving, and creativity. This includes instruction and one to one and small group involvement in preparing for Science or History Day.	<b>ACTUAL</b> Students were given multiple experiences 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 History Day.
	<b>BUDGETED</b> -supplies for projects \$100 (res. 0000) -HERC library contract \$200 (res. 0000)	<b>ESTIMATED ACTUAL</b> -supplies for projects \$100 (res. 0000) -HERC library contract \$200 (res. 0000)
Expenditures		

Action **4**

Actions/Services	<b>PLANNED</b> Field trips will connect students with higher education and working professionals. When possible, opportunities to develop swimming, music, and martial arts skills will be incorporated into field trips.	<b>ACTUAL</b> Field trips connected students with higher education and working professionals. Field trips provided opportunities to develop swimming and music skills. Music was integrated into the weekly routine with Ukulele lessons and an introduction to some martial arts skills was done by a certificated staff member.
	<b>BUDGETED</b> -transportation \$37,577 (res. 0210) -field trips \$500 (res. 0000)	<b>ESTIMATED ACTUAL</b> -transportation \$38,635 (res. 0210) -field trips \$729 (res. 0000)
Expenditures		

Action **5**

Actions/Services

<p><b>PLANNED</b>          Daily instruction and use of language arts and mathematics skills will be done in Daily 5 (Language Arts) and Daily 3 (Mathematics) program. All students will participate in a minimum of two writing session per week; writing will be emphasized in all curricular areas; all students will participate in the weekly author's chair (writer's workshop); all students will have a journal for daily writing prompts. Weekly home reading logs are required for all students.</p>	<p><b>ACTUAL</b>          Daily instruction and use of language arts and mathematics occurred during Daily 5 (Language Arts) and Daily 3 (Mathematics) program. All students participated in a minimum of two writing session per week; Writing was emphasized in all curricular areas; all students participated in the weekly author's chair (writer's workshop); all students did have a journal for daily writing prompts. Weekly home reading logs were required for all students.          Textbook purchases were made for newly adopted Common Core Language Arts Curriculum.</p>
<p><b>BUDGETED</b>          -textbooks \$10,200 (res. 0212)          - staff salary \$74,487 (res. 0000)</p>	<p><b>ESTIMATED ACTUAL</b>          -textbooks see goal 2, action 2          - staff salary see goal 1, action 1</p>

Expenditures

Action **6**

Actions/Services

<p><b>PLANNED</b>          Parents/guardians will be welcomed to participate in school decisions in the newsletter; at events; at parent conferences; by phone; by personal contact; by email; letter; on website.</p>	<p><b>ACTUAL</b>          Parents/guardians were welcomed to participate in school decisions in the newsletter; at events; at parent conferences; by phone; by personal contact; by email; letter; on website.</p>
<p><b>BUDGETED</b>          Communication to parents \$500 (res. 0000)</p>	<p><b>ESTIMATED ACTUAL</b>          Communication to parents \$500 (res. 0000)</p>

Expenditures

Action **7**

Actions/Services

<p><b>PLANNED</b></p> <p>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.</p>	<p><b>ACTUAL</b></p> <p>Highly qualified staff was provided for students with disabilities. This included a credentialed special education resource teacher, speech pathologist, and an aide for each student that needed services under his/her I.E.P. Additional materials and supplies for I.E.P. students were purchased.</p>
---	---

Expenditures

<p><b>BUDGETED</b></p> <ul style="list-style-type: none"> <li>-Special Education Resource Teacher Salary \$3,001 (res. 6500, OB 1104)</li> <li>- Speech Pathologist Salary \$1,981 (res. 6500, OB 1105)</li> <li>-Special Education Classroom Aide \$2,199 (res. 6500, 3310)</li> <li>-Materials/supplies \$500 (res. 6500, OB 4310)</li> </ul>	<p><b>ESTIMATED ACTUAL</b></p> <ul style="list-style-type: none"> <li>-Special Education Resource Teacher Salary \$3,047 (res. 6500, OB 1104)</li> <li>- Speech Pathologist Salary \$2,265 (res. 6500, OB 1105)</li> <li>-Special Education Classroom Aide \$2,203 (res. 6500, 3310)</li> <li>-Materials/supplies \$253 (res. 6500, OB 4310)</li> </ul>
---	---

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 improving communication, critical thinking, problem solving, stamina, and academic skills. I.E.P. students have received all services required. The high ratio of teachers to students has allowed individualized learning for all students building on strengths and providing personal help with challenging subjects and skills. Field trips provided professional and new experiences that students do not have access to in our rural location.

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

Local and state assessments show academic growth for all students including I.E.P. students. This growth is attributed to the high teacher to student ratio and individualized instruction. Stamina records show increased focus and productivity in math and language arts. Parents are welcomed to be involved and participation rates are high.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2, action 2 less was spent on Internet because AT&T has not installed high speed Internet and the school is still using satellite service through Plumas Sierra.

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.

The home reading logs outcome needed to be adjusted to fit what support the school is able to provide. Will add actions to include Summer Program; curricular enrichment teacher/program; classroom library funding; technology funding needs. Slight wording changes and increased funding occurred in some actions (field trips and professional development). Supplemental Concentration action (from goal 1 that will be moved into goal 2) has an FTE increase and is directed to serving low-income students.

### 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  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

#### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

#### ACTUAL

<u>Metric</u>	<u>METRIC</u>
1. Attendance records; chronically absent records 2. Middle school dropout rates	1. Attendance records; chronically absent records 2. Middle school dropout rates

3. 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**

1. Fewer than 8% of students will be chronically absent.
2. District will maintain 0% dropout rate for middle school.
3. 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.

3. 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**

1. Percent of students chronically absent: At 2nd trimester 0%
2. Dropout rate for middle school: 0%
3. 100% of parents/guardians were informed of the importance of attendance and be involved in finding solutions. 100% of parents/guardians have participated in one or more of the following: annual survey, parent conference, LCAP development and review; classroom volunteer; attend an event; attend or be a member of the SSC or School Board.

**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**

Actions/Services	<p><b>PLANNED</b> Staff will develop/maintain records of parent involvement.</p>	<p><b>ACTUAL</b> <b>Staff maintained records of parent involvement</b></p>
Expenditures	<p><b>BUDGETED</b> Staff salary \$74,487 (res. 0000)</p>	<p><b>ESTIMATED ACTUAL</b> Staff salary see goal 1, action 1</p>

Action **2**

Actions/Services	<p><b>PLANNED</b> At the beginning of each year, Independent Study information will be provided to all families. Also, students who did not meet the attendance goal in the prior year will</p>	<p><b>ACTUAL</b> At the beginning of the year, Independent Study information was provided 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</p>
------------------	---	--

	be targeted for extra outreach in the form of personal contact with parent/guardians. Rewards will be provided for attendance throughout the year.	personal contact with parent/guardians. Phone calls, letters, the School Newsletter, and face to face meetings have occurred with parents/guardians of students that are at risk of poor attendance. Rewards were provided for attendance throughout the year.
Expenditures	<p>BUDGETED</p> <p>-incentives/rewards \$250 (res.0000)</p> <p>-Communication outreach \$500 (res. 0000)</p>	<p>ESTIMATED ACTUAL</p> <p>-incentives/rewards see goal 1, action 1</p> <p>-Communication see goal 2, action 6</p>

Action **3**

Actions/Services	<p>PLANNED</p> <p>Staff will create newsletters, flyers, maintain website</p>	<p>ACTUAL</p> <p><b>Staff created newsletters, flyers, and maintained the website.</b></p>
Expenditures	<p>BUDGETED</p> <p>communications: newsletter website, flyers, handbook, other publications \$500 (res. 0000)</p>	<p>ESTIMATED ACTUAL</p> <p>communications: see goal 2, action 6</p>

Action **4**

Actions/Services	<p>PLANNED</p> <p>The District will provide home to school transportation</p>	<p>ACTUAL</p> <p><b>The District provided home to school transportation</b></p>
Expenditures	<p>BUDGETED</p> <p>-transportation \$37,577 (res.0210)</p>	<p>ESTIMATED ACTUAL</p> <p>-transportation see goal 2, action 4</p>

Action **5**

Actions/Services	<p>PLANNED</p> <p>Hold community events</p>	<p>ACTUAL</p> <p><b>The District held community events</b></p>
Expenditures	<p>BUDGETED</p> <p>-community events \$100 (res 0000)</p>	<p>ESTIMATED ACTUAL</p> <p>-community events \$100 (res 0000)</p>

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 has been provided and used by 82% of the students on a regular basis. Communication between staff and parents/guardians occurs frequently.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Transportation has been crucial for student attendance. Face to face conversations, letters and other forms have communication has provided a message that attendance is important.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No material differences

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.

An action to include school lunch for qualifying students will be added. A snack program will also be added to that action. Actions 1, 3, and 5 will be combined. Clerical support funding needs to be added to those combined actions that all relate to communication and community involvement.

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## 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?

08/25/16 Staff meeting

08/29/16–09/02/16 Class meetings

08/31/16 School Board meeting; public welcomed to comment

09/21/16 School Board meeting; public welcomed to comment

10/18/16 Staff meeting

10/14/16 School Board meeting; public welcomed to comment

10/31/16 Fall Carnival; public welcomed to develop and review LCAP; public provided a brief overview and introduction to MC LCAP

11/03/16 School Site Council meeting; public welcomed to comment

11/18/16 School Board meeting; public welcomed to comment

12/09/16 School Board meeting; public welcomed to comment

01/20/17 School Board meeting; public welcomed to comment

02/10/17 School Board meeting; public welcomed to comment

03/09/17 Teaching staff LCAP meeting

03/10/17 School Board meeting; public welcomed to comment

March 2017 Student and Parent surveys

04/13/17 SSC Meeting

04/14/17 School Board meeting; public welcomed to comment

April staff surveys

05/04/17 SSC Meeting

05/12/17 School Board meeting; public welcomed to comment; full LCAP draft available

06/01/17 School Board meeting; Public Hearing for Budget and LCAP

06/08/17 School Site Council meeting; Budget and LCAP adoption

06/12/17 School Board meeting

\*Maple Creek Elementary School District doesn't have any bargaining units.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

08/25/16 Staff meeting: Discussed goals for the year; identified a need to emphasize writing skills and communication; briefly discussed data to be collected and compared  
08/29/16-09/02/16

10/18/16 Staff discussed academic goals and how to achieve them; made recommendations to place an emphasis on writing and communication (goal 2); discussed concerns about attendance and how the small number of students is going to prevent us from meeting the attendance goal (goal 3); discussed the challenge of getting students to complete homework and that LCAP goals need to be something that we have some control over such as requiring homework and providing rewards not based on what students do outside of school (goal 2). Created a template for tracking data

11/03/16 School Site Council meeting; Council reviewed list of data that will be needed for annual review

03/09/17 Teaching staff LCAP meeting compiled data and discussed the discrepancy of vocabulary skills between low-income and middle-income students and how to close that gap, which will help close the gap in all academic performing areas. \*This information helped shape the actions in Goal 2.

March 2017 Student and Parent surveys: Student are happy with academic program and having teachers to help them; they are happy with the new playground and field trips. The field trip budget will be increased (as reflected in goal 2). One student expressed wanting to learn more vocabulary. Suggestions to improve attendance include wanting to be healthier resulting in the recommendation to include nutrition in the LCAP (as reflected in goal 3). Parents expressed appreciation of safe environment, individualized education, and dedication of staff.

04/13/17 SSC meeting: Members want projects and performances to continue; Members voiced strong support for high teacher to student ratio and keeping, if not increasing, FTE for second teacher for the wide grade span, special education students, and low-income students (input influenced wording of actions and addition of actions in goal 2); Members pleased with facility improvements and the general maintenance of the school grounds; Members expressed a desire to balance traditional skills with technology; Parents expressed the increased skills and confidence that they have seen in their children after attending field trips and members want to see a continued commitment to field trips (increased funding requested for goal 2 field trips); Members cited the Common Core writing rubrics showing evidence of the benefits of the Summer Writing Camp and increased reading log results for younger students (input created the addition of Summer Program action under goal 2).

04/14/17 School Board meeting: Board member and parent expressed that a priority is having a second teacher for the wide grade span (goal 2).

05/04/17 SSC meeting: Council wants: increase to field trip funding(goal 2, action 4); combined smaller actions into one in goals 1 and 3; increase professional development funding to \$750 (goal 2, action 1); (goal 2, action 2) add testing coordinator to action; (goal 2, action 8) teacher FTE is 0.80 \*moved from goal 1 to goal 2 since the action is more aligned to goal 2; (goal 2, action 9)add 0.20FTE teacher to provide curricular enrichment services; (goal 3, action 4) add action for lunch for low-income students and snack for all students; add an action for the Summer Learning Program (goal 2, action 10); add action (goal 2, action 11) for classroom library books; add/specify money for technology to goal 2, action 2; add \$500 for guest instructor for curricular enrichment services (goal 2, action 9).

05/12/17 School Board meeting: made minor editing corrections and approved adding a line in goal 2, action 2 for curriculum and textbooks.

# to 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.

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	Improve school climate to support a cooperative learning environment

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Maintenance reports and safety inspections identify a need for exterior wall repair and swing seats to be replaced. Zero percent suspension rates, expulsion rates, and mediation records support the continued use of conflict resolution curriculum and instruction.

### Identified Need

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Metric</b> Suspension rates <b>Outcome</b> Maintain 0% suspension rate	0% suspension rate	0% suspension rate	0% suspension rate	0% suspension rate
<b>Metric</b> Expulsion rates <b>Outcome</b> Maintain 0% expulsion rate	0% expulsion rate	0% expulsion rate	0% expulsion rate	0% expulsion rate
<b>Metric</b> Conflict; Mediation records <b>Outcome</b>	61% (average 15/16 and 16/17 2nd trimester)	65%	65%	65%

Mediation will handle 65% of minor conflicts				
<b>Metric</b> Report cards <b>Outcome</b> A minimum of one group project will be completed by all students	one	one	one	one
<b>Metric</b> School facilities report (Williams FIT) <b>Outcome</b> School facilities will be in good or better condition as measured by the FIT	good	good	good	good

**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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

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

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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.		

**BUDGETED EXPENDITURES**

	2017-18	2018-19	2019-20
Amount	a) \$76,562 b) \$4,753	Amount	Amount
Source	a) LCFF, EPA, REAP, ( 0000, 1400, 5820, 7690) b) LCFF, Donations, Fundraising, Lottery ( 0000, 0015, 0016, 0221, 0228, 1100)	Source	Source
Budget Reference	a)Classroom Teachers , Subs Salary/Benefits b) Instructional Supplies	Budget Reference	Budget Reference

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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.	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p><b>Amount</b></p> <p>a. \$22,428 b. \$2,760 c. \$3,725</p> <p><b>Source</b></p> <p>LCFF &amp; Deferred Maintenance 1193-8100</p> <p><b>Budget Reference</b></p> <p>a. Classified Salary/Benefits b. Supplies c. Services</p>	<p><b>Amount</b></p> <p>a. \$22,428 b. \$2,760 c. \$3,725</p> <p><b>Source</b></p> <p>LCFF &amp; Deferred Maintenance 1193-8100</p> <p><b>Budget Reference</b></p> <p>a. Classified Salary/Benefits b. Supplies c. Services</p>	<p><b>Amount</b></p> <p><b>Source</b></p> <p><b>Budget Reference</b></p>

New     Modified     Unchanged

## 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     1     2     3     4     5     6     7     8  
COE     9     10

[Identified Need](#)

LOCAL \_\_\_\_\_

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 MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><b>Metric</b> Common Core Writing rubrics; reading logs; records of Summer Learning Program participation</p> <p><b>Outcome</b> 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 Learning Program will spend more time reading over the summer as documented by reading</p>	<p>40% with summer program</p> <p>3-8 students that participated in the writing program had an 16% increase in common core writing rubric scores</p>	<p>40% with summer program</p> <p>3-8 students that participated in the writing program will have a 10% increase in common core writing rubric scores</p>	<p>40% with summer program</p> <p>3-8 students that participated in the writing program will have a 10% increase in common core writing rubric scores</p>	<p>40% with summer program</p> <p>3-8 students that participated in the writing program will have a 10% increase in common core writing rubric scores</p>

<p>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.</p>				
<p><b><u>Metric</u></b> Writing portfolios; writing published in the school newsletter <b><u>Outcome</u></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 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>	<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><b><u>Metric</u></b> Daily 5 language arts assessments <b><u>Outcome</u></b> All students by the 3rd trimester will achieve an average language arts stamina of 31 minutes.</p>	<p>37 minutes</p>	<p>31 minutes</p>	<p>31 minutes</p>	<p>31 minutes</p>
<p><b><u>Metric</u></b> Daily 3 mathematics assessments <b><u>Outcome</u></b> All students by the 3rd</p>	<p>35 minutes</p>	<p>31 minutes</p>	<p>31 minutes</p>	<p>31 minutes</p>

<p>trimester will achieve an average math stamina of 31 minutes.</p>				
<p><b>Metric</b>  Quarterly Williams reports, annual review of instructional materials including recommendations and adoption of materials. Ratio of devices to student. Budget for purchase of classroom library books.</p> <p><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</p>	<p>Curriculum and instructional materials all compliant</p> <p>One device per student</p> <p>\$1000 budgeted for purchasing books for classroom library</p>	<p>Curriculum and instructional materials all compliant</p> <p>One device per student</p> <p>\$1000 budgeted for purchasing books for classroom library</p>	<p>Curriculum and instructional materials all compliant</p> <p>One device per student</p> <p>\$1000 budgeted for purchasing books for classroom library</p>	<p>Curriculum and instructional materials all compliant</p> <p>One device per student</p> <p>\$1000 budgeted for purchasing books for classroom library</p>
<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>100% of students are required to turn in weekly reading logs.</p>	<p>100% of students are required to turn in weekly reading logs.</p>	<p>100% of students are required to turn in weekly reading logs.</p>	<p>100% of students are required to turn in weekly reading logs.</p>

<p><b>Outcome</b> Students will be required to turn in weekly reading logs throughout the year.</p>	<p>64% turn in completed reading logs 100% of the time</p>	<p>64% turn in completed reading logs 100% of the time</p>	<p>64% turn in completed reading logs 100% of the time</p>	<p>64% turn in completed reading logs 100% of the time</p>
<p><b>Metric</b> Personnel records; professional development records; SARC report</p> <p><b>Outcome</b> 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</p>	<p>Each teacher attended at least one professional development class</p>	<p>Each teacher attended at least one professional development class</p>	<p>Each teacher attended at least one professional development class</p>	<p>Each teacher attended at least one professional development class</p>
<p><b>Metric</b> 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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

<p>Board attendance</p> <p><b>Outcome</b></p> <p>100% of parents/guardians will be involved in the education process and decision making by participating in one or more of the following ways: annual survey; parent conference; LCAP involvement; classroom volunteer; attend an event; attend or be a member of the School Site Council or School Board.</p>				
<p><b>Metric</b></p> <p>I.E.P.s; progress reports; service record logs; special education purchase records</p> <p><b>Outcome</b></p> <p>All I.E.P students will receive services outlined in their plan. Materials and supplies will be purchased to further support their learning.</p>	<p>I.E.P. requirements met</p> <p>Needed materials and supplies were purchased</p>	<p>I.E.P. requirements will be met</p> <p>Needed materials and supplies will be purchased</p>	<p>I.E.P. requirements will be met</p> <p>Needed materials and supplies will be purchased</p>	<p>I.E.P. requirements will be met</p> <p>Needed materials and supplies will be purchased</p>
<p><b>Metric</b></p> <p>Maple Creek History Day or Science Fair participation records; County-wide rubrics/assessments will be used to measure the preparedness for</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>

county-wide events for grades 4-8. <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				
<b>Metric</b> CAASPP participation rate <b>Outcome</b> All students in 3rd through 8th grade will be required to participate in CAASPP Assessments	100% participation	100% participation	100% participation	100% participation

**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:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The District provides a minimum of one opportunity per year for staff development and professional growth. Superintendent provides and approves staff training.	The District provides a minimum of one opportunity per year for staff development and professional growth. Superintendent provides and approves staff training.	

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> a. \$2,635 b. see goal 2, action 2	<b>Amount</b> a. \$2,635 b. see goal 2, action 2	<b>Amount</b> (Empty)
<b>Source</b> a. LCFF, Title II, Educator Effectiveness, 5210 b. see goal 2, action 2	<b>Source</b> a. LCFF, Title II b. see goal 2, action 2	<b>Source</b> (Empty)
<b>Budget Reference</b> a. Professional Development b. Superintendent Salary/Benefits (see goal 2, action 2)	<b>Budget Reference</b> a. Professional Development b. Superintendent Salary/Benefits (see goal 2, action 2)	<b>Budget Reference</b> (Empty)

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>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.</p>	<p>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.</p>	

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<p>Amount</p>	<p>Amount</p>	<p>Amount</p>
<p>Source</p>	<p>Source</p>	<p>Source</p>

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

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

Budget Reference

### Action 3

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

### ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

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.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

**Action 4**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount a. (see goal 1, action1) b. \$2,863	Amount	Amount
Source a. (see goal 1, action1) b. LCFF,	Source	Source
Budget Reference a. Classroom Teachers, subs Salary/Benefits(see goal 1, action1) b. Field Trips Obj 5801, 5715	Budget Reference	Budget Reference

Action **5**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

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**

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

**Action 6**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> a. (see goal 1, action1) b. (see goal 2, action 2) c. \$3,281	<b>Amount</b>	<b>Amount</b>
<b>Source</b> a. (see goal 1, action1) b. (see goal 2, action 2) c. LCFF	<b>Source</b>	<b>Source</b>
<b>Budget Reference</b> a. Staff Salary/Benefits (see goal 1, action1) b. Superintendent Salary/Benefits (see goal 2, action 2) c. Office- Secretary 1110-2700	<b>Budget Reference</b>	<b>Budget Reference</b>

Action **7**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

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**

	2017-18	2018-19	2019-20
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		

Action **8**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

Students to be Served

- English Learners     Foster Youth     Low Income

Scope of Services

Location(s)

- All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>A high teacher to student ratio provides more one-one and small group instruction that is principally directed to low income students.</p> <p>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

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<p><b>Amount</b>                      \$63,972</p> <p><b>Source</b>                        Supp/Conc</p> <p><b>Budget Reference</b>        Supp/Conc 0.80 FTE Teacher 1500-1000 Certificated Salary/Benefits</p>	<p><b>Amount</b></p> <p><b>Source</b></p> <p><b>Budget Reference</b></p>	<p><b>Amount</b></p> <p><b>Source</b></p> <p><b>Budget Reference</b></p>

Action **9**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

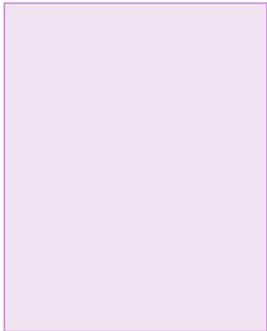
ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
0.20 FTE Teacher will provide curricular enrichment services. In addition, \$500 will be reserved for guest instructors.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>a. see goal 1, action 1</p> <p>b. \$816</p>	Amount	Amount
<p>Source</p> <p>a. see goal 1, action1</p> <p>b. LCFF 1110-1000</p>	Source	Source
<p>Budget Reference</p> <p>a. Classroom Teachers ,</p>	Budget Reference	Budget Reference

Subs  
Salary/Benefits (see goal 1, action1  
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  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Summer Learning Program: Writers camp for 4-8 grade; curricular enrichment for grades TK-3; Final whole school day of curricular enrichment.		

**BUDGETED EXPENDITURES**

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

**Action 11**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
X <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

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

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	see goal 2, action 1	Amount		Amount	
Source	see goal 2, action 1	Source		Source	
Budget Reference	Books (see goal 2, action 1)	Budget Reference		Budget Reference	

New
  Modified
  Unchanged

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  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

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 MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Metric</b> Attendance records;	less than 3 students chronically absent. Two students were	less than 3 students chronically absent	less than 3 students chronically absent	less than 3 students chronically absent

<p>chronically absent records</p> <p><b>Outcome</b> Less than 3 students will be chronically absent.</p> <p>Attendance for grades 1-8 will be 85% or higher</p>	<p>chronically absent 15/16 school year</p> <p>87% attendance rate for 1-8 grade</p>	<p>Attendance for grades 1-8 will be 85% or higher</p>	<p>Attendance for grades 1-8 will be 85% or higher</p>	<p>Attendance for grades 1-8 will be 85% or higher</p>
<p><b>Metric</b> Middle school dropout rates</p> <p><b>Outcome</b> District will maintain 0% dropout rate for middle school</p>	<p>0%</p>	<p>0%</p>	<p>0%</p>	<p>0%</p>
<p><b>Metric</b> Percent of annual survey participation; percent of parent conference attendance; LCAP involvement; participation at events; in the classroom; School Site Council; Fundraising Committee and School Board</p> <p><b>Outcome</b> 100% of parents/guardians will be informed of the importance of attendance and be involved in finding solutions.</p>	<p>100% were provided information and 100% parents/guardians were involved one more more ways</p> <p>All low income students participating received lunch</p>	<p>100% were provided information and 100% parents/guardians were involved one more more ways</p> <p>All low income students participating received lunch All students will receive a weekly snack</p>	<p>100% were provided information and 100% parents/guardians were involved one more more ways</p> <p>All low income students participating received lunch All students will receive a weekly snack</p>	<p>100% were provided information and 100% parents/guardians were involved one more more ways</p> <p>All low income students participating received lunch All students will receive a weekly snack</p>

<p>Parents/guardians will participate in one or more of the following: annual survey, parent conference, LCAP involvement, classroom volunteer, attend an event, attend or be a member of the School Site Council, or School Board.</p> <p><b>Metric:</b> School lunch and snack participation records.</p> <p><b>Outcome:</b> Low income students will be provided with free/reduced price lunch. All students will be provided with a weekly snack and nutrition instruction</p>				
--	--	--	--	--

**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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Staff (clerical support) will develop/maintain records of parent involvement, create newsletters and flyers, maintain website, and hold community events.		

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount a. see goal 2, action 6 b. see goal 1, action 1	Amount	Amount
Source a. see goal 2, action 6 b. see goal 1, action 1	Source	Source
Budget Reference a. Office-Secretary (see goal 2, action 6) b. Instructional Supplies (see goal 1, action 1)	Budget Reference	Budget Reference

Action **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>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.</p>		

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<p><b>Amount</b></p> <p>a. see goal 2, action2 b. see goal 1, action 1</p>	<p><b>Amount</b></p>	<p><b>Amount</b></p>
<p><b>Source</b></p> <p>a. see goal 2, action2 b. see goal 1, action 1</p>	<p><b>Source</b></p>	<p><b>Source</b></p>
<p><b>Budget Reference</b></p> <p>a. Superintendent Salary/Benefits (see goal 2, action2) b. Instructional Supplies (see goal 1, action 1)</p>	<p><b>Budget Reference</b></p>	<p><b>Budget Reference</b></p>

**Action 3**

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

Students to be Served    All    Students with Disabilities    [Specific Student Group(s)] \_\_\_\_\_

Location(s)    All schools    Specific Schools: \_\_\_\_\_    Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served    English Learners    Foster Youth    Low Income

Scope of Services    LEA-wide    Schoolwide   **OR**    Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The District will provide home to school transportation.		

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<p><b>Amount</b></p> <p>a. \$9,191 b. \$28,403 c. \$4,065 d. \$8,452</p>	<p><b>Amount</b></p>	<p><b>Amount</b></p>
<p><b>Source</b></p> <p>Transportation, LCFF</p>	<p><b>Source</b></p>	<p><b>Source</b></p>
<p><b>Budget Reference</b></p> <p>a. 1194-3600 Cert Salary/Benefits b. Class Salary/Benefits c. Supplies d. Services</p>	<p><b>Budget Reference</b></p>	<p><b>Budget Reference</b></p>

Action **4**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools spans: \_\_\_\_\_  Specific Schools: \_\_\_\_\_  Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Low income students will be provided with free/reduced price lunch. All students will provided with a weekly snack and nutrition instruction.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
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)		

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$23,606

Percentage to Increase or Improve  
Services:

15.66 %

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 school wide or LEA-wide basis. Include the required descriptions supporting each school wide or LEA-wide use of funds ([see instructions](#)).

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