

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

**Introduction:** Clear Creek School District is a one school district in rural Nevada County. The district's goal is for the students, staff, and parents to create, sustain, and encourage high quality educational programs for all students. High academic standards in a safe and engaging learning environment will help our mission to prepare students for the future.

**LEA:** Clear Creek Elementary School District    **Contact:** Scott W. Lay, Superintendent/Principal, slay@clearcreekschool.org, (530) 273-3664 x203

**LCAP Year:** 2016-17

### ***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. The LCAP and Annual Update Template must be completed by all LEAs each year.*

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

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

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

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs*

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

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

### **State Priorities**

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

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

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

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

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

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

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

**B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

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

describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
To gather input from our stakeholders, Clear Creek School sent a survey out through the School Site Council to all parents, staff members, and board members on 2/2/16. This was followed up with two phone calls, a second survey sent out 2/24/16 to all the members mentioned above to remind them of the importance of turning in the survey. Stakeholders were given two weeks to turn in all surveys (late survey results were welcome). The data was then collected and compiled over the next two months and used in writing the LCAP. (The LCAP was not written until all the data was gathered	The input received from all our stakeholders is the driving force for the LCAP (minus all the required spending that is anything but local control). A detailed list of stakeholder input was generated from the involvement process, yielding identified areas of focus to promote student success in conjunction with the <u>Eight State Priorities</u> .

<p>to insure stakeholder input.) Results were posted online, available at Site Council meetings and available at school board meetings. The Site Council is also the Parent Advisory Group. Parents, staff, and students were encouraged to attend two public input meetings for additional input or to meet with the Superintendent/Principal. These Parent Advisory Committee meetings took place on 1/12/15 and 2/9/15 in the evening. Students in Kindergarten through 8<sup>th</sup> grades were surveyed in their homerooms (orally or by writing depending on the age) and their results were also included in the above process. The surveys were based on the eight priorities set by the state and an explanation of the new funding model and process was included in the survey cover letter. The certificated bargaining unit and remaining staff (because they are not in an official bargaining unit) were all given copies of the LCAP and asked to comment. We did get 11 responses and incorporated the suggestions into the LCAP. The Site Council reviewed the draft and edited on 4/26. (There were no comments that needed a written response.) The school board reviewed the draft at the 5/10/16 meeting. The public hearing was held on 6/21/16 and the final approval was at the 6/28/16 board meeting. The survey will be updated and used each year as we input the LCAP.</p>	<p>As a result of this local collaborative effort, the following broad student priorities continue to be incorporated into our plan:</p> <ul style="list-style-type: none"> <li>• Academic achievement</li> <li>• Technology literacy</li> <li>• Enrichment opportunities beyond core curriculum</li> <li>• Positive behavior intervention/social skills</li> </ul> <p>Specifically, the Parent Advisory Committee meetings yielded the importance of enrichment classes in the upper grades (foreign languages, visual/performing arts, etc.). Offering visual/performing arts in grades K-6 was still a priority. Staff meeting input resulted in acquiring a uniform typing tutor program for grades 1-8.</p>
<p><b>Annual Update:</b></p> <ul style="list-style-type: none"> <li>• Site Council meeting updates at each monthly meeting from 9/22/15 - 5/24/16. Progress on goals from student data was shared with the group.</li> <li>• Staff discussion at our staff meetings in October, January, April, and May. We reviewed our student data to assess progress on our goals and adjust as necessary. (One example was the need to acquire a school wide typing tutor program.)</li> <li>• Student input in February and March of 2016. Student surveys were reviewed per goals.</li> <li>• School board updates in September, January, April, and May.</li> </ul>	<p><b>Annual Update:</b></p> <p>The LCAP was updated using all the feedback gathered in the meetings and survey results. There was unanimous consensus that we continue with the four original goals from 2014-15 and 2015-16 (Increased student achievement in math and ELA, comprehensive plan for technology use in the classroom, continued enrichment classes during the day for students, and maintaining a positive behavior program to support a safe and nurturing learning environment). It was found that we need to redefine</p>

<p>Progress on goals from student data was shared with the board.</p> <ul style="list-style-type: none"> <li>Public input during two evening meetings in January and February and the annual survey in March. The progression of goals and student data was made available to parents. Input was recorded for LCAP updates.</li> </ul>	<p>the metrics for the fourth goal because they were unrealistic; but the goal itself was good.</p>
--	---

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	All students will improve their ELA and Math proficiency scores through strategic academic delivery and interventions, and access to Common Core Standards through instructional practices.	Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3__ 4 <u>x</u> 5__ 6__ 7 <u>x</u> 8__ COE only: 9__ 10__ Local : Specify _____
<b>Identified Need :</b>	<p><b>Need:</b>                  Increase all students' achievement for success in their grade level in the core areas of math and language arts. This was based on stakeholder input.</p> <p><b>Metrics:</b>                  Formative and summative assessments: CAASPP, Khan Academy, Student portfolios, EL reclassification                  Highly qualified teachers, no teacher misassignments                  Standards aligned instructional materials                  EL's scoring proficient on CELDT                  EL's reclassification rate</p>	
<b>Goal Applies to:</b>	<b>Schools:</b> All	

Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>60% of students will score at the “Standards Met” or above on local and/or state assessment in math and language arts.</p> <p>Maintain 100% highly qualified teachers with no misassignments.</p> <p>Maintain sufficiency in standards aligned instructional materials.</p> <p>Maintain EL proficiency rate as determined by CELDT score.</p> <p>Maintain English learner reclassification rate as determined by CELDT scores.</p> <p>Maintain sufficiency in standards aligned instructional materials, including ELD standards.</p> <p>Since Clear Creek is a K-8 district, the following metrics are not applicable to our student groups: A-G requirements, AP assessments, EAP assessments.</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>

<p>Provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness:</p> <ul style="list-style-type: none"> <li>- Fully credentialed staff</li> <li>- New teachers participate in BTSA</li> <li>- Provide Professional Development in the new language arts curriculum</li> <li>- Provide collaboration time aligned with common core instructional strategies, specifically math and language arts</li> <li>- Provide CCSS aligned curriculum and materials in language arts</li> <li>- Afterschool tutoring</li> <li>- Technology enriched curriculum tied to the state standards</li> </ul>	<p>all</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Purchase of new language arts curriculum for 8<sup>th</sup>. Anticipated cost of \$34K. RS 0000/OB 4XXX Unrestricted GF</p> <p>\$620K – RS 0000/OB 1XXX and OB 3XXX Unrestricted GF</p> <p>\$5K – RS 0000/OB 52XX Unrestricted GF</p>
<p>For low income pupils:</p>	<p>all</p>	<p><input type="checkbox"/> ALL</p>	<p>After school</p>

- Additional tutoring
  - Provide necessary school supplies
- For English learners:
- Provide additional assessment and tutoring as needed to increase student achievement in ELA and math.
  - ELD Curriculum
  - Technology and software support for language based programs
- For foster youth:
- Provide additional tutoring in core subjects
- For redesignated fluent English proficient pupils:
- Provide additional assessment and tutoring as needed to increase student achievement in ELA and math
  - - Technology and software support for language based programs

OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient\_\_Other  
 Subgroups:(Specify)\_\_\_\_\_

Homework Club.  
 Supplemental funds. \$3,200  
 RS 0000/OB 2XXX  
 and OB 3XXX

ELD resources for new curriculum.  
 Supplemental funds. \$800  
 RS 0000/OB 4XXX

Additional Instructional Aide support.  
 Supplemental funds.\$28,646  
 RS 0000/OB 2XXX  
 and OB 3XXX

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:

- 65% of students will score at the “Standards Met” or above on local and/or state assessment in math and language arts.
- Maintain 100% highly qualified teachers with no misassignments.
- Maintain sufficiency in standards aligned instructional materials.
- Maintain EL proficiency rate as determined by CELDT score.
- Maintain English learner reclassification rate as determined by CELDT scores.
- Maintain sufficiency in standards aligned instructional materials, including ELD standards.
- Since Clear Creek is a K-8 district, the following metrics are not applicable to our student groups: A-G requirements, AP assessments, EAP assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide students with Common Core State Standards	all	<u>  </u> x ALL	Purchase of new

aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness:

- Fully credentialed staff
- New teachers participate in BTSA
- Provide Professional Development in the new science standards
- Provide collaboration time aligned with common core instructional strategies in language arts and science
- Provide CCSS aligned curriculum and materials in science
- Afterschool tutoring
- Technology enriched curriculum tied to the state standards

OR:

- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups:(Specify) \_\_\_\_\_

science curriculum for grades K-8th. Anticipated cost of \$35K. RS 0000/OB 4XXX Unrestricted GF

\$633K – RS 0000/OB 1XXX and OB 3XXX Unrestricted GF

\$5K – RS 0000/OB 52XX Unrestricted GF

<p>For low income pupils:          - Additional tutoring          - Provide necessary school supplies</p> <p>For English learners:          - Provide additional assessment and tutoring as needed to increase student achievement in ELA and math.          - ELD Curriculum          - Technology and software support for language based programs</p> <p>For foster youth:          - Provide additional tutoring for core subjects</p> <p>For redesignated fluent English proficient pupils:          - Provide additional assessment and tutoring as needed to increase student achievement in ELA and math          - - Technology and software support for language based programs</p>	<p>all</p>	<p><u>  </u>ALL</p> <p>OR:  <u>  </u>x Low Income pupils<u>  </u>x English Learners  <u>  </u>x Foster Youth<u>  </u>x Redesignated fluent English proficient  <u>  </u>Other Subgroups:(Specify)_____</p>	<p>After school Homework Club. Supplemental funds. \$3,500 RS 0000/OB 2XXX and OB 3XXX</p> <p>ELD resources for new curriculum. Supplemental funds. \$1,000 RS 0000/OB 4XXX</p> <p>Additional Instructional Aide support. Supplemental funds.\$32,500 RS 0000/OB 2XXX and OB 3XXX</p>
---	------------	--	---

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**

70% of students will score at the “Standards Met” or above on local and/or state assessment in math and language arts.

Maintain 100% highly qualified teachers with no misassignments.

Maintain sufficiency in standards aligned instructional materials.

Maintain EL proficiency rate as determined by CELDT score.

Maintain English learner reclassification rate as determined by CELDT scores.

Maintain sufficiency in standards aligned instructional materials, including ELD standards.

Since Clear Creek is a K-8 district, the following metrics are not applicable to our student groups: A-G requirements, AP assessments, EAP assessments.

<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Provide students with Common Core State Standards	all	<u>  </u> x ALL	Purchase of new

<p>aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness:</p> <ul style="list-style-type: none"> <li>- Fully credentialed staff</li> <li>- New teachers participate in BTSA</li> <li>- Provide Professional Development in the new science curriculum</li> <li>- Provide collaboration time aligned with common core instructional strategies in science</li> <li>- Provide CCSS aligned curriculum and materials in science</li> <li>- Afterschool tutoring</li> <li>- Technology enriched curriculum tied to the state standards</li> </ul>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>social studies curriculum for grades K-8th. Anticipated cost of \$36,000. RS 0000/OB 4XXX Unrestricted GF</p> <p>\$641K – RS 0000/OB 1XXX and OB 3XXX Unrestricted GF</p> <p>\$5K – RS 0000/OB 52XX Unrestricted GF</p>
<p>For low income pupils:</p>	<p>all</p>	<p><input type="checkbox"/> ALL</p>	<p>After School</p>

- Additional tutoring
- Provide necessary school supplies

For English learners:

- Provide additional assessment and tutoring as needed to increase student achievement in ELA and math.
- ELD Curriculum
- Technology and software support for language based programs

For foster youth:

- Provide additional tutoring for core subjects

For redesignated fluent English proficient pupils:

- Provide additional assessment and tutoring as needed to increase student achievement in ELA and math
- - Technology and software support for language based programs

OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other Subgroups:(Specify) \_\_\_\_\_

Homework Club.  
 Supplemental funds. \$3,750  
 RS 0000/OB 2XXX  
 and OB 3XXX

ELD resources for new curriculum.  
 Supplemental funds. \$1,250  
 RS 0000/OB 4XXX

Additional Instructional Aide support.  
 Supplemental funds.\$33,500  
 RS 0000/OB 2XXX  
 and OB 3XXX

**GOAL:**

All students will master pre-determined technology literacy skills at their grade level

Related State and/or Local Priorities:

1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_\_ 8\_\_ x

COE only: 9\_\_ 10\_\_

Local : Specify \_\_\_\_\_

Identified Need :	Need: A comprehensive plan of technology use in the classroom by teachers and grade level benchmarks for computer literacy per the Technology Plan at all grade levels based on stakeholder feedback.		
	Metric: Evaluation of effective teacher usage of technology in the classroom to teach Common Core		
	Assessment of student skills as proven by performance outcomes when tested in the classroom and computer lab		
	Highly qualified teachers		
	Standards aligned instructional materials		
Performance on SBAC test			
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	90% of students will be able to independently access web-based curriculum from the classroom and at home and be able to successfully manage the tasks assigned to them. 70% of students will master all computer use skills at their grade level as outlined in the school technology plan.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
We will use the Clear Creek School Technology Plan to guide our technology instruction to staff and students, update equipment and infrastructure, as well as testing for success of plan. The Technology Plan was reviewed and approved by the Site Council, Parent	all	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Use of unrestricted general funds to support expenditures outlined in the Clear Creek

Teacher Club, and the school board.	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Technology Plan. Anticipated cost of \$5,000. RS 0000 /OB 4XXX and OB 58XX Unrestricted GF
	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Purchase of technology \$2,500 - RS 0000/OB 4XXX and OB 58XX

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	95% of students will be able to independently access web-based curriculum from the classroom and at home and be able to successfully manage the tasks assigned to them. 75% of students will master all computer use skills at their grade level as outlined in the school technology plan.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
We will use the Clear Creek School Technology Plan to	all	<input checked="" type="checkbox"/> ALL	Use of

<p>guide our technology instruction to staff and students, update equipment and infrastructure, as well as testing for success of plan. The Technology Plan was reviewed and approved by the Site Council, Parent Teacher Club, and the school board.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Technology funds to support expenditures outlined in the Clear Creek Technology Plan. Anticipated cost of \$6,000. RS 0000 /OB 4XXX and OB 58XX Unrestricted GF</p> <p>Purchase of technology \$3,000 - RS 0000/OB 4XXX and OB 58XX</p>
	<p>all</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
	<p>all</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of students will be able to independently access web-based curriculum from the classroom and at home and be able to successfully manage the tasks assigned to them.              80% of students will master all computer use skills at their grade level as outlined in the school technology plan.</p>
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>We will use the Clear Creek School Technology Plan to guide our technology instruction to staff and students, update equipment and infrastructure, as well as testing for success of plan. The Technology Plan was reviewed and approved by the Site Council, Parent Teacher Club, and the school board.</p>	<p>all</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Use of Technology funds to support expenditures outlined in the Clear Creek Technology Plan. Anticipated cost of \$6,500. RS 0000 /OB 4XXX and OB 58XX Unrestricted GF</p> <p>Purchase of technology \$3,500 – RS 0000/OB 4XXX and OB 58XX</p>
		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

<p><b>GOAL:</b></p>	<p>Students in grades 1-8 will have opportunities to enroll in enrichment classes such as, but not limited to:</p>	<p>Related State and/or Local Priorities:            1__ 2__ 3__ 4__ 5__ 6__ 7__ <input checked="" type="checkbox"/> 8__ <input checked="" type="checkbox"/>            COE only: 9__ 10__</p>
---------------------	--	--

- Foreign Languages
- Visual/Performing Arts
- Computer Programming
- Organizational Skills Class
- Junior Achievement Program

Local : Specify \_\_\_\_\_

**Identified Need :** Need:  
 Varied and changing enrichment classes to complement our core curriculum during daily instructional time in the regular school day based on stakeholder feedback.

Metric:  
 Student, parent, and staff surveys to measure success and importance of classes.

Highly qualified instructors

Access to broad courses of study across the curriculum.

**Goal Applies to:** Schools: All  
 Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-17**

**Expected Annual Measurable Outcomes:** Music, drama, choir, computer programming, robotics, and foreign languages class offerings for grades 1-8 as determined by the LCAP.

Access to a broad course of study across the curriculum, including students in unduplicated subgroups and students with special needs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
We will carve out an enrichment periods for students.	all	<input checked="" type="checkbox"/> ALL	Parent Teacher

<p>Classes will be taught by teachers or by specialists (under teacher supervision). Classes will be determined by LCAP needs survey each year and the availability of quality instructors.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                  Subgroups:(Specify)_____</p>	<p>Club funds and unrestricted general funds will be used for trained staff to teach the classes. Estimated cost\$10K. RS 0000/OB 1XXX and OB 3XXX</p>
		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                  Subgroups:(Specify)_____</p>	
		<p><input checked="" type="checkbox"/> ALL</p>	

**LCAP Year 2: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Music, drama, choir, computer skills, organizational skills, robotics, and foreign language classes will be made available to students (determined yearly by the LCAP parent/student survey).                   Access to a broad course of study across the curriculum, including students in unduplicated subgroups and students with special needs.</p>
--	---

<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>We will continue to carve out an enrichment period for students in the upcoming years. Classes will be taught by teachers or by specialists (under teacher supervision). Classes will be determined by LCAP needs survey each year and the availability of quality instructors.</p>	<p>all</p>	<p><input checked="" type="checkbox"/> ALL                   OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Parent Teacher Club funds and unrestricted general funds will be used for trained staff to teach the classes. Estimated cost\$10K. RS 0000/OB 1XXX</p>

OR:  
 \_\_\_ Low Income pupils \_\_\_ English Learners  
 \_\_\_ Foster Youth \_\_\_ Redesignated fluent English proficient  
 \_\_\_ Other Subgroups:(Specify)\_\_\_\_\_

and OB 3XXX

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

Music, drama, choir, computer skills, organizational skills, and foreign language classes will be made available to students (determined yearly by the LCAP parent/student survey).

Access to a broad course of study across the curriculum, including students in unduplicated subgroups and students with special needs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>We will work to carve out an enrichment period for students in the upcoming years. Classes will be taught by teachers or by specialists (under teacher supervision). Classes will be determined by LCAP needs survey each year and the availability of quality instructors.</p>	<p>all</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:            ___ Low Income pupils ___ English Learners            ___ Foster Youth ___ Redesignated fluent English proficient            ___ Other Subgroups:(Specify)_____</p> <p>OR:            ___ Low Income pupils ___ English Learners            ___ Foster Youth ___ Redesignated fluent English proficient            ___ Other Subgroups:(Specify)_____</p> <p>OR:            ___ Low Income pupils ___ English Learners            ___ Foster Youth ___ Redesignated fluent English proficient            ___ Other Subgroups:(Specify)_____</p>	<p>Parent Teacher Club funds and unrestricted general funds will be used for trained staff to teach the classes. Estimated cost \$10K. RS 0000/OB 1XXX and OB 3XXX</p>

GOAL:

We will provide a safe school climate that is conducive to student learning.

Students in K-8<sup>th</sup> as well as staff will continue to be trained in the Steps to Respect and Olweus

Related State and/or Local Priorities:

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

	<p>Bullying Prevention program. Students in 1<sup>st</sup>-8<sup>th</sup>grades will continue to participate in Clear Creek School's "Caught You Being Good" program.</p>	<p>Local : Specify _____</p>
<p>Identified Need :</p>	<p>Need: Maintain positive behavior program to support a safe and nurturing environment based upon stakeholder feedback.</p> <p>Metric: Yearly Site Council and CHKS surveys to students, parents, and staff; parent conferences, and student conferences.</p> <p>Well maintained facilities</p> <p>Reduced suspension/expulsion rates</p> <p>School attendance rate</p> <p>Chronic truancy</p> <p>Middle school dropout rate</p>	
<p>Goal Applies to:</p>	<p>Schools: all</p>	

Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain and monitor Exemplary/Good overall ratings in facilities review.</p> <p>Maintain suspension rates to less than 2%.</p> <p>Maintain expulsion rates at 0%.</p> <p>Maintain school attendance rates at or above 96%.</p> <p>Maintain chronic absenteeism rate at less than 3%.</p> <p>Maintain 0% drop out rate every year.</p> <p>Maintain parent participation including our special needs and parents of significant subgroups population through conferencing, surveys, and intake meetings.</p> <p>Since Clear Creek is a K-8 district, the following metrics are not applicable to our student groups: HS Graduation rates, HS Dropout rates.</p> <p>Maintain yearly Site Council and CHKS surveys to students, parents, and staff; parent conferences, and student conferences.</p>		
	<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>
<p>Students in K-8<sup>th</sup> as well as staff will continue to be</p>	<p>all</p>	<p><u>  </u>x_ALL</p>	<p>We will use</p>

<p>trained in the Steps to Respect and Olweus Bullying Prevention program. Students in 1<sup>st</sup>-8<sup>th</sup>grades will continue to participate in Clear Creek School's "Caught You Being Good" program.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify) _____</p>	<p>programs provided by the Nevada County Superintendent of Schools Office. At this time there is no cost to the district.</p> <p>"Caught You Being Good" program cost \$200 - RS 0000/OB 4XXX</p>
		<p><input type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify) _____</p>	
<p>Continue to maintain and update facilities as needed.</p>	<p>all</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$7,000 – RS 0000/OB 4XXX and OB 5XXX</p>

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:

Maintain and monitor Exemplary/Good overall ratings in facilities review.

Maintain suspension rates to less than 2%.

Maintain expulsion rates at 0%.

Maintain school attendance rates at or above 96%.

Maintain chronic absenteeism rate at less than 3%.

Maintain 0% drop out rate every year.

Maintain parent participation including our special needs and parents of significant subgroups population through conferencing, surveys, and intake meetings.

Since Clear Creek is a K-8 district, the following metrics are not applicable to our student groups: HS Graduation rates, HS Dropout rates.

Maintain yearly Site Council and CHKS surveys to students, parents, and staff; parent conferences, and student conferences.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students in K-8 <sup>th</sup> as well as staff will continue to be	all	<input checked="" type="checkbox"/> ALL	We will use

<p>trained in the Steps to Respect and Olweus Bullying Prevention program. Students in 1<sup>st</sup>-8<sup>th</sup>grades will continue to participate in Clear Creek School's "Caught You Being Good" program.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>programs provided by the Nevada County Superintendent of Schools Office. At this time there is no cost to the district.</p> <p>"Caught You Being Good" program cost \$200 – RS 0000/OB 4XXX</p>
		<p><input type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Continue to maintain and update facilities as needed.</p>	<p>all</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$7,500 – RS 0000/OB 4XXX and OB 5XXX</p>

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain and monitor Exemplary/Good overall ratings in facilities review.</p> <p>Maintain suspension rates to less than 2%.</p> <p>Maintain expulsion rates at 0%.</p> <p>Maintain school attendance rates at or above 96%.</p> <p>Maintain chronic absenteeism rate at less than 3%.</p> <p>Maintain 0% drop out rate every year.</p> <p>Maintain parent participation including our special needs and parents of significant subgroups population through conferencing, surveys, and intake meetings.</p> <p>Since Clear Creek is a K-8 district, the following metrics are not applicable to our student groups: HS Graduation rates, HS Dropout rates.</p> <p>Maintain yearly Site Council and CHKS surveys to students, parents, and staff; parent conferences, and student conferences.</p>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Students in K-8 <sup>th</sup> as well as staff will continue to be	all	<u>  </u> x_ALL	We will use

<p>trained in the Steps to Respect and Olweus Bullying Prevention program. Students in 1<sup>st</sup>-8<sup>th</sup>grades will continue to participate in Clear Creek School's "Caught You Being Good" program.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>programs provided by the Nevada County Superintendent of Schools Office. At this time there is no cost to the district.</p> <p>"Caught You Being Good" program cost \$200 – RS 0000/OB 4XXX</p>
		<p><input type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Continue to maintain and update facilities as needed.</p>	<p>all</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$8,000 – RS 0000/OB 4XXX and OB 5XXX</p>

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

### Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the

effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

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

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

<p>Original GOAL from prior year LCAP:</p>	<p>All students will improve their ELA and Math proficiency scores through strategic academic delivery and interventions, and access to the Common Core Standards through instructional practice.</p>	<p>Related State and/or Local Priorities:            1__x_ 2__x_ 3__ 4__x_ 5__x_ 6__ 7__x_ 8__x_            COE only: 9__ 10__            Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: all            Applicable Pupil Subgroups: all</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>First year is the base so no improvement is possible.</p> <p>Maintain 100% highly qualified teachers with no misassignments.</p> <p>Maintain sufficiency in standards aligned instructional materials.</p> <p>Maintain EL proficiency rate as determined by CELDT score.</p> <p>Maintain English learner reclassification rate as determined by CELDT scores.</p> <p>Maintain parent participation including our special needs and parents of significant subgroups population through conferencing, surveys, and intake meetings.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>66% of our students Met or Exceeded the standard in ELA            58% of our students Met or Exceeded the standard in Math</p> <p>Maintained 100% highly qualified teachers with no misassignments.</p> <p>Maintained sufficiency in standards aligned instructional materials. Purchased TK-8 standards based math curriculum.</p> <p>Maintained EL proficiency rate per CELDT scores.</p> <p>Maintained EL reclassification rate with CELDT scores showing 4 of our 7 students could be reclassified as “proficient”. (One graduated, 2 remain in the program with marked improvement).</p> <p>Parents of our special needs students and significant subgroups were surveyed for program effectiveness. Program updates were given each month at our Site Council meetings and parent participation from these groups was encouraged with invitations to attend.</p>

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. Purchase of new math curriculum for 6<sup>th</sup>-8<sup>th</sup> grades with CCS money.</p> <p>2. Employing fully credentialed and trained staff in instructional best practices.</p> <p>3. Providing access to materials and technology to meet the demands of school and career readiness.</p>	<p>1. \$10,000 Unrestricted General Fund</p> <p>2. \$480,000 Unrestricted General Fund and Title 1</p> <p>3. \$5,000 Unrestricted General Fund</p>	<p>1. Completed purchase of our 6<sup>th</sup>-8<sup>th</sup> grades math curriculum.</p> <p>2. Employed fully credentialed and trained staff in instructional best practices.</p> <p>3. Provided access to materials and technology to meet the demands of school and career readiness.</p>	<p>1. \$-0-</p> <p>2. \$506,083 Unrestricted General Fund and Title 1 Certificated Salaries &amp; Benefits</p> <p>3. \$-0-</p>
<p>Scope of service: all</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify) _____</p>		<p>Scope of service: all</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify) _____</p> <p>—</p>	

<ol style="list-style-type: none"> <li>1. After school Homework Club/tutoring.</li> <li>2. ELD resources for new curriculum.</li> <li>3. “Caught you being good” program.</li> <li>4. Additional Instructional Aide support.</li> <li>5. Read Naturally program.</li> <li>6. Additional Title 1 services.</li> </ol>	<ol style="list-style-type: none"> <li>1. \$3,100 Supp/Concentration funds</li> <li>2. \$750 Supp/Concentration funds</li> <li>3. \$200 Supp/Concentration funds</li> <li>4. \$10,500 Supp/Concentration funds</li> <li>5. \$7,500 Supp/Concentration funds</li> <li>6. \$8,000 Supp/Concentration funds</li> </ol>	<ol style="list-style-type: none"> <li>1. Funded after school Homework Club two days a week.</li> <li>2. In the process of reviewing ELA/ELD curriculum for all grades during early release time, teacher release time, and Buy Back Days.</li> <li>3. Funded the “Caught you Being Good” program.</li> <li>4. Additional Instructional Aide support.</li> <li>5. Funded the Read Naturally program.</li> <li>6. Additional Title 1 services.</li> </ol>	<ol style="list-style-type: none"> <li>1. \$ 3,203 Supp/Concentration funds Classified Salaries &amp; Benefits</li> <li>2. \$ 2,450 Supp/Concentration funds Certificated Salaries &amp; Benefits</li> <li>3. \$ 200 Supp/Concentration funds Material &amp; Supplies</li> <li>4. \$26,472 Supp/Concentration Funds Classified Salaries &amp; Benefits</li> <li>5. \$ 4,604 Supp/Concentration funds Classified Salaries &amp; Benefits</li> <li>6. \$ 7,336 Supp/Concentration funds Classified Salaries &amp; Benefits</li> </ol>
--	---	--	---

Scope of service:	all	a	Scope of service:	all	
<u>  </u> ALL			<u>  </u> ALL		
OR:	<u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>  </u> Title 1		OR:	<u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Title 1	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We were very pleased with the results from the first goal. Our students did very well on their SBAC scores and exceeded our expectations with regards to the percent who Met or Exceeded the standards in math and language arts. We don't plan on changing anything for the following year based on these results.				
Original GOAL from prior year LCAP:	All students will master pre-determined technology literacy skills at their grade level.			Related State and/or Local Priorities: 1 <u>  </u> 2 <u>  </u> 3 <u>  </u> 4 <u>  </u> 5 <u>  </u> 6 <u>  </u> 7 <u>  </u> 8 <u>  </u> COE only: 9 <u>  </u> 10 <u>  </u> Local : Specify <u>  </u>	
Goal Applies to:	Schools: all	Applicable Pupil Subgroups: all			
Expected Annual Measurable Outcomes:	75% of students will be able to independently access web-based curriculum from the classroom and at home and be able to successfully manage the tasks assigned to them. 50% of students will master all computer use skills at their grade level as outlined in the school technology plan.		Actual Annual Measurable Outcomes:	Based on classroom exercises throughout the school year, students reached their outcomes. This was evident through classroom exercises in the computer lab following our specific grade level Technology Plan. We realized that we needed to purchase one typing program for all our students to meet the goals in our Technology Plan.	
<b>LCAP Year: 2015-16</b>					
Planned Actions/Services			Actual Actions/Services		

		Budgeted Expenditures		Estimated Actual Annual Expenditures	
Use of Technology funds to support expenditures outlined in the Clear Creek Technology Plan. Anticipated cost of \$5,000. Unrestricted GF		\$5,000 general fund	1. Use of technology funds to support expenditures outlined in the Clear Creek Technology Plan. 2. Funding of a Technology Director position. 3. We purchased a typing program for all students to meet the goals in our Technology Plan.		1. \$5,000 Unrestricted Gen Fund/Materials & Supplies 2. \$3,654 Unrestricted Gen Fund/Classified Salaries & Benefits 3. \$349 Unrestricted Gen Fund/Materials & Supplies
Scope of service:	all		Scope of service:	all	
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Purchase of technology with Supp/Concentration funds.		\$2,000 general fund	We purchased two Chromebooks for our computer lab, replaced a digital projector, a document camera for classroom use, a desktop computer for the office, various video cards, adaptors, and memory for existing computers, a storage server, portable CD and MP3 player, and Wi-Fi cards. We are planning on buying a mobile computer lab of 25 Winbooks and two mobile carts.		\$ 2,269 Unrestricted Gen Fund/Materials & Supplies \$ 6,450 Supp/Concentration funds/Materials & Supplies
Scope of service:	all		Scope of service:	all	
<input type="checkbox"/> ALL -----			<input type="checkbox"/> ALL -----		

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>    </u> Title 1	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) Title 1	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Actions and services will carry over from last year because they have proved to be successful. Expenditures to fund technology replacement and upgrades as well as funding a Technology Director were sufficient. We will be looking at replacing our static computer lab with two or three mobile labs to allow more student access to technology in the curriculum.
Original GOAL from prior year LCAP:	Students in grades 1-8 will have opportunities to enroll in enrichment classes such as, but not limited to: <ul style="list-style-type: none"> <li>• Foreign Languages</li> <li>• Visual/Performing Arts</li> <li>• Computer Programming</li> <li>• Organizational Skills Class</li> </ul>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify _____
Goal Applies to: Schools: <input type="text" value="all"/>		
Applicable Pupil Subgroups: <input type="text" value="all"/>		
Expected Annual Measurable Outcomes:	Music, drama, choir, and computer programming classes offered.	Actual Annual Measurable Outcomes: Music, drama, theater, and art classes were offered to students in Kindergarten through 5 <sup>th</sup> grades. Spanish and STEAM classes were offered in grades 6-8 throughout the year.
<b>LCAP Year: 2015-16</b>		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures

Parent Teacher Club funds and general funds will be used for trained staff to teach classes.		\$10,000 general fund	Parent Teacher Club funds and general funds were used for trained staff to teach classes.	\$ 5,375 Unrestricted Gen Fund/Services
Scope of service:	all		Scope of service:	all
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ —	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		After reviewing the plan we realized how important it is to be flexible with our enrichment classes because personnel with the specific skills for a desired class may not be available. The only class we were not able to accommodate was computer programming classes. This will be a priority for the 16/17 school year.		
Original GOAL from prior year LCAP:	We will provide a safe school climate that is conducive to student learning.	Students in K-8 <sup>th</sup> as well as staff will continue to be trained in the Steps to Respect and Olweus Bullying Prevention program.  Students in 1 <sup>st</sup> -8 <sup>th</sup> grades will continue to participate in Clear Creek School's "Caught You Being Good" program.		Related State and/or Local Priorities:
				1 <input checked="" type="checkbox"/> 2 ___ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
Goal Applies to:	Schools: all	Applicable Pupil Subgroups: all		

Expected Annual Measurable Outcomes:	<p>Decrease in discipline referrals by 5%.</p> <p>Maintain and monitor Exemplary/Good overall ratings in facilities review.</p> <p>Decreased suspension/expulsion rates by 5% over previous year.</p> <p>Increase school attendance rates by 5% over previous year.</p> <p>Decrease number of days missed by students by 5% over previous year.</p> <p>Maintain 0% drop out rate every year.</p>	Actual Annual Measurable Outcomes:	<p>Discipline referrals were slightly down by 3% again this year.</p> <p>Facilities maintained an Exemplary/Good rating.</p> <p>Suspension/Expulsion rates were reduced to zero.</p> <p>School attendance remained the same at 96%.</p> <p>Number of days missed by students dropped from 734 to 703.</p> <p>Maintained the 0% drop out rate.</p>
--------------------------------------	--	------------------------------------	---

**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services		Estimated Actual Annual Expenditures
	Budgeted Expenditures			
We will use programs provided by the Nevada County Superintendent of Schools Office.		At this time there is no cost to the district		Students in K-8 <sup>th</sup> as well as staff continued to be trained in the <i>Steps to Respect</i> and <i>Olweus Bullying Prevention Program</i> .
Scope of service:	all	Scope of service:	all	There was no cost
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
“Caught you being good” program.	\$200 Supp/Concentration funds	“Caught you being good” program.	\$200 Supp/Concentration funds Materials & Supplies
Scope of service:	all	Scope of service:	all
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The goals for facilities maintenance and dropout rates were fine and will remain the same. However, the goals for decreasing discipline referrals by 5%, decreasing suspensions by 5%, increasing school attendance by 5%, increasing school attendance by 5%, and decreasing the number of days missed by 5% seem to be unrealistic goals as written. Our discipline referral rate and suspension data is difficult to improve due to one or two students’ behavior having the ability to skew the data. We currently have an attendance rate over 96% and that may be impossible to increase given parental choice for keeping their kids home and sickness. The Site Council is changing the verbiage from “decreasing” to “maintaining” our low absence and suspension/expulsion rates.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>62,451</u>
<p>Since we fall below the 40% marker, we are going to use our funds school-wide with an emphasis on our low income and English Learner pupils. As a small, rural school there isn’t a large discrepancy in test scores between unduplicated students and all student population. For Goal 1 (Increase in Student Achievement) we will use funding to provide afterschool intervention for math and Language Arts during our Homework Club. Priority for assistance will be our unduplicated students, with remaining spots open for any student in need of help. Evidence Based Practices for Priority 1 are Uniform Complaint Procedures and Williams Settlement. For Priority 2 we are using Common Core State Standards in Mathematics and Reading/Language Arts. For Priority 4 we are using ELD Standards from CDE, and Educational Data Systems. For Goal 2, (Technology) we will use the funding to provide increases in hardware and software to help technology literacy for the students and staff that teaches them. This will benefit all students at school with upgrades to technology. Evidence Based Practices for Priorities 7 and 8 are The California Department of Education Framework in Career-Technical Education. For Goal 3 (Increased enrichment classes), funds will be used to bring experts in to teach enrichment classes to not only the unduplicated students, but the entire student body. Evidence Based Practices for Priorities 7 and 8 are the California Department of Education Frameworks in Career-Technical Education, Visual and Performing Arts, and Foreign Language. For Goal 4, (Positive Behavior) very little, if any funds will need to be spent to support our unduplicated students. We are currently able to provide these programs almost entirely through county office funding. If the funding source changes in the future, we will need to revisit this area. Evidence Based Practices for Priority 1 is <i>A Blueprint for Good Schools, 2011</i>. For Priority 5 we are using Truancy Reduction Program and the Three Tier Evidence-Based Approach. And finally, for Priority 6 we are using the California</p>	

Healthy Kids Survey and the *Olweus Bullying Prevention Program*.

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

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

5.95	%
<p>As detailed in the annual budget, we have budgeted increases for tutoring, supplies, and technology for the upcoming years. The funds will be primarily used for Foster students, low income, and ELL with access to all. These have been designated as the critical areas to help our students succeed in the new Common Core curriculum. These improvements will allow all students at Clear Creek School to meet the MPP (Minimum Proportionality Percentage).</p>	

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

### **LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).