

## 15497. Local Control and Accountability Plan and Annual Update Template.

### **Introduction:**

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

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

Priority 4 - standard achievement

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

Priority 5 – student engagement

- high school dropout rates
- high school graduation rates

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### ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

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

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils*

*with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

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

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

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

## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code

*section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>To begin the process of Stakeholder engagement, Maple Creek staff met on January 28<sup>th</sup>, 2014 to review student performance data, attendance records, progress reports, parent, community, and student involvement. Staff and students developed a list of how the school provides opportunities for student input and choice. Staff then developed a list of strengths and needs within the district. This data, lists, and goals developed by the staff was shared with the School Site Council (which acts as the Parent Advisory Council) and with the Board of Trustees on February 6<sup>th</sup>, 2014. A survey was sent out on March 3<sup>rd</sup>, 2014 to parent/guardians and a survey was sent out to staff. All community members were encouraged to attend SSC and board meetings through flyers, posted agendas, and the school newsletter. All community members, staff, parents, guardians were encouraged to contact the Principal/Superintendent by phone, email, written letters, and/or in person at his or her convenience to give input on the development of the LCAP. Parents/guardians were reminded about surveys and encouraged to provide input on the LCAP at parent conferences on March 25<sup>th</sup>, 2014 and March 26<sup>th</sup>, 2014. An informal public hearing held immediately after the schools Open House on April 18<sup>th</sup>, 2014 provided another opportunity for community involvement. 100% of students had an adult from each household provide input either by serving on the SSC, the Board of Trustees, or completing a survey. 80% of staff provided input through staff meetings and completing a survey. The SSC met on May 1<sup>st</sup> and gave approval of the progress made on the LCAP. On May 13<sup>th</sup> the Superintendent met with Northern Humboldt to align the budget with the LCAP. On May 14<sup>th</sup> the board reviewed the LCAP again. On June 4, 2014 the SSC reviewed the LCAP and approved it with two recommendations: First, include opportunities for students in the summer and to clarify Section B.</p>	<p><b>Staff</b> developed several goals for the community to review.</p> <p><b>School Site Council/Parent Advisory Council</b> recommended that transportation is a high priority. For this reason, Maple Creek has obtained a new school bus, will continue to, as able, budget money for school bus transportation or provide in-lieu of transportation mileage reimbursement for parent/guardians. The input on transportation is reflected in the LCAP goal #3 of preparing students for higher education by improving attendance. The council also requested fieldtrips. When the school has a bus driver fieldtrips will be scheduled. Funding for fieldtrips will also be reflected in the LCAP goal #3 of preparing students for higher education by providing experiences and connections to higher education and professionals in various fields of work. In response to the SSC suggestions, educational apps with a language arts emphasis will be purchased for the school's tablets. This is reflected in the LCAP technology goal #2. The council's request to continue the curriculum, lessons, and activities that promote communication, tolerance, and problem solving is well received. This request is reflected in the LCAP goal # 1 to improve school climate through communication skills. The council pointed out the success of having two highly qualified</p>

credentialed teachers for mathematics and language arts and would like to see that continue. This is a consensus of all stakeholders and will remain the same so long as our budget will allow it. A survey for both staff and parents/guardians has been developed and distributed in response to the SSC and the LCAP development process requirements.

**The School Board** prioritized the goals and directed focus on five of the highest priority goals. Staff at HCOE and Maple Creek combined the five goals into three goals. After a meeting with Northern Humboldt and HCOE the Superintendent aligned the expenditures with the budget and added specific metrics that are required to address teacher assignment and school facilities. Students in grades 3 through 8 have Kahn Academy accounts and are encouraged to use them throughout the summer. A summer reading assignment is given to all students as well as information about the Humboldt County Summer Reading Program. Section B received clarification that it is for one 0.50 teacher salary to teach core academics.

## **Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

### **Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?

- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
<p><i>Report cards, surveys, and teacher observation identifies a need for instruction of Communication Skills.</i></p> <p><i>Suspension/expulsion rates are at 0%</i></p> <p><i>Metrics: report cards, student</i></p>	<p>Improve school climate to support a cooperative learning environment</p>	<p><i>all</i></p>	<p>all</p>	<p>Maintain 0% suspension /expulsion rate Establish a baseline of minor conflicts. Peer mediation will handle 60% of minor conflicts. There will be</p>	<p>Maintain 0% suspension /expulsion rate Peer mediation will handle 65% of minor conflicts. The number of minor conflicts for each individual</p>	<p>Maintain 0% suspension /expulsion rate Peer mediation will handle 70% of minor conflicts. The number of minor conflicts for each individual student will be</p>	<p>5, 6,1</p>	

<p><i>surveys, school facilities report, suspension/expulsion rates, conflict records.</i></p>					<p>daily instruction utilizing various conflict resolution curriculum; whole school meetings; minimum of one group project. School facilities will be kept in good condition to provide a safe and comfortable learning environment.</p>	<p>student will be reduced by 5%. There will be Daily instruction utilizing various conflict resolution curriculum; whole school meetings; minimum of two group projects. School facilities will be kept in good condition to provide a safe and comfortable learning environment.</p>	<p>reduced by 10%. There will be daily instruction utilizing various conflict resolution curriculum; whole school meetings; minimum of two group projects. School facilities will be kept in good condition to provide a safe and comfortable learning environment.</p>	
<p>Daily 5 stamina and math assessments, teacher observation, assignment records, local and state</p>	<p>All students will have access to and achieve 21<sup>st</sup> century skills and</p>	<p>all</p>	<p>all</p>		<p>A staff member will attend at least one professional development</p>	<p>A staff member will attend at least one professional development</p>	<p>A staff member will attend at least one professional development</p>	<p>1,2,7,4,8,6,3</p>

<p>assessments indicate a need for core academic instruction with an emphasis on technology and collaborative projects in order to prepare students for higher education. Although 100% of certificated staff is highly qualified under No Child Left Behind, professional development is needed to keep staff up to date with technology and common core standards. Metrics: Daily 5 assessments, assignment records, local math assessments, state assessments (CAASPP), professional development</p>	<p>proficiency in all core academic skills and be prepared for higher education. Parents will be informed and involved the education process and decision making.</p>				<p>class and all students will complete a minimum of 1 technology based project. All students will increase language arts stamina by 60% from the base time set at the beginning of the year. Each student will score 80% or above in local assessments at his or her instructional level. A baseline score for the CAASPP will be developed. Students will have access to high quality,</p>	<p>class and all students will complete a minimum of 1 technology based project. All students will increase language arts stamina by 63% from the base time set at the beginning of the year. Each student will score 81% or above in local assessments at his or her instructional level. A baseline score for the CAASPP will be developed. Students will have access to high quality, common core</p>	<p>class and all students will complete a minimum of 1 technology based project. All students will increase language arts stamina by 65% from the base time set at the beginning of the year. Each student will score 82% or above in local assessments at his or her instructional level. A baseline score for the CAASPP will be developed. Students will have access to high quality, common core</p>	
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records.					common core aligned materials and technology. 3-8 <sup>th</sup> grade students will have access to Kahn academy accounts throughout the year, including the summer. Students will have reading assignments throughout the year including the summer.	aligned materials and technology. 3-8 <sup>th</sup> grade students will have access to Kahn academy accounts throughout the year, including the summer. Students will have reading assignments throughout the year including the summer.	aligned materials and technology. 3-8 <sup>th</sup> grade students will have access to Kahn academy accounts throughout the year, including the summer. Students will have reading assignments throughout the year including the summer.	
Attendance records and annual survey participation results indicate a need for increased parent involvement and assistance. Metrics: attendance records, record of	Understand and respond to the reasons behind student absences .Inform parents of	all	all		Each student will have a minimum attendance rate of 93%. District will maintain 0% dropout rate for middle school.	Each student will have a minimum attendance rate of 94%. District will maintain 0% dropout rate for middle school.	Each student will have a minimum attendance rate of 95%. District will maintain 0% dropout rate for middle school.	3,5,6

annual survey participation, record of parent conference attendance.	importance of attendance and involve parents in finding solutions.							
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**Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
  - 2) How do these actions/services link to identified goals and performance indicators?
  - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
  - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
  - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
  - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
  - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
1	5, 6,1	Daily instruction utilizing various conflict resolution curriculum; whole school meetings; community building project assignments	school		-staff salary \$62,084 (res. 0000) -incentives \$150 (res. 0000) -supplies for community building projects \$100 (res. 0000) Maintenance/custodial \$17,050 (res. 0000)	-staff salary \$62,084 (res. 0000) -incentives \$150 (res. 0000) -supplies for community building projects \$100 (res. 0000) Maintenance/custodial \$17,050 (res. 0000)	-staff salary \$62,084 (res. 0000) -incentives \$150 (res. 0000) -supplies for community building projects \$100 (res. 0000) Maintenance/custodial \$17,050 (res. 0000)
2	1,2,7,4,8,6,3	Staff development; daily access to technology and technology based projects. Instruction of	school		-professional development \$822 (res. 0000, 0210, and 4035) -apps, programs and software \$100 res. 0000)	-professional development \$822 (res. 0000, 0210, and 4035) -apps, programs and software \$100 res. 0000)	-professional development \$822 (res. 0000, 0210, and 4035) -apps, programs and software \$100 res. 0000)

		and daily use of career readiness skills. Students will participate in projects that require critical thinking, problem solving, and creativity. Fieldtrips will connect students with higher education and working professionals.			<ul style="list-style-type: none"> <li>-Internet \$1,014 (res. 0000)</li> <li>-curriculum streaming *see library contract</li> <li>-transportation \$24,748 (res. 0210)</li> <li>-fieldtrips \$500 (res. 0000)</li> <li>-incentives*see goal above</li> <li>- newsletter, communications, parent outreach *see goal below</li> <li>-supplies for projects \$100 (res. 0000)</li> <li>-HERC library contract \$850 (res. 0000)</li> <li>-textbooks \$410 (res. 0000 and 6300)</li> <li>-staff salary *see goal above</li> </ul>	<ul style="list-style-type: none"> <li>-Internet \$1,014 (res. 0000)</li> <li>- curriculum streaming *see library contract</li> <li>-transportation \$24,748 (res. 0210)</li> <li>-fieldtrips \$500 (res. 0000)</li> <li>-incentives*see goal above</li> <li>- newsletter*see goal below</li> <li>-supplies for projects \$100 (res. 0000)</li> <li>-HERC library contract \$850 (res. 0000)</li> <li>-textbooks \$410 (res. 0000 and 6300)</li> <li>-staff salary *see goal above</li> </ul>	<ul style="list-style-type: none"> <li>-Internet \$1,014 (res. 0000)</li> <li>- curriculum streaming *see library contract</li> <li>transportation \$24,748 (res. 0210)</li> <li>-fieldtrips \$500 (res. 0000)</li> <li>-incentives*see goal above</li> <li>- newsletter*see goal below</li> <li>-supplies for projects \$100 (res. 0000)</li> <li>-HERC library contract \$850 (res. 0000)</li> <li>-textbooks \$410 (res. 0000 and 6300)</li> <li>-staff salary *see goal above</li> </ul>
3	3,5,6	Staff will develop records of parent involvement, create	school		<ul style="list-style-type: none"> <li>-transportation *see goal above</li> <li>-incentives *see goal 1</li> </ul>	<ul style="list-style-type: none"> <li>-transportation *see goal above</li> <li>-incentives *see goal 1</li> </ul>	<ul style="list-style-type: none"> <li>-transportation *see goal above</li> <li>-incentives *see goal 1</li> </ul>



		newsletters, flyers, maintain website, provide transportation, hold community events			-supplies for community events \$100 (res. 0000) communications: newsletter, agenda/minutes, website, flyers, letters, handbook, other publications \$500 (res. 0000)	-community events \$100 (res. 0000) communications: newsletter website, flyers, handbook, other publications \$500 (res. 0000)	-community events \$100 (res. 0000) communications: newsletter website, flyers, handbook, other publications \$500 (res. 0000)

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
1,2,3	1,2,3,4,5,6,7,8	For low income pupils: A high teacher to student ratio provides more one-one and small group instruction for low income students. 0.50 FTE teacher salary provides additional support in the core academic area.	<i>school</i>		-staff salary \$20,134 (res. 0001) -	-staff salary \$20,134 (res. 0001)	-staff salary \$20,134 (res. 0001)
		For English learners: N/A  Maple Creek does not have any English learners					

		For foster youth: N/A Maple Creek does not have any foster youth					
		For redesignated fluent English proficient pupils: N/A					

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The district should receive \$8,873 in 2014-2015. The district will spend \$20,134 and has budgeted the same amount for future years. We have met the target expenditures, and have surpassed the required amount of increase in services for the next three years.

The district will spend \$20,134 on teacher salary to ensure that low-income students are provided with a high teacher to student ratio to support their social/emotional and academics needs.

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

Based on the proportionality calculator, the District is required to show increased or improved services, valued at 6.17%. To increase student support for low-income youth, the district will increase small group and individual instruction time by providing an additional 0.50 FTE highly qualified certificated teacher to teach mathematics and language arts.

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

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