

Introduction:

LEA: Creekside Cooperative Charter School **Contact (Name, Title, Email, Phone Number):** Jeff Kraunz, Executive Director, jkraunz@squawprep.org, 530-581-1036 **LCAP Year:**

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
<p>Parent, students, staff and community partners are essential in our school community. Parents and teachers meet to discuss elements of learning and how the school is meeting student needs. Executive Director held a special invite meeting for parents. It was advertised for 3 weeks in 3 separate correspondence so families could have plenty of time to schedule to be part of the LCAP process. An annual survey to evaluate programs was sent out. The results are used to shape the LCAP for the following year. The staff had ongoing involvement in developing the LCAP. A full professional development</p>	<p>Compiling the input of both staff and parent; shows the positive outcome of our stakeholders. Increased parent participation in LCAP meetings and annual review will be encouraged. Utilizing input from staff will focus the goals and expenditures of LCAP on student achievement, accountability and assessment.</p>

<p>Friday was dedicated to reviewing and revising the LCAP so staff felt they had buy in to the process.</p>	
<p>Annual Update: Stakeholders continue to give input on student achievement programs and necessary input on LCAP. Staff meetings were utilized to receive staff input. Parent stakeholders participated in a meeting on May 24th, 2016 with 9 parents representing the school.</p>	<p>Annual Update: Opportunity for stakeholder input will continue to increase student achievement.</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?

GOAL 1:	Creekside Charter School will provide high quality instruction and learning opportunities in which all students, including students with special needs will achieve a minimum of one year's academic growth within their assigned grade level.	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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need :

Goal Applies to: Schools: Creekside Charter School
 Applicable Pupil Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Creekside Charter School will provide high quality instruction and learning opportunities in which all students, including students with special needs will achieve a minimum of one year's academic growth in their grade level. Students who meet or exceed standards on the CAASSP should show a 5% growth. Students who score meets or exceeds should show at a minimum continued level.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers will fully implement California Common Core State Standards. Professional development will be needed for this. Teachers will be trained on ROLA. Data Dialogue will take place at monthly faculty meetings. Training on a new writing assessment will take place. Teachers will attend state conference trainings on CAASSP. Supplemental materials to support observations/ evaluations.	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)	CCSSS PD for teachers Base \$8000 Teacher Development on CCCSS, Rola training, CAASSP, Writing Training Base Observation/ Evaluation Training \$1500
Creekside Charter Will Continue with Ready curriculum. Teaches will also be able to create or use other common core aligned curriculum. This is a new approach as we know teachers need to have the flexibility to evaluate and implement standards in a progressive fashion.	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)	ready Curriculum \$6000 I-ready Diagnostic \$8000 Writing Diagnostic \$2500
Supplemental materials to support observations/	All	<input checked="" type="checkbox"/> All	New Observation/ Evaluation software and training "Progress

<p>evaluations. Supplemental materials to support in-class CCSS learning.</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>Advisor" \$1000 Supplemental materials- document cameras/ Projectors \$2500 classroom supplies Base \$500</p>
<p>New for 16-17: Benchmark assessments scores will be evaluated and goals will be set by grade level teachers.</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>Data Training and Implementation Base \$500</p>
<p>Create stronger resources for parents to explain student growth. Based on LCAP parent meetings. Parents want to learn more about where students should be academically, and resources to support student growth. Increase focus on teacher conferences with more standard teacher protocols to give growth target information to parents</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>Teacher conference \$0</p>
<p>Increase EL services for students who are identify below standard on CAASPP. Increase PD for students and translation services for parents so families can keep up with non-classroom based material</p>		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>EL translation service \$1000</p>

LCAP Year 2:

Expected Annual Measurable Outcomes: Creekside Charter School will provide high quality instruction and learning opportunities in which all students, including students with special needs will achieve a minimum of one year's academic growth in their grade level. Students who meet or exceed standards on the CAASPP should show a 5% growth. Students who score meets or exceeds should show at a minimum continued level.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>All teachers will fully implement California Common Core State Standards. Professional development will be needed for this. Teachers will be trained on ROLA. Data Dialogue will take place at monthly faculty meetings. Training on a new writing assessment will take place. Teachers will attend state conference trainings on CAASSP. Supplemental materials to support observations/ evaluations.</p>	All	<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>CCSSS PD for teachers Base \$8000 Teacher Development on CCCSS, Rola training, CAASSP, Writing Training Base Observation/ Evaluation Training \$1500</p>
<p>Creekside Charter Will Continue with Ready curriculum. Teaches will also be able to create or use other common core alligned curriculum. This is a new approach as we know teachers need to have the flexibility to evaluate and implement standards in a progressive fashion.</p>	All	<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>ready Curriculum Base \$6000 I-ready Diagnostoc Base \$8000 Writing Diagnostic \$2500</p>
<p>Supplemental materials to support observations/ evaluations. Supplemental materials to support in-class CCSSS learning.</p>	All	<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>New Observation/ Evaluation software and training "Progress Advisor" \$1000 Supplemental materials- document cameras/ Projectors \$2500 classroom supplies Base \$500</p>
<p>Benchmark assessments scores will be evaluated and goals will be set by grade level teachers.</p>	All	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Data Training and Implementation Base \$500</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Create stronger resources for parents to explain student growth. Based on LCAP parent meetings. Parents want to learn more about where students should be academically, and resources to support student growth. Increase focus on teacher conferences with more standard teacher protocols to give growth target information to parents		<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)	Teacher conference Base \$0
Increase EL services for students who are identify below standard on CAASPP. Increase PD for students and translation services for parents so families can keep up with non-classroom based material		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	EL translation service \$1000

LCAP Year 3:

Expected Annual Measurable Outcomes:	Creekside Charter School will provide high quality instruction and learning opportunities in which all students, including students with special needs will achieve a minimum of one year's academic growth in their grade level. Students who meet or exceed standards on the CAASPP should show a 5% growth. Students who score meets or exceeds should show at a minimum continued level.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers will fully implement California Common Core State Standards. Professional development will be needed for this. Teachers will be trained on ROLA. Data Dialogue will take place at monthly faculty meetings. Training on a new writing assessment will take place. Teachers will attend state conference trainings on CAASSP. Supplemental materials to support observations/ evaluations.	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)	CCSSS PD for teachers Base \$8000 Teacher Development on CCCSS, Rola training, CAASSP, Writing Training Base Observation/ Evaluation Training \$1500

<p>Creekside Charter Will Continue with Ready curriculum. Teachers will also be able to create or use other common core aligned curriculum. This is a new approach as we know teachers need to have the flexibility to evaluate and implement standards in a progressive fashion.</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>ready Curriculum \$6000 I-ready Diagnostic \$8000 Writing Diagnostic \$2500</p>
<p>Supplemental materials to support observations/ evaluations. Supplemental materials to support in-class CCSSS learning.</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>New Observation/ Evaluation software and training "Progress Advisor" \$1000 Supplemental materials- document cameras/ Projectors \$2500 classroom supplies Base \$500</p>
<p>New for 16-17: Benchmark assessments scores will be evaluated and goals will be set by grade level teachers.</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>Data Training and Implementation Base \$500</p>
<p>Create stronger resources for parents to explain student growth. Based on LCAP parent meetings. Parents want to learn more about where students should be academically, and resources to support student growth. Increase focus on teacher conferences with more standard teacher protocols to give growth target information to parents</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>Teacher conference \$0</p>
<p>Increase EL services for students who are identify below standard on CAASPP. Increase PD for students and translation services for parents so families can keep up</p>		<p><input type="checkbox"/> All OR:</p>	<p>EL translation service \$1000</p>

with non-classroom based material		<ul style="list-style-type: none"><input type="checkbox"/> Low Income pupils<input checked="" type="checkbox"/> English Learners<input type="checkbox"/> Foster Youth<input type="checkbox"/> Redesignated fluent English proficient<input type="checkbox"/> Other Subgroups: (Specify)
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Teachers will engage in intentional instruction practices that will add in increased common core state standard implementation	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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need :	
Goal Applies to:	Schools: Creekside Cooperative Charter School
Applicable Pupil Subgroups:	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Teachers will receive training and support in intentional instruction practice during the 16-17 school year. All teachers will go through a 14 lesson practicum.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3 teachers will continue to serve support in learning and finishing their initial practicum.	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)	Intentional Teacher Training: Professional Development Base \$500
Teachers will partner with another colleague to teach intentional instruction practices. Time will be set aside for this.	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)	Coaching for all teachers on II Base \$500 Professional development Base 500
Professional Development will be given on cognitive	All	<input checked="" type="checkbox"/> All	Cognitive Coaching Base \$500

<p>coaching to increase staff understanding.</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>Base \$500</p>
<p>Common Core Standard Review</p> <p>Teachers will align syllabus to Standards to Syllabus, paying particular attention to cross curricula alignments. We want teachers to be able to anticipate multiple state standards and be able to address them within each lesson unit.</p>		<p><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)</p>	<p>Standard Review \$0</p>

LCAP Year 2:

<p>Expected Annual Measurable Outcomes:</p>	<p>Teachers will continue to implement II.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>3 teachers will continue to serve support in learning and finishing their initial practicum.</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>Intentional Teacher Training: Professional Development Base \$500</p>
<p>Teachers will partner with another colleague to teach intentional instruction practices. Time will be set aside for this.</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</p>	<p>Coaching for all teachers on II Base \$500 Professional development Base 500</p>

		English proficient _ Other Subgroups: (Specify)	
Professional Development will be given on cognitive coaching to increase staff understanding.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cognitive Coaching Base \$500 Base \$500
Common Core Standard Review Teachers will align syllabus to Standards to Syllabus, paying particular attention to cross curricula alignments. We want teachers to be able to anticipate multiple state standards and be able to address them within each lesson unit.		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	Standard Review 2000-2999: Classified Personnel Salaries \$0

LCAP Year 3:

Expected Annual Measurable Outcomes:	Teachers will continue to implement II		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3 teachers will continue to serve support in learning and finishing their initial practicum.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intentional Teacher Training: Professional Development Base \$500

<p>Teachers will partner with another colleague to teach intentional instruction practices. Time will be set aside for this.</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>Coaching for all teachers on II Base \$500 Professional development Base 500</p>
<p>Professional Development will be given on cognitive coaching to increase staff understanding.</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>Cognitive Coaching Base \$500 Base \$500</p>
<p>Common Core Standard Review</p> <p>Teachers will align syllabus to Standards to Syllabus, paying particular attention to cross curricula alignments. We want teachers to be able to anticipate multiple state standards and be able to address them within each lesson unit.</p>		<p><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)</p>	<p>Standard Review \$0</p>

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

GOAL 3:	Creekside Charter will offer enrichment and extra curricular classes that support common core. Creekside recognizing the importance of developing and supporting elective courses during classroom and non classroom time.	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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need :

Goal Applies to: Schools: Creekside Cooperative Charter School
 Applicable Pupil Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: All students will have access to meaningful curriculum that will support the "whole child". Spanish, Music, and Art will be either integrated into classroom teaching or be supported with direct instruction. Students will have access to clubs and activities that support development in enrichment.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Delivery of Instruction: All students will receive weekly instruction in music and Spanish. Spanish instruction will be given by a full time CA credentialed teacher.	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)	Teacher Salary/ benefits : Spanish LCFF \$80,000 Teacher Salary: Music; Base \$20,000
Creekside will identify school based enrichment programs to create excitement for learning and extend are school day in specific areas. We will increase maker space capability and pursue extra curricula opportunities such as middle school robotics, film club, coding, and outdoor education/ experiential education	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)	Enrichment program costs Base \$2000
Create information for parents regarding how		<input checked="" type="checkbox"/> All	Support for families to access enrichment experiences

<p>enrichment experiences are adding student development. Parents need to know how, what and why our extra curricula program is supporting their student growth. Translate this for EL families to create alignment. Partner with PTO to make sure low income students have access to enrichment program.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental \$800</p>
<p>Develop accountability/ scale to evaluate effectiveness of extra curricular program. Student survey will be created to make sure we are tailoring experiences to need</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>Survey \$0</p>

LCAP Year 2:

<p>Expected Annual Measurable Outcomes:</p>	<p>All students will have access to meaningful curriculum that will support the "whole child". Spanish, Music, and Art will be either integrated into classroom teaching or be supported with direct instruction. Students will have access to clubs and activities that support development in enrichment.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Delivery of Instruction: All students will receive weekly instruction in music and Spanish. Spanish instruction will be given by a full time CA credentialed teacher.</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>Teacher Salary/ benefits : Spanish LCFF \$80,000 Teacher Salary: Music; Base \$20,000</p>
<p>Creekside will identify school based enrichment programs to create excitement for learning and extend are school day in specific areas. We will increase maker space capability and pursue extra curricula opportunities such as middle school robotics, film club, coding, and outdoor education/ experiential education</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</p>	<p>Enrichment program costs Base \$2000</p>

		English proficient _ Other Subgroups: (Specify)	
Create information for parents regarding how enrichment experiences are adding student development. Parents need to know how, what and why our extra curricula program is supporting their student growth. Translate this for EL families to create alignment. Partner with PTO to make sure low income students have access to enrichment program.		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Support for families to access enrichment experiences Supplemental \$800
Develop accountability/ scale to evaluate effectiveness of extra curricular program. Student survey will be created to make sure we are tailoring experiences to need		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Survey \$0

LCAP Year 3:

Expected Annual Measurable Outcomes:	All students will have access to meaningful curriculum that will support the "whole child". Spanish, Music, and Art will be either integrated into classroom teaching or be supported with direct instruction. Students will have access to clubs and activities that support development in enrichment.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Delivery of Instruction: All students will receive weekly instruction in music and Spanish. Spanish instruction will given by a full time CA credentialed teacher.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Salary/ benefits : Spanish LCFF \$80,000 Teacher Salary: Music; Base \$20,000

<p>Creekside will identify school based enrichment programs to create excitement for learning and extend are school day in specific areas. We will increase maker space capability and pursue extra curricula opportunities such as middle school robotics, film club, coding, and outdoor education/ experiential education</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>Enrichment program costs Base \$2000</p>
<p>Create information for parents regarding how enrichment experiences are adding student development. Parents need to know how, what and why our extra curricula program is supporting their student growth. Translate this for EL families to create alignment. Partner with PTO to make sure low income students have access to enrichment program.</p>		<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Support for families to access enrichment experiences Supplemental \$800</p>
<p>Develop accountability/ scale to evaluate effectiveness of extra curricular program. Student survey will be created to make sure we are tailoring experiences to need</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>Survey \$0</p>

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

GOAL 4:	Develop a school climate where ALL students demonstrate respect for their peers and the school community.	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 checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need :

Goal Applies to: Schools: _____
 Applicable Pupil Subgroups: _____

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: All stakeholders will engage or be made aware of our social emotional goal. Behavioral referrals will be tracked. Social emotional curriculum will be purchased, and positive behavioral strategies will be utilized

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement Second Step and Olympic Values curriculum to support stronger curriculum development Staff will be trained in new curriculum and all grades will receive instruction.	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)	Second Step Curriculum Base \$3000
			Professional Development; Base \$500
Positive Reward Structures: Assemblies will be held to support community, and reward student behavior. Teachers and volunteers will work together to create positive rewards for continued behavioral and character improvement. Create stronger student responsibility for "acts of kindness". The community will work to acknowledge these acts.	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)	Award structure and printing Base \$1000
			Assemblies (4) OVL rental Base \$2000 Base \$100
Rules and Policy Revision: CCM Governance will evaluate current discipline policy. LCAP coordinator and	All	<input checked="" type="checkbox"/> All OR:	Volunteer costs/ trainings Base \$200

<p>Executive Director will work with staff to establish playground rules and general site safety review. Executive Director will create volunteer opportunities for parents to help monitor playground and facilities.</p>		<p><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>Community outreach and education: "Enrichment Friday" behavioral issues spill into our Creekside community. We will need to establish a better working relationship with the PTO to establish similar curriculum for Friday staff and volunteers. Parent meetings will need to occur to train parents on our new curriculum. Exploring and developing student character engagement points will be focus. LCAP coordinator will define and develop connection with local organizations (SVI, High Fives, etc) to create character role models for our students)</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>Parent meetings Base Second Step training for Enrichment Friday Base \$500 Community engagement Base \$500</p>
<p>Create stronger classroom structure for character expectation. In conjunction with Intentional Instruction practice. We will create character practice that is consistent across grade levels. Examples include mindfulness curriculum, cleanliness of room, behavior before/ during/ after recess, cleaning at end of day.</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>Class supplies Base \$100</p>

LCAP Year 2:

<p>Expected Annual Measurable Outcomes:</p>	<p>All stakeholders will engage or be made aware of our social emotional goal. Behavioral referrals will be tracked. Social emotional curriculum will be purchased, and positive behavioral strategies will be utilized</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement Second Step and Olympic Values curriculum to support stronger curriculum development Staff will be trained in new curriculum and all grades will receive instruction.</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</p>	<p>Second Step Curriculum Base \$3000 Professional Development; Base \$500</p>

		English proficient _ Other Subgroups: (Specify)	
Positive Reward Structures: Assemblies will be held to support community, and reward student behavior. Teachers and volunteers will work together to create positive rewards for continued behavioral and character improvement. Create stronger student responsibility for "acts of kindness". The community will work to acknowledge these acts.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Award structure and printing Base \$1000 Assemblies (4) OVL rental Base \$2000 Base \$100
Rules and Policy Revision: CCM Governance will evaluate current discipline policy. LCAP coordinator and Executive Director will work with staff to establish playground rules and general site safety review. Executive Director will create volunteer opportunities for parents to help monitor playground and facilities.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Volunteer costs/ trainings Base \$200
Community outreach and education: "Enrichment Friday" behavioral issues spill into our Creekside community. We will need to establish a better working relationship with the PTO to establish similar curriculum for Friday staff and volunteers. Parent meetings will need to occur to train parents on our new curriculum. Exploring and developing student character engagement points will be focus. LCAP coordinator will define and develop connection with local organizations (SVI, High Fives, etc) to create character role models for our students)	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent meetings Base \$400 Second Step training for Enrichment Friday Base \$500 Community engagement Base \$500
Create stronger classroom structure for character expectation. In conjunction with Intentional Instruction practice. We will create character practice that is consistent across grade levels. Examples include mindfulness curriculum, cleanliness of room, behavior before/ during/ after recess, cleaning at end of day.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Class supplies Base \$100

		(Specify)	
LCAP Year 3:			
Expected Annual Measurable Outcomes:	All stakeholders will engage or be made aware of our social emotional goal. Behavioral referrals will be tracked. Social emotional curriculum will be purchased, and positive behavioral strategies will be utilized		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement Second Step and Olympic Values curriculum to support stronger curriculum development Staff will be trained in new curriculum and all grades will receive instruction.	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)	Second Step Curriculum Base \$3000 Professional Development; Base \$500
Positive Reward Structures: Assemblies will be held to support community, and reward student behavior. Teachers and volunteers will work together to create positive rewards for continued behavioral and character improvement. Create stronger student responsibility for "acts of kindness". The community will work to acknowledge these acts.	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)	Award structure and printing Base \$1000 Assemblies (4) OVL rental Base \$2000 Base \$100
Rules and Policy Revision: CCM Governance will evaluate current discipline policy. LCAP coordinator and Executive Director will work with staff to establish playground rules and general site safety review. Executive Director will create volunteer opportunities for parents to help monitor playground and facilities.	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)	Volunteer costs/ trainings Base \$200
Community outreach and education: "Enrichment Friday" behavioral issues spill into our Creekside community. We will need to establish a better working	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)	Parent meetings Base Second Step training for Enrichment Friday Base \$500

<p>relationship with the PTO to establish similar curriculum for Friday staff and volunteers. Parent meetings will need to occur to train parents on our new curriculum. Exploring and developing student character engagement points will be focus. LCAP coordinator will define and develop connection with local organizations (SVI, High Fives, etc) to create character role models for our students)</p>		<ul style="list-style-type: none"> <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>Community engagement Base \$500</p>
<p>Create stronger classroom structure for character expectation. In conjunction with Intentional Instruction practice. We will create character practice that is consistent across grade levels. Examples include mindfulness curriculum, cleanliness of room, behavior before/ during/ after recess, cleaning at end of day.</p>		<ul style="list-style-type: none"> <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>Class supplies Base \$100</p>

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

GOAL 5:	Create stronger Independent Study Model for 6,7 and 8th grade to better support students who are traveling/ competing and away from class for a longer period of time. Allow students the flexibility to integrate online courseware to additionally augment non-classroom based learning experience	Related State and/or Local Priorities: 1 2 3 4 5 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need :

Goal Applies to: Schools: _____
 Applicable Pupil Subgroups: _____

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Grades 6,7 and 8 will research and develop stronger independent study procedures. Students will have better online access when not on campus to better access teacher led curriculum. Online courseware for students who are gone for long periods of time will be implemented

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Middle school summer development will occur to explore online strategies to support independent study. Students will		<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)	Summer Costs \$2000
Middle School parent sub-committee appointed by our board will be created. Our goal will be establish a stronger IS model and develop appropriate courseware to reflect a high rigor experience for IS students.		<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)	No Cost \$0
Create pathway for IS high school with online courseware. Regrow- Squaw Prep with strong online		<input checked="" type="checkbox"/> All OR:	No Cost \$0

model		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2:			
Expected Annual Measurable Outcomes:	Grades 6,7 and 8 will research and develop stronger independent study procedures. Students will have better online access when not on campus to better access teacher led curriculum. Online courseware for students who are gone for long periods of time will be implemented		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Middle school summer development will occur to explore online strategies to support independent study. Students will		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Summer Costs \$2000
Middle School parent sub-committee appointed by our board will be created. Our goal will be establish a stronger IS model and develop appropriate courseware to reflect a high rigor experience for IS students.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost \$0
Create pathway for IS high school with online courseware. Regrow- Squaw Prep with strong online model		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	No Cost \$0

		_ Other Subgroups: (Specify)	
LCAP Year 3:			
Expected Annual Measurable Outcomes:	Grades 6,7 and 8 will research and develop stronger independent study procedures. Students will have better online access when not on campus to better access teacher led curriculum. Online courseware for students who are gone for long periods of time will be implemented		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Middle school summer development will occur to explore online strategies to support independent study. Students will		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Summer Costs \$2000
Middle School parent sub-committee appointed by our board will be created. Our goal will be establish a stronger IS model and develop appropriate courseware to reflect a high rigor experience for IS students.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost \$0
Create pathway for IS high school with online courseware. Regrow- Squaw Prep with strong online model		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost \$0

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

GOAL 6:	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science. Full implementation of NGSS by 17/18	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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 10 Local : Specify
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Identified Need :

Goal Applies to: Schools: _____
 Applicable Pupil Subgroups: _____

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: NGSS will be explored and PD will be given so teachers can make appropriate gains to prepare for 17-18 school year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adoption of NGSS as state changes from CST in 17-18. PD for NGSS. Introduction of STEAM and 21st century standards. Utilizing TCI alive curriculum, lab kits, and use of high school lab equipment. Develop environmental/ climate sensitive goals in concert with local watershed and other local climate environmental projects. Grow after school initiatives to increase environmental stewardship.		<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)	PD for NGSS 5800: Professional/Consulting Services And Operating Expenditures \$1500
Increase STEAM experiences, robotics, and coding opportunities for all students.		<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)	4000-4999: Books And Supplies \$1500

LCAP Year 2:

Expected Annual Measurable Outcomes: NGSS will be explored and PD will be given so teachers can make appropriate gains to prepare for 17-18 school year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adoption of NGSS as state changes from CST in 17-18. PD for NGSS. Introduction of STEAM and 21st century standards. Utilizing TCI alive curriculum, lab kits, and use of high school lab equipment. Develop environmental/ climate sensitive goals in concert with local watershed and other local climate environmental projects. Grow after school initiatives to increase environmental stewardship.		<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)	PD for NGSS 5800: Professional/Consulting Services And Operating Expenditures \$1500
Increase STEAM experiences, robotics, and coding opportunities for all students.		<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)	4000-4999: Books And Supplies \$1500

LCAP Year 3:

Expected Annual Measurable Outcomes: NGSS will be explored and PD will be given so teachers can make appropriate gains to prepare for 17-18 school year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue PD for NGSS. Introduction of STEAM and 21st century standards. Utilizing TCI alive curriculum, lab kits, and use of high school lab equipment. Develop environmental/ climate sensitive goals in concert with local watershed and other local climate environmental projects. Grow after school initiatives to increase environmental stewardship.		<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	PD for NGSS 5800: Professional/Consulting Services And Operating Expenditures \$1500

		_ Other Subgroups: (Specify)	
Increase STEAM experiences, robotics, and coding opportunities for all students.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies \$1500

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

GOAL 7:	All core faculty will be CA credentialed and either clear credentialed or enrolled in BTSA	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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need :

Goal Applies to: Schools: _____
 Applicable Pupil Subgroups: _____

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Executive Director will insure that all core faculty will have CA credential or be enrolled in BTSA

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Faculty will submit proof of credential to HR.		<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)	NA \$ 0
Creekside will support faculty in BTSA CA induction program		<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)	Cost of BTSA program 3000-3999: Employee Benefits Base \$ 10,000

LCAP Year 2:

Expected Annual Measurable Outcomes:	Executive Director will insure that all core faculty will have CA credential or be enrolled in BTSA
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Faculty will submit proof of credential to HR.		<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)	NA \$ 0
Creekside will support faculty in BTSA CA induction program		<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)	Cost of BTSA program 3000-3999: Employee Benefits Base \$ 10,000

LCAP Year 3:

Expected Annual Measurable Outcomes:	Executive Director will insure that all core faculty will have CA credential or be enrolled in BTSA
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Faculty will submit proof of credential to HR.		<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	NA \$ 0

		_ Other Subgroups: (Specify)	
Creekside will support faculty in BTSA CA induction program		_ All OR: ----- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of BTSA program 3000-3999: Employee Benefits Base \$ 10,000

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

GOAL 8:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2:				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3:				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 9:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2:				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3:				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 10:				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2:				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3:				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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.

Original GOAL 1 from prior year LCAP:	Creekside Charter School will provide high quality instruction and learning opportunities in which all students, including students with special needs will achieve a minimum of one year's academic growth within their assigned grade level.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: Creekside Charter School ----- Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	All students will demonstrate a minimum of one year academic growth in Reading, Writing, and Math as determined by the i-ready assessment program. The assessment will be given to the students three times a year. All students will be assessed for reading growth based upon the QRI 5 and assessed in writing three times a year using teacher developed writing assessments.	Actual Annual Measurable Outcomes:	Our preliminary Ready scores has us at a 94% of our target. Our State testing has us as one of the best programs in the state.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All teachers will fully implement California Common Core State Standards. Professional development will be needed for this. Teachers will be trained on QRI k-6. PLC's will be implemented to further explore data dialogue. Training on a new writing assessment will take place. Teachers will attend state conference trainings on CAASSP. Supplemental materials to support observations/ evaluations	Base \$8000 Teacher Development on CCCSS, QRI 5, CAASSP, Writing Training Base \$10,000 PLC staff training: \$1500	All teachers did fully implement Common Core Standards. Writing assessments took place. Two teachers attended CAASPP training. Progress advisor was purchased, but not utilized for observations. Teacher peer observations were utilized. PLC staff training was minimal, but the process started	CCSSS PD for teachers \$3000 PLC Staff Training \$0
Scope of Service	All	Scope of Service	
X All OR:	-----	X All OR:	-----

<ul style="list-style-type: none"> <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) 		<ul style="list-style-type: none"> <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>Creekside Charter Will implement a new i-ready curriculum and diagnostic assessment. A new position has been created to oversee i-ready curriculum and implementation, writing diagnostic, and QRI-5.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">I-ready Curriculum Base \$6000</td> </tr> <tr> <td style="padding: 2px;">I-ready Diagnostic Base \$8000</td> </tr> <tr> <td style="padding: 2px;">LCAP Coordinator \$91,731</td> </tr> <tr> <td style="padding: 2px;">Writing Diagnostic \$2500</td> </tr> </table>	I-ready Curriculum Base \$6000	I-ready Diagnostic Base \$8000	LCAP Coordinator \$91,731	Writing Diagnostic \$2500	<p>Creekside did implement Ready and I ready. All assessments were completed</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Ready and I Ready Curriculum Cost \$16,000</td> </tr> </table>	Ready and I Ready Curriculum Cost \$16,000
I-ready Curriculum Base \$6000								
I-ready Diagnostic Base \$8000								
LCAP Coordinator \$91,731								
Writing Diagnostic \$2500								
Ready and I Ready Curriculum Cost \$16,000								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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) 	Scope of Service	All		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"></td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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) 	Scope of Service			
Scope of Service	All							
Scope of Service								
<p>Supplemental materials to support observations/ evaluations. Supplemental materials to support in-class CCSSS learning.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">New Observation/ Evaluation software and training \$5000</td> </tr> <tr> <td style="padding: 2px;">Supplemental materials- document cameras \$3500</td> </tr> <tr> <td style="padding: 2px;">classroom supplies Base \$500</td> </tr> </table>	New Observation/ Evaluation software and training \$5000	Supplemental materials- document cameras \$3500	classroom supplies Base \$500	<p>We purchased Progress Advisor, but it was not implemented. Teachers did implement teacher observations and attended math PD as a cohort</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Evaluation Software \$600</td> </tr> <tr> <td style="padding: 2px;">Classroom Supplies - Math manipulatives \$1000</td> </tr> </table>	Evaluation Software \$600	Classroom Supplies - Math manipulatives \$1000
New Observation/ Evaluation software and training \$5000								
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Scope of Service	All							
Scope of Service								

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our focus will be on intentional instruction and having a strong curriculum review process as part of this process.		

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.

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.

Original GOAL 2 from prior year LCAP:	All students will engage in Project Based Learning	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input 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 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: Creekside Cooperative Charter School ----- Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:	All students will have a minimum of two project based learning experiences. An experience will be defined by a documented lesson plan that addresses the key matrices outlined above. Projects should be aligned to CCCSS	Actual Annual Measurable Outcomes: I think we showed some growth in this area. I'd say we have a great deal of projects that are taking place at our school. The next step is to document and tie them to standards. We are tabling this goal for the 16/17 school year to allow for growth in other areas. We want PBL, but we also recognize in a non-classroom based environment that we want to encourage other areas of strength to drive our standards based curriculum.
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Project Based Teacher Training: All teachers will be trained in PBL best practices. Teachers will be given an opportunity to visit a PBL school. A teacher observation protocol will be developed to support PBL collaboration- As part of establishing Professional Learning Communities.	PBL Teacher Training: Professional Development Base \$3000	We did explore PBL as a faculty, and partnered with Squaw Prep to aid in this process. Teachers k-8 created projects that were aligned with standards Due to budget restraints we did not approve PBL PD.
Scope of Service: All		Scope of Service
<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		<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

<p>proficient _ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>Connect PBL to CCSS and Measured Progress Rubrics: Teachers will be given time to develop and share projects that demonstrate stated matrices. LCAP coordinator will work with staff to support this work</p>	<p>LCAP Coordinator Position Base \$91,731 Professional development Base \$1000</p>	<p>We did have a strong LCAP coordinator for 1/2 the year. She was able to work with teachers on curriculum alignment.</p>	<p>LCAP Coordinator Position \$60,000</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Stakeholder Feedback: As we implement PBL in the classroom, community support/ feedback will be vital to our programs success. There have been concerns raised regarding the level of rigor and differentiation possible with PBL. These will need to be assessed while we evaluate our transition to this model.</p>	<p>PBL Survey Base \$1000 Executive Director Professional Development on the viability of PBL Base \$1000 Parent meetings Base \$500</p>	<p>We had a school wide survey, but it was not PBL specific. The focus changed to look towards better standard alignment</p>	<p>SURVEY Cost \$350</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

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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.

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.

Original GOAL 3 from prior year LCAP:	Creekside Charter will offer Music and Spanish weekly to all students		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: Creekside Cooperative Charter School	-----	
	Applicable Pupil Subgroups:	-----	
Expected Annual Measurable Outcomes:	All students will demonstrate growth in Spanish language instruction and growth in their acquisition of grade level Music instruction.	Actual Annual Measurable Outcomes:	We hit this goal, and have decided to tweak it to be more broad and include more elective and extracurricular choices.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Delivery of Instruction: All students will receive weekly instruction in music and Spanish	Teacher Salary: Spanish Base \$25,000 Teacher Salary: Music Base \$30,000	We had both Spanish and Music	Teacher Salary Spanish \$29,000 Teacher Salary Music \$30,000
Scope of Service		Scope of Service	
<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)	
Supplies to Deliver Instruction: We will be converting a room to a dedicated music room. Instruments and music	Music Room Cleaning/Conversion Base \$4000	We did convert and clean a room as specified	Music Room Cleaning/Conversion \$2500

<p>supplies will need to be purchased. There will be a greater emphasis on performances.</p>	<p>Music Room Cleaning/Conversion Basic \$500 Performances Basic \$500</p>		<p>OVL Rental for performances \$500</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

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.

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.

Original GOAL 4 from prior year LCAP:	Develop a school climate where ALL students demonstrate respect for their peers and the school community.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____		
Expected Annual Measurable Outcomes:	All stakeholders will engage or be made aware of our social emotional goal. Behavioral referrals will be tracked. Social emotional curriculum will be purchased, and positive behavioral strategies will be utilized	Actual Annual Measurable Outcomes: We did receive social emotional curriculum, and utilized positive behavioral strategies. Our behavioral tracking system needs to be looked at a more in depth level.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Research and implement a researched based social emotional curriculum. Second Step and Olympic Values will be evaluated as curriculum options in the fall of 2015. Staff will be trained in new curriculum and all grades will receive instruction. PBIS and Social justice professional development will be given to faculty.	Second Step Curriculum Base \$3000	We did implement 2nd step, but we were able to get curriculum donated	Second Step Curriculum Base \$0
	Professional Development Base \$500	We did not do PBIS model, but instead started to explore Olympic Values Curriculum We had some PD on this	Professional Development \$250
Scope of Service	All	Scope of Service	
<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 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>Positive Reward Structures: An honor roll will be created to acknowledge academic and emotional growth of our student body. Assemblies will be held to support community, and reward student behavior. Teachers and volunteers will work together to create positive rewards for continued behavioral and character improvement</p>	<p>Honor roll rewards Base \$500 Assemblies (4) OVL rental Base \$2000 PTO meetings Base \$100</p>	<p>We had monthly assemblies to acknowledge students. These were a huge success.</p>	<p>Assemblies- rental of OVL \$800 Graduation Award printing \$100</p>
<p>Scope of Service All</p> <hr/> <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>Scope of Service</p> <hr/> <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>Rules and Policy Revision: CCM Governance will evaluate current discipline policy. LCAP coordinator and Executive Director will work with staff to establish playground rules and general site safety review. Executive Director will create volunteer opportunities for parents to help monitor playground and facilities</p>	<p>Volunteer costs/ trainings Base \$200</p>	<p>We did evaluate discipline procedures and worked hard to create stronger discipline policies and procedures on the playground</p>	<p>No cost associated \$0</p>
<p>Scope of Service All</p> <hr/> <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>Scope of Service</p> <hr/> <p><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)</p>	

<p>Community outreach and education: "Enrichment Friday" behavioral issues spill into our Creekside community. We will need to establish a better working relationship with the PTO to establish similar curriculum for Friday staff and volunteers. Parent meetings will need to occur to train parents on our new curriculum. Exploring and developing student character engagement points will be focus. LCAP coordinator will define and develop connection with local organizations (SVI, High Fives, etc) to create character role models for our students)</p>	<p>Parent meetings Base \$400 Second Step training for Enrichment Friday Base \$500 Community engagement Basic \$500</p>	<p>Executive Director worked with Enrichment Coordinator to establish strong transitions between core courses and enrichment. Enrichment discipline referrals decreased.</p> <p>2nd step curriculum was not shared with Enrichment due to associated cost.</p> <p>We had strong parent meetings, with increased attendance at parent events (coffe chats, happy hour,etc..). These were to engage families with an advanced community involvement.</p>	<p>Parent meetings \$500</p>
<p>Scope of Service All</p> <hr/> <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>Scope of Service</p> <hr/> <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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

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.

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.

Original GOAL 5 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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.

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.

Original GOAL 6 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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.

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.

Original GOAL 7 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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.

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.

Original GOAL 8 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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.

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.

Original GOAL 9 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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.

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.

Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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:	\$38,772
We do not qualify for funds as we	

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.

14	%
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Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17			2016-17- Total
All Funding Sources	198,431.00	0.00	132,200.00	146,600.00	132,200.00	411,000.00
Base	196,931.00	0.00	51,400.00	65,800.00	51,400.00	168,600.00
Basic	1,500.00	0.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	80,000.00	80,000.00	80,000.00	240,000.00
Supplemental	0.00	0.00	800.00	800.00	800.00	2,400.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17			2016-17- Total
All Expenditure Types	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
3000-3999: Employee Benefits	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17			2016-17- Total
All Expenditure Types	All Funding Sources	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
3000-3999: Employee Benefits	Base	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00

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).