

**Maple Creek Elementary School District Board of Trustees**

January 12th, 2024 9:30 AM  
15933 Maple Creek Road - Korb, CA 95550

Link to Live Stream:

<https://humboldtcoe.zoom.us/j/94137423979>

**Regular Meeting Agenda**

**1.0 CALL TO ORDER**

**2.0 ADJUSTMENT OF THE AGENDA**

**3.0 PUBLIC COMMENTS**

Members of the public may address the board on non-agenda items at this time.

**4.0 PUBLIC HEARING**

4.1 Lapsation Deferment Waiver

**5.0 CONSENT AGENDA**

The Board is asked to receive/approve these routine items.

5.1 Approve Minutes of the December 8, 2023 Regular Board Meeting

5.2 Review Warrants - December 2023

5.3 Review Payroll - December 2023

**6.0 ACTION ITEMS**

The Board is asked to receive/discuss/take action on the following items.

6.1 Approve/Disapprove the 2022-23 School Accountability Report Card (SARC)

6.2 Approve/Disapprove the Deferred Lapsation Resolution

**7.0 INFORMATION/DISCUSSION/ACTION ITEMS**

The Board is asked to receive/discuss; however, the Board may decide to take action at their discretion.

7.1 LCAP Midyear Update and Timeline

7.2 Enrollment Patterns and Projections

7.3 Superintendent's Report

7.4 Staff Report

**8.0 BOARD MEMBER ANNOUNCEMENTS/COMMENTS/REPORTS**

**9.0 ADJOURNMENT**

**Notice:** Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any persons in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office, 15933 Maple Creek Rd. Korb, CA in compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent of the Maple Creek School District at (707)668-5596. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to assure accessibility to this meeting.

**MAPLE CREEK ELEMENTARY SCHOOL  
JANUARY 12, 2024  
BOARD OF TRUSTEES MEETING**

**4.0 PUBLIC HEARING**

4.1 Attachment - Notice of Public Hearing  
Lapsation Deferment Waiver

**PLEASE POST:** 1/2/2024 through 1/12/2024

**NOTICE OF PUBLIC HEARING  
LAPSATION DEFERMENT WAIVER**

Be advised that on January 12, 2024, the MAPLE CREEK ELEMENTARY SCHOOL DISTRICT BOARD OF TRUSTEES will hold a public hearing on the lapsation deferment waiver pursuant to the requirements of the Elementary and Secondary Education, Education Code Sections 33000-65001, Article 5. Lapsation [35780]. The hearing will be held during the regular meeting at 15933 Maple Creek Road in Korbel, California at 9:30 a.m. Parents, teachers, and community members are encouraged to participate.

Maple Creek Elementary School District Board of Trustees  
Colby Smart, Interim Superintendent

**MAPLE CREEK ELEMENTARY SCHOOL  
JANUARY 12, 2024  
BOARD OF TRUSTEES MEETING**

**5.0 CONSENT AGENDA**

5.1 Attachment - Minutes from December 8, 2023 Board Meeting

5.2 Attachment -December 2023 Warrants

5.3 Attachment - December 2023 Payroll

Unofficial until approved

## **Maple Creek Elementary School District Board of Trustees**

December 8th, 2023 9:30 AM  
15933 Maple Creek Road - Korb, CA 95550

Link to Live Stream:

<https://humboldtcoe.zoom.us/j/94137423979>

### **Regular Meeting Agenda**

#### **1.0 CALL TO ORDER**

President Zarcufsky called the regular meeting of the Maple Creek Elementary School District Board of Trustees to order at 9:45 AM with a quorum present.

PRESENT: Rama Zarcufsky, Laura Borusas and Jill Giordano

ABSENT: None

STAFF PRESENT: Colby Smart, Mendie Ballester, Jacklyn Johnson

#### **2.0 ADJUSTMENT OF THE AGENDA**

Smart requested that we move the organizational meeting action item before public comments.

Board Approved and adjustment was made.

#### **3.0 ANNUAL ORGANIZATIONAL MEETING**

##### **3.1 Appointment of Board Officers**

It was moved/seconded by Borusas/Giordano to appoint Rama Zarcufsky as president and Laura Borusas as clerk. Ayes 3 , noes 0 , absent 0, abstain 0. Motion carried.

##### **3.2 Establishment of Regular Meeting Dates and Time**

It was moved/seconded by Zarcufsky/Borusas to approve the schedule of regular meetings dates and times as presented. Ayes 3 , noes 0 , absent 0, abstain 0. Motion carried.

#### **4.0 PUBLIC COMMENTS**

Members of the public may address the board on non-agenda items at this time.

Jacklyn Johnson reported on a recent field trip to Big Blue Cafe and Michaels craft store where students picked which project to make for parents and practiced with budgeting.

#### **5.0 CONSENT AGENDA**

It was moved/seconded by Borusas/Giordano to approve the consent agenda. Ayes 3, noes 0 , absent 0 , abstain 0. Motion carried.

Action was taken on the following consent items:

- 5.1 Approve Minutes of the November 10, 2023 Regular Board Meeting
- 5.2 Review Warrants - November 2023
- 5.3 Review Payroll - November 2023

## **6.0 ACTION ITEMS**

The Board is asked to receive/discuss/take action on the following items.

- 6.1 Approve/Disapprove the 2023-2024 First Interim Financial Report

Smart reported that the First Interim Financial Report showed a positive qualification. It was moved/seconded by Borusas/Jill to approve the 2023-24 First Interim Financial Report. Ayes 3 , noes 0 , absent 0, abstain 0. Motion carried.

- 6.2 Authorization of Interim Superintendent as a signer on Maple Creek Elementary School District Checking Account

It was moved/seconded by Zarcufsy / Borusas to authorize Colby Smart as a signer on the Maple Creek Elementary School District checking account with Tri Counties Bank, account # 851016733. Ayes 3 , noes 0 , absent 0, abstain 0. Motion carried.

- 6.3 Annual Organizational Meeting

This item was moved to new item 3.0 during the adjustment of the agenda.

## **7.0 INFORMATION/DISCUSSION/ACTION ITEMS**

The Board is asked to receive/discuss; however, the Board may decide to take action at their discretion.

- 7.1 Sample MOU between HCOE and Yulin County Taiwan

Smart reported that Maple Creek is engaging with an elementary school in Taiwan as part of a global education program. This is a formal commitment of friendship and not a binding agreement. Smart provided examples of previous MOUs signed by HCOE and Taiwan as well as a draft copy of the MOU he is working on and that will be brought to an upcoming meeting.

- 7.2 Update on Plans for School Garden

Smart reported that Bill Carlson gave him a tour of the grounds and informed him on where the leach field and septic tanks are located. He recommended the garden plot be placed where the blackberries are currently located and the greenhouse be placed in the tetherball area or the same location as the garden. Discussions are being had with

Farmer Jesse regarding how to incorporate curriculum and lessons on what can be done with the farmed foods. Germination of seeds can be started in late January and Smart will bring supplies and give students a lesson.

### 7.3 Superintendent's Report

Smart reported that Maple Creek has recently welcomed a new 2nd grader from the Arcata School District and that there has been interest expressed by an additional family. He congratulated Zoe on her being officially hired as a full time employee and expressed thanks to Bill Carlson for the Christmas tree donation. Smart gave an update on the lapsation deferment waiver being brought to the board in January 2024 to allow for consideration of enrollment patterns and establish concrete enrollment projections. Patrick Fromherz will be providing Special Education services to Maple Creek and we are in the process of digitizing board policies.

### 8.0 **BOARD MEMBER ANNOUNCEMENTS/COMMENTS/REPORTS**

The board commended the work Colby has been doing for Maple Creek Elementary School District.

### 9.0 **ADJOURNMENT**

Zarcufsky adjourned the meeting at 10:20 AM

**Notice:** Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any persons in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the District Office, 15933 Maple Creek Rd. Korb, CA in compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent of the Maple Creek School District at (707)668-5596. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to assure accessibility to this meeting.

Checks Dated 12/01/2023 through 12/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000224553	12/07/2023	MENDES SUPPLY	01-4374	CUSTODIAL		154.87
3000224554	12/07/2023	RT DENNIS ACCOUNTANCY	01-5822	AUDITING SERVICES		4,569.18
3000224555	12/07/2023	VALLEY PACIFIC PETROLEUM	01-4364	FUEL		456.93
3000225675	12/18/2023	AT&T	01-5909	UTILITIES		90.22
3000225676	12/18/2023	Muizelaar, Zoe T	01-4310	ELOP-SUPPLIES	43.06	
			01-4710	SCHOOL LUNCHES	460.56	503.62
3000225677	12/18/2023	P G & E	01-5520	UTILITIES		211.54
3000225678	12/18/2023	SEQUOIA GAS COMPANY	01-5510	PROPANE	869.31	
			01-5637	TANK RENTAL	285.54	1,154.85
3000225679	12/18/2023	THE CLUB FOR FITNESS	01-5801	ELOP-SWIM LESSONS		2,125.00
<b>Total Number of Checks</b>					<b>8</b>	<b>9,266.21</b>

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	8	9,266.21
	Total Number of Checks	8	9,266.21
	Less Unpaid Sales Tax Liability		.00
	<b>Net (Check Amount)</b>		<b>9,266.21</b>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.



Pay14a

Payroll Audit by Employee

Pay Date 12/29/2023

Johnson, Jacklyn D (000005) 5194

Check Msg

Pay Date	Pay Cycle	Check Location	FTE	Retire Plan	Federal	State	ACH # (D)	Net Pay	Status	Calculated
12/29/23	10/#4	D100 - Maple Creek Elementary SD	0.80000		S 0	M 0:0		4,366.38	Open	12/20/2023 1:20:55PM
SINGLE: STRSO (Non-Member or Retiree[R]) is primary, no secondary										

Effective	Source	Earnings Description	Adjustment	Pay Rate	Units	Earnings	Retire Plan	Assn/Work	CC	Ret Earn	Pay Rate	PC
07/01/23	Assign	(Pos#3-4(0)) SPECIAL PROJECTS TEA		5,798.00		3,478.80	STRSO(2)	61	0	3,478.80	5,798.00	3
07/01/23	Assign	100.00 % (001559) 01-0001-0-1110-1000-1105-000-0000 (Pos#9-3(0)) SPED SUPPORT		5,798.00		1,159.60	STRSO(2)	61	0	1,159.60	5,798.00	3
12/29/23	Adjust	100.00 % (000734) 01-6500-0-5760-1120-1104-000-0000 (XTRA HR) Additional Earnings		45.51	28.00	1,274.28	STRSO(2)	61	0	1,274.28	45.51	4
12/29/23	Adjust	100.00 % (000086) 01-0000-0-1110-1000-1150-000-0000 (XTRA HR) Additional Earnings		45.51	1.50	68.27	STRSO(2)	61	0	68.27	45.51	4
<b>Total</b>					29.50	5,980.95						

Effective	Deduction/Contribution	Vendor	Subject Gross	Deduction	Subject Gross	Contribution	CC	Retire Plan
12/31/23	(FIT) Federal Withholding	(999999/002) Maple Creek ESD Payroll - FIT	5,980.95	541.86				
12/31/23	(MEDICARE) Medicare	(999999/005) Maple Creek ESD Payroll -	5,980.95	86.72	5,980.95	86.72		
12/31/23	(SIT) State Withholding	(999999/003) Maple Creek ESD Payroll - SIT	5,980.95	112.71				
12/31/23	(SMRARR) Summer Savings	(999999/012) Maple Creek ESD Payroll - DNF	5,239.66	873.28				
12/31/23	(SUI) SUI	(999999/009) Maple Creek ESD Payroll - SUI			5,980.95	2.99		
12/31/23	(WORKCOMP) Workers' Comp	(999999/010) Maple Creek ESD Payroll - W/C			5,980.95	157.16		
<b>Total Deductions, *Reductions, Contributions</b>				1,614.57		246.87		

Bank	Account #	TRN #	Direct Deposit Amount
COAST CENTRAL CREDIT UNION	Ending with 4571 (Checking)	321172248	4,366.38

Mulzelaar, Gijs (000013) 8630

Check Msg

Pay Date	Pay Cycle	Check Location	FTE	Retire Plan	Federal	State	ACH # (D)	Net Pay	Status	Calculated
12/29/23	10/#4	D100 - Maple Creek Elementary SD	0.50000		M 0	S 0:0		2,468.41	Open	12/20/2023 1:20:55PM
DUAL: STRSO (Member[Q]) is primary, PERS (Non-Member or Retiree[N]) is secondary										

Effective	Source	Earnings Description	Adjustment	Pay Rate	Units	Earnings	Retire Plan	Assn/Work	CC	Ret Earn	Pay Rate	PC
07/01/23	Assign	(Pos#2-4(0)) TEACHER		4,975.20		2,487.60	STRSO(1)	57	1	2,487.60	49,752.00	0
12/29/23	Adjust	100.00 % (001680) 01-6331-0-1110-1000-1100-000-0000 (XTRA HR) Additional Earnings		38.41	9.00	345.69	STRSO(1)	55	1	345.69	40,330.50	0
		100.00 % (000085) 01-0000-0-1110-1000-1140-000-0000										

Selection Grouped by Employee - Sorted by Employee. (Org = 29, CAST (Pay Date AS DATE) = '12/29/2023', Amounts = S, Net Pay Opt = N, Accounts? = Y, Pg Brk? = N)



Pay14a

Payroll Audit by Employee

Pay Date 12/29/2023

Muizelaar, Gijs (000013) 8630 - continued

Total		9.00	2,833.29				
Effective	Deduction/Contribution	Vendor	Subject Gross	Deduction	Subject Gross	Contribution	CC Retire Plan
12/31/23	(MEDICARE) Medicare	(999999/005) Maple Creek ESD Payroll -	2,833.29	41.08	2,833.29	41.08	
12/31/23	(SIT) State Withholding	(999999/003) Maple Creek ESD Payroll - SIT	2,542.88	33.39			
12/31/23	(STRS) STRS / 60	(999999/008) Maple Creek ESD Payroll - STR	2,833.29	290.41	2,833.29	541.16	
12/31/23	(SUI) SUI	(999999/009) Maple Creek ESD Payroll - SUI			2,833.29	1.42	
12/31/23	(WORKCOMP) Workers' Comp	(999999/010) Maple Creek ESD Payroll - W/C			2,833.29	74.45	
<b>Total Deductions, *Reductions, Contributions</b>				<b>364.88</b>		<b>658.11</b>	

Bank: LOS ANGELES POLICE CREDIT UNION  
 Account #: Ending with 4984 (Checking)  
 TRN #: 322078493  
 Direct Deposit Amount: 2,468.41

Muizelaar, Zoe T (000012) 7022										
Pay Date	Pay Cycle	Check Location	FTE	Retire Plan	Federal	State	ACH # (D)	Net Pay	Status	Calculated
12/29/23	15/#5	D100 - Maple Creek Elementary SD	0.61202		M 0	M 0 0		2,436.74	Open	12/20/2023 1:28:04PM
SINGLE: PERSN (Member(Q)) is primary, no secondary										

Effective	Source	Earnings Description	Adjustment	Pay Rate	Units	Earnings	Retire Plan	Assn/Work	CC	Ret Earn	Pay Rate	PC
12/01/23	Assign	(Pos#12-1(0)) Paraprofessional		2,781.60		1,702.40	PERSN(1)	400	11	1,702.40	19.00	4
		18.80 % (000127) 01-0000-0-1110-2700-2406-000-0000										
		37.50 % (000283) 01-0210-0-1194-3600-2203-000-0000										
		6.10 % (001440) 01-9036-0-8100-5900-2902-000-0000										
		18.80 % (001785) 01-2600-0-8500-5000-2105-000-0000										
		18.80 % (001786) 01-0000-0-1110-1000-2100-000-0000										
12/29/23	Adjust	(OT 1.5) Additional Earnings		28.50	4.50	128.25	PERSN(1)					
		100.00 % (001487) 01-2600-0-8500-5000-2130-000-0000										
12/29/23	Adjust	(XTRA HR) Additional Earnings		19.00	17.00	323.00	PERSN(1)	400	11	323.00	19.00	4
		100.00 % (000167) 01-0000-0-1193-8100-2213-000-0000										
12/29/23	Adjust	(XTRA HR) Additional Earnings		19.00	18.00	342.00	PERSN(1)	400	11	342.00	19.00	4
		100.00 % (001331) 01-0210-0-1194-3600-2230-000-0000										
12/29/23	Adjust	(XTRA HR) Additional Earnings		19.00	18.00	342.00	PERSN(1)	400	11	342.00	19.00	4
		100.00 % (001744) 01-0000-0-1110-1000-2150-000-0000										
12/31/23	Addon	(COURIER) Courier		25.00		25.00	PERSN(1)					
		100.00 % (000167) 01-0000-0-1193-8100-2213-000-0000										
12/31/23	Addon	(VAC MO) Vacation Pay		93.03	0.74	68.66	PERSN(1)	400	11	68.66	19.00	4
		18.80 % (000127) 01-0000-0-1110-2700-2406-000-0000										
		37.50 % (000283) 01-0210-0-1194-3600-2203-000-0000										
		6.10 % (001440) 01-9036-0-8100-5900-2902-000-0000										

Selection: Grouped by Employee - Sorted by Employee. (Org = 29. CAST (Pay Date AS DATE) = '12/29/2023'. Amounts = S, Net Pay Opt = N, Accounts? = Y, Pg Brk? = N)

Pay14a

Payroll Audit by Employee

Pay Date 12/29/2023

Muizelaar, Zoe T (000012) 7022 - continued

Effective	Source	Earnings Description	Adjustment	Pay Rate	Units	Earnings	Retire Plan	Assn/Work	CC	Ret Eam	Pay Rate	PC
		18.80 % (001785) 01-2600-0-8500-5000-2105-000-0000										
		18.80 % (001786) 01-0000-0-1110-1000-2100-000-0000										
<b>Total</b>					<b>58.24</b>	<b>2,931.31</b>						

Effective	Deduction/Contribution	Vendor	Subject Gross	Deduction	Subject Gross	Contribution	CC	Retire Plan
12/31/23	(DEN125) Dental Insurance	(100072/001) NCSMIG - JPA DENTAL				91.00		
12/31/23	(FIT) Federal Withholding	(999999/002) Maple Creek ESD Payroll - FIT	2,709.07	19.09				
12/31/23	(MED125) Medical Insurance	(100073/001) NCSMIG - JPA MEDICAL				1,330.00		
12/31/23	(MEDICARE) Medicare	(999999/005) Maple Creek ESD Payroll -	2,931.31	42.50	2,931.31	42.50		
12/31/23	(OASDI) Social Security	(999999/004) Maple Creek ESD Payroll -OAS	2,931.31	181.74	2,931.31	181.74		
12/31/23	(PERSN) PERS / 62	(999999/007) Maple Creek ESD Payroll - PER	2,778.06	222.24	2,778.06	741.19		
12/31/23	(SIT) State Withholding	(999999/003) Maple Creek ESD Payroll - SIT	2,709.07	29.00				
12/31/23	(SUI) SUI	(999999/009) Maple Creek ESD Payroll - SUI			2,931.31	1.47		
12/31/23	(VIS125) Vision Insurance	(100074/001) NCSMIG - JPA VISION				17.00		
12/31/23	(WORKCOMP) Workers' Comp	(999999/010) Maple Creek ESD Payroll - W/C			2,931.31	77.02		
<b>Total Deductions, *Reductions, Contributions</b>				<b>494.57</b>		<b>2,481.92</b>		

Bank	Account #	TRN #	Direct Deposit Amount
LOS ANGELES POLICE CREDIT UNION	Ending with 4986 (Checking)	322078493	2,436.74

Totals for Org 029 - Maple Creek Elementary School District									
Employee Count		Gross Pay		Deductions and Reductions		Total Net Pay		Contributions	
3		11,745.55		2,474.02		9,271.53		3,386.90	
STRS	PERS	OASDI	Medicare	FIT	SIT	Misc Red	Misc Ded	Summer	
290.41	222.24	181.74	170.30	560.95	175.10	0.00	0.00	873.28	

Selection Grouped by Employee - Sorted by Employee, (Org = 29, CAST (Pay Date AS DATE) = '12/29/2023', Amounts = S, Net Pay Opt = N, Accounts? = Y, Pg Brk? = N)



Pay Date 12/29/2023

EARNINGS by Earnings Code	Income	Adjustments
Regular	11,745.55	
<b>TOTAL</b>	<b>11,745.55</b>	

EARNINGS by Group	Income	Adjustments
Base Pay	8,828.40	
Extra Duty	2,695.24	
Overtime	128.25	
Stipends	25.00	
Vacation Pay	68.66	
<b>TOTAL</b>	<b>11,745.55</b>	

EARNINGS	Person Type	Female Employees
Certificated	2	1
Classified	1	1
<b>TOTAL</b>	<b>3</b>	<b>2</b>

*(Handwritten signature and initials)*  
 Vendor Summary for Pay Date 12/29/2023

Vendor Checks  
 Vendor Liabilities

BALANCING DATA	
Gross Earnings	11,745.55
District Liability	3,386.90
<b>TOTAL</b>	<b>15,132.45</b>

9,271.53 Net Pay  
 2,474.02 Deductions  
 3,386.90 Contributions  
**15,132.45**

TAXES	Employee	Employer	Total	Subject Grosses
Federal Withholding	560.95		560.95	11,232.90
State Withholding	175.10		175.10	11,232.90
Social Security	181.74	181.74	363.48	2,931.31
Medicare	170.30	170.30	340.60	11,745.55
SUI		5.88	5.88	11,745.55
Workers' Comp		308.63	308.63	11,745.55
<b>SUBTOTAL</b>	<b>1,088.09</b>	<b>666.55</b>	<b>1,754.64</b>	

REDUCTIONS	Employee	Employer	Total	Subject Grosses
PERS / 62	222.24	741.19	963.43	2,778.06
STRS / 60	290.41	541.16	831.57	2,833.29
Health & Welfare		1,438.00	1,438.00	
<b>SUBTOTAL</b>	<b>512.65</b>	<b>2,720.35</b>	<b>3,233.00</b>	

DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Summer Savings	873.28		873.28	5,239.66
<b>SUBTOTAL</b>	<b>873.28</b>	<b>.00</b>	<b>873.28</b>	
<b>TOTALS</b>	<b>2,474.02</b>	<b>3,386.90</b>	<b>5,860.92</b>	

Cancel/Reissue for Process Date 12/29/2023

Reissued  
 Cancel Checks  
 Void ACH

NET	
Direct Deposits	9,271.53
Checks	3
Partial Net ACH	
Negative Net	
Check Holds	
Zero Net	
<b>TOTAL</b>	<b>9,271.53</b>

## **SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

**AGENDA ITEM #:** 6.1

**DATE:** January 12, 2024

**SUBJECT:**

Adopt the 2022-23 Maple Creek School Accountability Report Card (SARC) for Maple Creek.

**DEPARTMENT/PROGRAM:**

Board of Education

**ACTION REQUESTED:**

The Board is being asked to adopt the 2022-2023 Maple Creek School Accountability Report Card (SARC). The Board most recently adopted the 2021-2022 SARC during the January 13, 2023 Board meeting.

**PREVIOUS STAFF/BOARD ACTION:**

This is an annual item.

**BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:**

School districts and county office governing boards are required to annually adopt SARCs that assess specific school conditions and make them available to parents and members of the community.

**FISCAL IMPLICATIONS:**

None

**CONTACT PERSON(S):**

Colby Smart, Interim Superintendent

# Maple Creek Elementary

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Maple Creek Elementary
<b>Street</b>	15933 Maple Creek Rd.
<b>City, State, Zip</b>	Korbel, Ca, 95550-9602
<b>Phone Number</b>	707-668-5596
<b>Principal</b>	Colby Smart, Principal
<b>Email Address</b>	admin@maplecreekschool.org
<b>School Website</b>	<a href="http://apps.humboldt.k12.ca.us/sites/mapleck_sd/">http://apps.humboldt.k12.ca.us/sites/mapleck_sd/</a>
<b>County-District-School (CDS) Code</b>	12629356008031

## 2023-24 District Contact Information

<b>District Name</b>	Maple Creek Elementary
<b>Phone Number</b>	7076685596
<b>Superintendent</b>	Colby Smart
<b>Email Address</b>	admin@maplecreekschool.org
<b>District Website</b>	<a href="http://apps.humboldt.k12.ca.us/sites/mapleck_sd/">http://apps.humboldt.k12.ca.us/sites/mapleck_sd/</a>

## 2023-24 School Description and Mission Statement

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.

Emphasis on promotion of literacy in language arts, mathematics and technology skills:

High expectations and an optimal learning environment produce proficient and advanced academic skills;

Students, teachers and parents cooperate in a nurturing and interactive educational setting that enhances the learning experience;

Global literacy and digital citizenship are promoted with the use of digital tablets for the students and professional development for the staff to remain updated on innovative technologies.

Emphasis on communication skills:

Classroom environment promotes the development of personal responsibility, positive social skills, effective self-management strategies, tolerance and respect for both self and others;

Collaborative projects provide opportunities to think critically, be creative, solve problems and work as a community;

An outstanding visual and performance arts program provides a stage for students to demonstrate these skills.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	1
Grade 2	2
Grade 3	1
Grade 4	1
Grade 5	1
<b>Total Enrollment</b>	<b>6</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	66.7%
Male	33.3%
American Indian or Alaska Native	16.7%
Black or African American	16.7%
Two or More Races	33.3%
White	33.3%
Socioeconomically Disadvantaged	66.7%
Students with Disabilities	33.3%

#### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair



## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.60	100.00	1.60	100.00	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	1.60	100.00	1.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.00	100.00	2.00	100.00	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	0.00	0.00	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	2.00	100.00	2.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Walvers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Walver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic/Cengage K-5 College Springboard 6-8	Yes	0.0 %

<b>Mathematics</b>	TPS Publishing Inc. and San Francisco Unified School District	Yes	0.0 %
<b>Science</b>	Twig Green Ninja	Yes	0.0 %
<b>History-Social Science</b>	Teacher Created Materials Publishing	Yes	0.0 %
<b>Foreign Language</b>	Little Pim, Toca Apps, Rosetta Stone	Yes	0.0 %
<b>Health</b>	Harcourt, Fitness Gram	Yes	0.0 %
<b>Visual and Performing Arts</b>	SRA	Yes	0.0 %
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0 %

**School Facility Conditions and Planned Improvements**

Maple Creek Elementary School is a safe, clean environment for students. A part-time Maintenance/Custodian routinely cleans and maintains the restrooms, classrooms, and grounds. The buildings have been well-maintained over the years. Maintenance funds are utilized to keep the facility at optimum condition.

Year and month of the most recent FIT report

January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b>	X			
Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b>	X			
Interior Surfaces				
<b>Cleanliness:</b>	X			
Overall Cleanliness, Pest/Vermin Infestation				
<b>Electrical</b>	X			Kitchen light scheduled to be looked at for repairs if necessary
<b>Restrooms/Fountains:</b>	X			
Restrooms, Sinks/ Fountains				
<b>Safety:</b>	X			
Fire Safety, Hazardous Materials				
<b>Structural:</b>	X			
Structural Damage, Roofs				
<b>External:</b>	X			
Playground/School Grounds, Windows/ Doors/Gates/Fences				

**Overall Facility Rate**

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	--	--	--	--	47	
<b>Mathematics</b> (grades 3-8 and 11)	--	--	--	--	33	

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)						29.47

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Maple Creek Elementary School encourages parents and guardians to be involved in various ways. There is a strong home-to-school connection with frequent conversations in person, virtual meetings, via email, and by phone. Parents are welcome to be volunteers in the classroom, volunteers for events, attendees, and/or members of the School Site Council, the Board of Trustees, and the Fundraising Committee. The school provides flyers, letters home, a newsletter, a website, and a Facebook page to stay connected. Parent surveys provide another means for parent input. Opportunities to be involved in the review and creation of the LCAP frequently occur throughout the year to involve all stakeholders.



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>		
<b>Female</b>		
<b>Male</b>		
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Black or African American</b>		
<b>Filipino</b>		
<b>Hispanic or Latino</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>Two or More Races</b>		
<b>White</b>		
<b>English Learners</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>		
<b>Students with Disabilities</b>		

### 2023-24 School Safety Plan

Maple Creek Elementary School has all required policies and plans in place to ensure the safety of our students per the requirement of SB187. Date of last review : SSC 10/04/22; Board January 2023.

### D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	1		
2	2	1		
3	2	1		
5	2	1		
6	1	1		
Other	9	1		

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	2	1		
2	1	1		
3	1	1		
Other	4	2		

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

### 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$138097.64	\$34298.21	\$103799.43	\$51834.00
District	N/A	N/A	\$103799.43	\$51834.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

## Fiscal Year 2022-23 Types of Services Funded

In addition to an individualized education plans for all academic courses including Language Arts, Mathematics, Science, Social Studies, Health, Physical Education, Foreign Language, and Art, students have access to many enrichment opportunities such as geography, foreign language, theater production, technology-based projects, math and science projects. Student-driven research projects are supported and nurtured by school staff, parents, and local volunteers.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,156	
Mid-Range Teacher Salary	\$51,834	
Highest Teacher Salary	\$62,400	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	22.60%	
Percent of Budget for Administrative Salaries	4.23%	

## Professional Development

Professional development LCAP goals have been exceeded for the last three years. Most recent focuses include all staff participating in the ArtSEL initiative. The administrator has obtained a preliminary administrative credential and in is the clear program. Newly hired teacher is in the BITSA program.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

## SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

**AGENDA ITEM:** 6.2

**DATE:** January 12, 2024

**SUBJECT:**

Approve Resolution to defer lapsation for Maple Creek School for one year per EC 35780

**DEPARTMENT/PROGRAM:**

Board of Education

**ACTION REQUESTED:**

Approve deferral of lapsation for Maple Creek School for one year per EC 35780

**PREVIOUS STAFF/BOARD ACTION:**

In reviewing current student attendance, it was noted that the district does not currently meet the Education Code requirements. Education Code Section (EC) 35780 states, "Any school district which has been organized for more than three years shall be lapsed...if the average daily attendance of pupils in the school or schools maintained by the district is less than six in grades 1 through 8...."

**BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:**

Maple Creek Elementary School Districts is a remote, necessary small school serving students in Transitional Kindergarten through 8th grade with a current enrollment for the 2023-2024 school year of 5 students in grades K-8.

The District's enrollment has ranged between 3 and 11 students for the past five years. The District is aware of at least 10 children residing within District boundaries who will be reaching Transitional Kindergarten or Kindergarten age over the next three years. The District has increased enrollment from 3 students at the beginning of 2023-2024 school year to 5 students mid-year. At the time of this resolution, enrollment for the 2024-2025 school year is confirmed to be 7 and projected to further increase to between 8-11 students.

**FISCAL IMPLICATIONS:**

None

**CONTACT PERSON(S):**

Colby Smart, Interim Superintendent

**RESOLUTION OF THE GOVERNING BOARD  
OF THE MAPLE CREEK ELEMENTARY SCHOOL DISTRICT  
TO DEFER LAPSE FOR THE 2024-2025 SCHOOL YEAR**

**WHEREAS**, Maple Creek Elementary School District (“Maple Creek” or the “District”) is a remote, necessary small school serving students in Transitional Kindergarten through 8<sup>th</sup> grade with a current enrollment for the 2023-2024 school year of 5 students in grades K-8.

**WHEREAS**, Education Code section 35780 provides that a school district that has been organized for more than three years shall be lapsed if the average daily attendance of pupils in the school or schools maintained by the school district is less than six in kindergarten and grades 1 to 8, inclusive.

**WHEREAS**, Education Code section 35780 further provides that the county board of education may defer lapsation of the school district for one year upon adoption of a resolution approved by a majority of the members of the governing board of the school district and written concurrence of the county superintendent of schools.

**WHEREAS**, the District’s enrollment has ranged between 3 and 11 students for the past five years.

**WHEREAS**, the District is aware of at least 10 children residing within District boundaries who will be reaching Transitional Kindergarten or Kindergarten age over the next three years.

**WHEREAS**, the District has increased enrollment from 3 students at the beginning of the 2023-2024 school year to 5 students mid-year. At the time of this resolution enrollment for the 2024-2025 school year is confirmed to be 7 and projected to further increase to between 8-11 students.

**WHEREAS**, under the previous statutory framework, the District has successfully submitted waiver requests to the California State Board of Education to waive the lapsation requirement, most recently on May 8, 2019.

**WHEREAS**, the continued operation of Maple Creek is critical to the safety and wellbeing of its students and essential to the community.

**WHEREAS**, the Maple Creek academic program is a quality program in a neighborhood setting and is accessible to parents who are very involved in their children’s education.

**WHEREAS**, the District has been an important part of the community for many years and continues to be a crucial community asset. Recent upgrades to satellite service and technology purchases provide daily access to the Internet for students as well as community members.

**WHEREAS**, as the only public facility in the area, the school serves both as an educational facility as well as community gathering place.

**WHEREAS**, pursuant to Education Code section 35780, the Governing Board may adopt a resolution requesting that the county board of education defer lapsation for one year; and

**WHEREAS**, the Governing Board is committed to the continued operation of Maple Creek and seeks to defer lapsation for the 2024-2025 school year on the grounds that it is in the best interests of the students safety and well-being as well as in the best interests of the community.

**NOW, THEREFORE, BE IT RESOLVED** by the Governing Board of the Maple Creek Elementary School District, as follows:

1. The foregoing recitals are true and correct.
2. The Governing Board adopts this Resolution to defer lapsation of the District for the 2024-2025 school year.
3. The Superintendent or her designee is authorized to take any and all actions necessary to effect the intent of this Resolution, including, without limitation, to request written concurrence from the County Superintendent of Schools and submit this Resolution and the written concurrence to the County Board of Education.

This resolution is **PASSED AND ADOPTED** by the Board of Education of the Maple Creek Elementary School District on January 12 \_\_, 2024, by the following votes:

AYES:

NOES:

ABSTAIN:

ABSENT:

I, \_\_\_\_\_, clerk to the Board of Education of Maple Creek Elementary School District, do hereby certify, on this \_\_\_\_ day of January 2024, that the foregoing document is a true and correct copy of the Resolution to Request County Board of Education Defer Lapsation adopted by the Governing Board at its meeting held on January 12, 2024.

By:

\_\_\_\_\_  
Clerk of the Board of Education  
Maple Creek Elementary School District



**MAPLE CREEK ELEMENTARY SCHOOL  
JANUARY 12, 2024  
BOARD OF TRUSTEES MEETING**

**7.0 INFORMATION/DISCUSSION/ACTION ITEMS**

7.1 LCAP Midyear Update and Timeline

7.2 No Attachment  
Enrollment Patterns and Projections

7.3 No Attachment  
Superintendent's Report

7.4 No Attachment  
Staff Report

# Required LCFF Priority Areas, Data Sources, and Resources

GREEN indicates priorities with required metrics (Priorities 4,5,6)

<input type="checkbox"/>	<b>Priority 4: Student Achievement</b>	<b>REQUIRED METRICS DATA SOURCES</b>
<input type="checkbox"/>	A. Statewide assessments for ELA/Math and add CAST (Science)	<u>Dashboard CAASPP</u>
<input type="checkbox"/>	B. CTE pathway completion rate	<u>DATA QUEST OR DASHBOARD CALPADS Report 1.22 (EOY3)</u>
<input type="checkbox"/>	C. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	View Additional Reports on the Dashboard = College/Career Measures Report <u>CALPADS Report 3.19 (EOY1)</u>
<input type="checkbox"/>	D. The percentage of pupils who have successfully completed <u>both</u> types of courses described in subparagraphs (B) and (C);	View Additional Reports on the Dashboard = College/Career Measures Report <u>CALPADS Report 1.22 (EOY3)</u> <u>CALPADS Report 3.19 (EOY1)</u>
<input type="checkbox"/>	E. The percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board	ELPI on <u>Dashboard CAASPP</u>
<input type="checkbox"/>	F. The English learner reclassification rate	<u>CALPADS Report 2.16 (EOY3)</u>
<input type="checkbox"/>	G. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher	View Additional Reports on the Dashboard = College/Career Measures Report <u>College Board</u>
<input type="checkbox"/>	H. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program (EAP), or any subsequent assessment of college preparedness	View Additional Reports on the Dashboard = College/Career Measures Report

You must address Priority 4 in the LCAP. Items A-H are required to be included as metrics in the LCAP, as applicable to the LEA.

<input type="checkbox"/>	<b>Priority 5: Student Engagement</b>	<b>REQUIRED METRICS DATA SOURCE</b>
<input type="checkbox"/>	A. School attendance rates	<u>Dashboard</u> SIS Report(s): Varies by provider
<input type="checkbox"/>	B. Chronic absenteeism rates	<u>Dashboard</u> <u>DataQuest</u> <u>CALPADS Report 14.1 (EOY3)</u>
<input type="checkbox"/>	C. Middle school dropout rates	DataQuest
<input type="checkbox"/>	D. High school dropout rates	DataQuest
<input type="checkbox"/>	E. High school graduation rates	<u>Dashboard</u> <u>DataQuest</u> <u>CALPADS Report 15.1 (Cohort)</u>

You must address Priority 5 in the LCAP. Items A-E are required to be included as metrics in the LCAP, as applicable to the LEA.

<input type="checkbox"/>	<b>Priority 6: School Climate</b>	<b>REQUIRED METRICS DATA SOURCE</b>
<input type="checkbox"/>	A. Pupil suspension rates	<u>Dashboard</u> <u>DataQuest</u>
<input type="checkbox"/>	B. Pupil expulsion rates	<u>DataQuest</u> <u>CALPADS Report 7.15 (EOY3)</u>
<input type="checkbox"/>	C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	<u>School Climate Narrative Summary</u>

You must address Priority 5 in the LCAP. Items A-B are required to be included as metrics in the LCAP, as applicable to the LEA.

## Required LCFF Priority Areas, Data Sources, and Resources

The following priority areas (priority 1, 2, 3, 7, 8) are **required to be:**

- ✓ addressed in the LCAP,
- ✓ reported to the board with LCAP adoption in June,
- ✓ and updated in myCDEconnect in August/September.

DTS has a template, or you can use this [Google Doc](#) based on the CDE template:

- ✓ Local Indicators Simplified CDE Template [LINK](#)

<input type="checkbox"/>	<b>Priority 1: Basic (Necessities) Services</b>	<b>Local Indicator Resources</b>
<input type="checkbox"/>	A. Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching	Reported by CDE directly on Dashboard
<input type="checkbox"/>	B. Every pupil has sufficient access to standards-aligned instructional materials	Elementary <a href="#">Spreadsheet</a> sample High School library inventory & SIS
<input type="checkbox"/>	C. School facilities are maintained in good repair	<a href="#">Facilities Inspection Tool (FIT)</a>

You must address Priority 1 (teacher assignments, instructional materials, facilities) in the LCAP. It does NOT need to be a metric. If the LEA consistently meets the areas in this priority, you might state that in the "Plan Summary: Annual Performance" OR the "explanation of why the LEA has developed this goal" section of the LCAP.

**Example:** *All teachers are properly assigned, all students have access to standards-aligned instructional materials, and all school facilities are in good repair.*

<input type="checkbox"/>	<b>Priority 2: Implementation of State Standards</b>	<b>Local Indicator Resources</b>
<input type="checkbox"/>	A. Implementation of the academic content and performance standards adopted by the state board	<a href="#">Priority 2 Survey</a> sample
<input type="checkbox"/>	B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	see above

You must address Priority 2 (implementation of academic content standards and ELD access to CCSS/ELD standards) in the LCAP. It does NOT need to be a metric. If the LEA consistently meets the areas in this priority, you might state that in the "Plan Summary: Annual Performance" OR the "explanation of why the LEA has developed this goal" section of the LCAP.

**Example:** *State standards in all content areas, including English language development support, are being implemented and supported through professional development.*

<input type="checkbox"/>	<b>Priority 3: Parent Involvement</b>	<b>Local Indicator Resources</b>
<input type="checkbox"/>	A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site	<a href="#">Priority 3 Survey</a> sample
<input type="checkbox"/>	B. How the school district will promote parental participation in programs for unduplicated pupils	Rounding/empathy interviews with a randomly selected group of unduplicated pupils parents
<input type="checkbox"/>	C. How the school district will promote parental participation in programs for individuals with exceptional needs	Quick plus/delta after IEP meetings

You must address Priority 3 in the LCAP (involving parents in decision making including specific call out to parent/families of unduplicated pupils). It does NOT need to be a metric. If the LEA consistently meets the areas in this priority, you might address this priority in the Engaging Educational Partners section.

**Example:** *Throughout the creation of the LCAP, parent/guardian input (including from parents/guardians of unduplicated and exceptional needs students) was considered.*

<input type="checkbox"/>	<b>Priority 7: Course Access</b>	<b>Local Indicator Resources</b>
<input type="checkbox"/>	A. A <b>broad course of study</b> that includes all of the subject areas described in Section <u>51210</u> and Section <u>51220(a)</u> to (i), as applicable	<u>Priority 7 sample spreadsheet</u>
<input type="checkbox"/>	B. Programs and services developed and provided to unduplicated pupils	Do all unduplicated students have access to a broad course of study?
<input type="checkbox"/>	C. Programs and services developed and provided to individuals with exceptional needs	Do all students with exceptional needs have access to a broad course of study?

You must address Priority 7 in the LCAP (broad course of study for all students including unduplicated and students with exceptional needs). It does NOT need to be a metric. If the LEA consistently meets the areas in this priority, you might state that in the "Plan Summary: Annual Performance" OR the "explanation of why the LEA has developed this goal" section of the LCAP.

**Example:** *All students, including unduplicated students and those with exceptional needs, have access to a board course of study (per Ed Code Sections 51210 and 51220), as well as programs and services developed and provided to meet their unique needs.*

<input type="checkbox"/>	<b>Priority 8: Other Pupil Outcomes</b>	<b>Local Indicator Resources</b>
<input type="checkbox"/>	A. Pupil outcomes, if available, in the subject areas described in Section <u>51210(a)</u> to (i), inclusive of Section <u>51220</u> , as applicable	Benchmark data, etc...

You must address Priority 8 in the LCAP (other pupil outcomes). It does NOT need to be a metric; however, this one is often a valuable metric as you can include your benchmark data as a metric to support your actions. Think NWEA, iReady, Renaissance, etc...

**Example:** *Based on current benchmark data, students showed a 15% increase on STAR Reading assessments for the 2023-24 school year.*

December 2023

Full Local Indicator Quick Guide (link to downloadable Word document): <https://www.cde.ca.gov/ta/ac/cm/documents/localindquickguide.docx>

From CDE: [LCFF State Priorities Summary - Local Control and Accountability Plan \(LCAP\) \(CA Dept of Education\)](#)

## LCAP/BUDGET ADOPTION TIMELINE

What	When
2024 Local Indicators → <u>Resources and Timeline</u> (DTS has the template)	Start in December
<p><b>Midyear Update on available metrics &amp; action expenditures &amp; implementation</b> <u>52062 (a)(6)(A)</u>                      The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. The report shall include both of the following:</p> <ul style="list-style-type: none"> <li>(i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan.</li> <li>(ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.</li> </ul> <p>Ideas:</p> <ul style="list-style-type: none"> <li>● Use DTS document</li> <li>● Use a slide deck <u>Example Board Presentation - Required Mid-Year Update 2023-24</u></li> <li>● Use another locally created means of completing this report</li> </ul>	By February 28
<p><b>Engaging Educational Partners section</b></p> <ul style="list-style-type: none"> <li>● This is an ongoing process. Gather Ed Partner input for upcoming 2024-25 LCAP development. Hint: Hold a Parent Advisory Committee PAC meeting or use other means of gathering family input based on your Midyear Report and/or Annual Update.</li> </ul>	Ongoing with emphasis in February/ March
<p><b>Plan Summary sections</b></p> <ul style="list-style-type: none"> <li>● <b>General Information</b></li> <li>● <b>Reflections: Annual Performance</b> There's an annual reflection component in this section as well as a required report on the 2023 Dashboard. HCOE will provide a one pager for your LEA that includes all required reporting to ensure all required groups/schools are included.                             <ul style="list-style-type: none"> <li>○ LEAs are required to address all priority areas in the LCAP. However, how you do that is a little more flexible than in the past → all priority areas do not need to all be metrics. If you regularly meet local metrics in priorities 1,2,3,7, consider addressing them here. Please note → you MUST address Priorities 4,5,6 in the metrics section.</li> </ul> </li> <li>● <b>Reflections: Technical Assistance:</b> If eligible for <b>2023 Differentiated Assistance DA</b>, describe how you are addressing the student groups (and/or CALPADS issue) that initiated eligibility. See <u>Quick Guide</u> for more details.</li> </ul>	February/ March
Submit Plan Summary section for a prereview	by mid-March
<p>Complete 2023-24 Metrics, Annual Update Tables and Goal Analysis for 2023-24 sections and submit them for a prereview. This includes the following:</p> <p><b>2023-24 Metrics</b></p> <ul style="list-style-type: none"> <li>● Update all Year 3 Outcomes</li> </ul> <p><b>2023-24 Annual Update Table</b></p> <ul style="list-style-type: none"> <li>● Only update the last column – <i>Estimated Actual Expenditures</i> using your 2nd Interim figures. All other parts of the Annual Update Table must match your 2023-24 LCAP. (You may add additional actions.)</li> </ul> <p><b>Goal Analysis section of each goal</b></p> <ul style="list-style-type: none"> <li>● Update the first two prompts of the <b>Goal Analysis</b> section (1. did you do what you thought, 2. did you spend what you planned)</li> </ul>	March 31
<p>You will receive Data Requests <u>from</u> HCOE for:</p> <ul style="list-style-type: none"> <li>● 2024-25 Budget Adoption LCFF Data Request</li> <li>● May &amp; June Board Meeting Dates</li> <li>● 2024-25 Budget Certification/LCAP Publication Notice</li> </ul>	April DAY tbd
<p>Data Requests <u>due to</u> HCOE:</p> <ul style="list-style-type: none"> <li>● 2024-25 Budget Adoption LCFF Data Request</li> <li>● May &amp; June Board Meeting Dates</li> <li>● 2024-25 Budget Certification/LCAP Publication Notice</li> </ul>	April DAY tbd

What	When
<p><b>LCAP Develop Current Year Metrics, Goals and Actions</b></p> <ul style="list-style-type: none"> <li>Identify Goals for the new 3 year cycle.</li> <li>Identify which Priorities the goal will address.</li> <li>Describe why the LEA selected each goal. (Hint: address priority areas 1, 2, 3, 7 in this section if you didn't already in Plan Summary)</li> <li>Identify Metrics that will measure progress towards goals. (Include required Metrics for Priorities 4, 5, and 6.)</li> <li>Identify actions that will allow the LEA to make progress towards metrics.</li> <li>Identify if Actions are <i>Contributing</i>.</li> <li>Complete the Goal description, expenditures detail, etc.</li> <li>Identify funds necessary to implement each action in the coming year. Make sure the funds are reflected in your budget. (A crosswalk is strongly suggested; the budget must support the LCAP in order to be approved. A crosswalk streamlines the approval process.)</li> <li><u>Required Priority Area Checklist</u></li> </ul>	April
<p>Complete the <b>Increased and Improved</b> section.</p> <ul style="list-style-type: none"> <li>Detailed guidance will be provided at the HCOE LCAP training 2 in January</li> </ul>	April
<p>Share a draft of your LCAP with Educational Partners (including PAC/DELAC) and use input to inform further updates to your <b>Goals and Actions</b> and <b>Engaging Educational Partners</b> sections.</p>	April
<p>It's time for a full prereview submit to HCOE:</p> <ul style="list-style-type: none"> <li>Draft LCAP</li> <li>2023-2024 Proposed Budget</li> </ul>	April/May
<p>Public Hearing published 3 days prior to budget inspection; but no earlier than 45 days and no later than 10 days before the hearing date.</p>	May/June
<p>District School Board review of draft LCAP, proposed budget and <i>Federal Addendum</i>.</p>	May
<p>You will receive Data Requests <u>from</u> HCOE for:</p> <ul style="list-style-type: none"> <li>Criteria &amp; Standards</li> <li>LCAP Status Certification</li> </ul>	May DAY
<p><b>LCAP Final Update to LCFF and LCAP for May Revise</b></p> <ul style="list-style-type: none"> <li>Update <i>Projected LCFF Base Grant and Projected LCFF Supplemental and/or Concentration Grants on the 2024-25 Contributing Actions Table</i></li> <li>Update <i>Projected LCFF Supplemental and/or Concentration Grants and the Projected Additional LCFF Concentration Grant (15 percent) on the Increased and Improved Services page and 2024-25 Contributing Actions page</i> <ul style="list-style-type: none"> <li>Supplemental and Concentration must be updated to reflect Governor's May Revision</li> </ul> </li> </ul>	May DAY
<p>LCAP and Budget Submitted to HCOE Business Office for Final Review – all years complete; includes TRC submission</p>	10 working days prior to Board Packet Date
<p>LCAP Status Certification and Criteria &amp; Standards due to HCOE Business Office</p> <ul style="list-style-type: none"> <li>Districts required to have preliminary LCAP in print and a preliminary review prior to HCOE Business preparing the state budget documents</li> <li>Final review and approval of LCAP will be performed by HCOE in July/August</li> </ul>	10 working days prior to Board Packet Date
<p>Board Packet Date NOTE: You must use the State approved LCAP template and SACS documents.</p>	May/June
<p>LCAP &amp; Budget Public Hearing Meeting Date</p>	June ____
<p>Final Non-Financial Adjustments to LCAP Based on LCAP Public Hearing</p>	June ____
<p>LCAP &amp; Budget Adoption Meeting Date</p> <ul style="list-style-type: none"> <li>Cannot be the same date as the public hearing meeting</li> <li>MUST include Agendized Local Indicator report</li> <li>Should also include Agendized Federal Addendum updates</li> </ul>	June ____
<p>Submit your Board Approved LCAP to HCOE <a href="mailto:jburger@hcoe.org">jburger@hcoe.org</a> and make sure it is posted on your website.</p>	5 days after board approval meeting