

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Creekside Charter School		
Contact Name and Title	Jeff Kraunz Executive Director	Email and Phone	jkraunz@squawprep.org 530-581-1036

2017-20 Plan Summary

THE STORY

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

Creekside Charter School is committed to nurturing the whole student by cultivating high academic achievement and strong environmental and community stewardship. Our individualized, innovative and involved learning program emphasizes project-based learning, social and environmental consciousness, and an awareness of each student's unique passions and potential. Students are empowered to become positive contributors to society through partnerships with Supervising Teachers, parents, peers and within the community while maintaining high academic achievement.

Creekside believes in continual improvement. Our vision is to inspire the next generation of learners. Our community is made up of students looking for a small community where they can pursue outside interests while still having the best education possible. Our school is located that at the base of Squaw Valley Ski Mountain. We are the only k-12 public charter located at a ski area in the united states.

Our students are served by site based resource classes four days per week. In addition to all CCSS we offer music and Spanish instruction. As a non-classroom based school, we rely heavily on standards based practices, student projects, and electronic communication so students can best access the curriculum.

Creekside Pillars:

- 1 Harnessing the power of positive relationships
- 2 High academic expectations and achievement
- 3 Flexibility to pursue outside passions

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Goal 1: Provide High Quality Instruction

100% of core teachers will continue to hold valid CTC-Issued License; Teachers will attend edtech google trainings, EL trainings NGSS trainings, STEAM trainings, and assessment training; A curriculum alignment committee will be established; Improve access to NGSS and STEAM materials for all students; Continue to achieve at highest achievement on state priorities according to CA Dashboard i-ready internal assessments grade level target 85% ; "Unduplicated students" will show 15 point growth; Hire highly qualified home study instructor to assure all home study students have access to CCSS curriculum.

Goal 2: Creekside Charter will create a school culture that supports strong character development, engaged community, and a safe and positive school community.

Parents will be invited to serve and be part of a school vision process to increase growth of Creekside Charter Management and develop meaningful programs to address all stakeholders; The PTO, teachers and administrators will continue to work in concert to provide engaging community events- see action/ services for event implementation; Increase participation rate in surveys by 5%; Increase "Director Coffee Hour" to once a month. Purpose: engage stakeholders in school improvement feedback; "Teaching Tolerance" trainings will continue to be encouraged for all faculty. The curriculum committee will address alignment with in-class work and CCSS. Increase attention to socio-economic diversity will be embedded; All classes will use "life ingredients" curriculum; Continue Environmental Stewardship. Develop School Wide ES goals. Partnership with PTO to support increased field trip experiences to support ES work; Creekside will maintain 99% ADA rate by continuing to have extremely high accountability on all IS work for all Students. Unduplicated students will be given additional resource time outside of class time to support IS work; Continue to achieve "high performance" rating; Student Survey 3-8 will be established. Baseline data will be collected to measure Teacher, Director, and School Climate, safety, and school improvement; Creekside will retain 95% of students

Goal 3: Creekside Charter will offer a curriculum that engages students in all core competencies, arts, and languages. Enrichment opportunities outside of the classroom will be offered to enhance student learning and whole child development.

All students will have access to ELA, Math, Social Science, Science, Visual/ performing arts, Health, and Physical Education. Appropriate PD to address core competencies for all instructors; Continued access to all students (k-6) in music and Spanish. 95% of students to take these courses. Music and Spanish stipends to be made available for Homestudy students, provide computers for unduplicated students to access duo-lingo at home; Grow Dome creation, robotics, coding opportunities, Real World Scholars, Southwest Airlines Pilot program, composting, trails and vistas, POW partnership, Science Lab Kits; Student govt, school paper, school yearbook; Experiential opportunities will be offered to all students. Minimum overnight experience for all students in grades 4-8.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Creekside test scores are some of the highest in the state of California. Our proudest achievement, as shown on the California School Dashboard is our outstanding ELA and Math Results.

Our low income students are performing at very high levels and have shown above average academic growth.

GREATEST PROGRESS

Creekside Charter - Placer County



Enrollment: 138 Socioeconomically Disadvantaged: 17% English Learners: 0% Foster Youth: N/A Grade Span: K-8 Reporting Year:

Charter School: Yes

Equity Report
Status and Change Report
Detailed Reports
Student Group Report






This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed info

Academic Performance
School Conditions and Climate
Academic Engagement

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		N/A	N/A
<u>English Language Arts (3-8)</u>		Very High 48.6 points above level 3	Increased +22.6 points
<u>Mathematics (3-8)</u>		Very High 40.8 points above level 3	Increased +21.9 points

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	N/A
Implementation of Academic Standards	N/A

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Creekside Charter was ranked in all "blue" areas (highest category) on all state indicators where we met the minimum number of students to qualify. State Test Scores we rank in the top 10% state wide, we have 3 ELL students and all made yearly progress, we are a k-6 charter so we don't have high school graduation rates, we had 1 suspension, and we are a non-classroom based school and do not record, but we do have a 99% ADA as our students are held highly accountable for work while on IS.

Creekside Charter - Placer County




Enrollment: 136 Socioeconomically Disadvantaged: 17% English Learners: 0% Foster Youth: N/A Grade Span: K-8



Reporting Year: S

Charter School: Yes

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change). Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0%	Declined -0.6%
English Learner Progress (K-12)		N/A	N/A
<u>English Language Arts (3-8)</u>		Very High 48.6 points above level 3	Increased +22.6 points
<u>Mathematics (3-8)</u>		Very High 40.8 points above level 3	Increased +21.9 points

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when the students in any year used to calculate status and change. An N/A means that data is not currently available.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Creekside Charter had no performance gaps in any state indicator

Creekside Charter - Placer County



Enrollment: 136 Socioeconomically Disadvantaged: 17% English Learners: 0% Foster Youth: N/A Grade Span: K-6 Report Year:

Charter School: Yes

Equity Report
Status and Change Report
Detailed Reports
Student Group Report






This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more details.

Academic Performance
School Conditions and Climate
Academic Engagement

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		N/A	N/A
<u>English Language Arts (3-8)</u>		Very High 48.6 points above level 3	Increase +22.5
<u>Mathematics (3-8)</u>		Very High 40.8 points above level 3	Increase +21.5

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	N/A
Implementation of Academic Standards	N/A

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Creekside Charter reported 17% low-income students in 16-17. These students are our largest contributor to our lcff unduplicated count. That said, they do not currently show an academic disadvantage. Creekside Charter showed a 7.7 point increase in ELA and a 29.1 point increase in math for this sub-group. As a result, we do not feel it necessary to develop a specific goal as these growth patterns are consistent with other members of our student body.

Creekside Charter - Placer County




Enrollment: 136 Socioeconomically Disadvantaged: 17% English Learners: 0% Foster Youth: N/A Grade Span: K-6






Reporting Year: Spring 2017

Charter School: Yes

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0%	Declined -0.6%
English Learner Progress (K-12)		N/A	N/A
<u>English Language Arts (3-8)</u>		Very High 48.6 points above level 3	Increased Significantly +22.6 points
<u>Mathematics (3-8)</u>		Very High 40.8 points above level 3	Increased Significantly +21.9 points

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$1,035,870

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

\$806,297.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

ED salary, Special education salaries, supplies, snow removal, some curriculum, some furniture, maintenance and custodial, and other misc.. expenses

\$1,035,870.00

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

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.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	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 type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

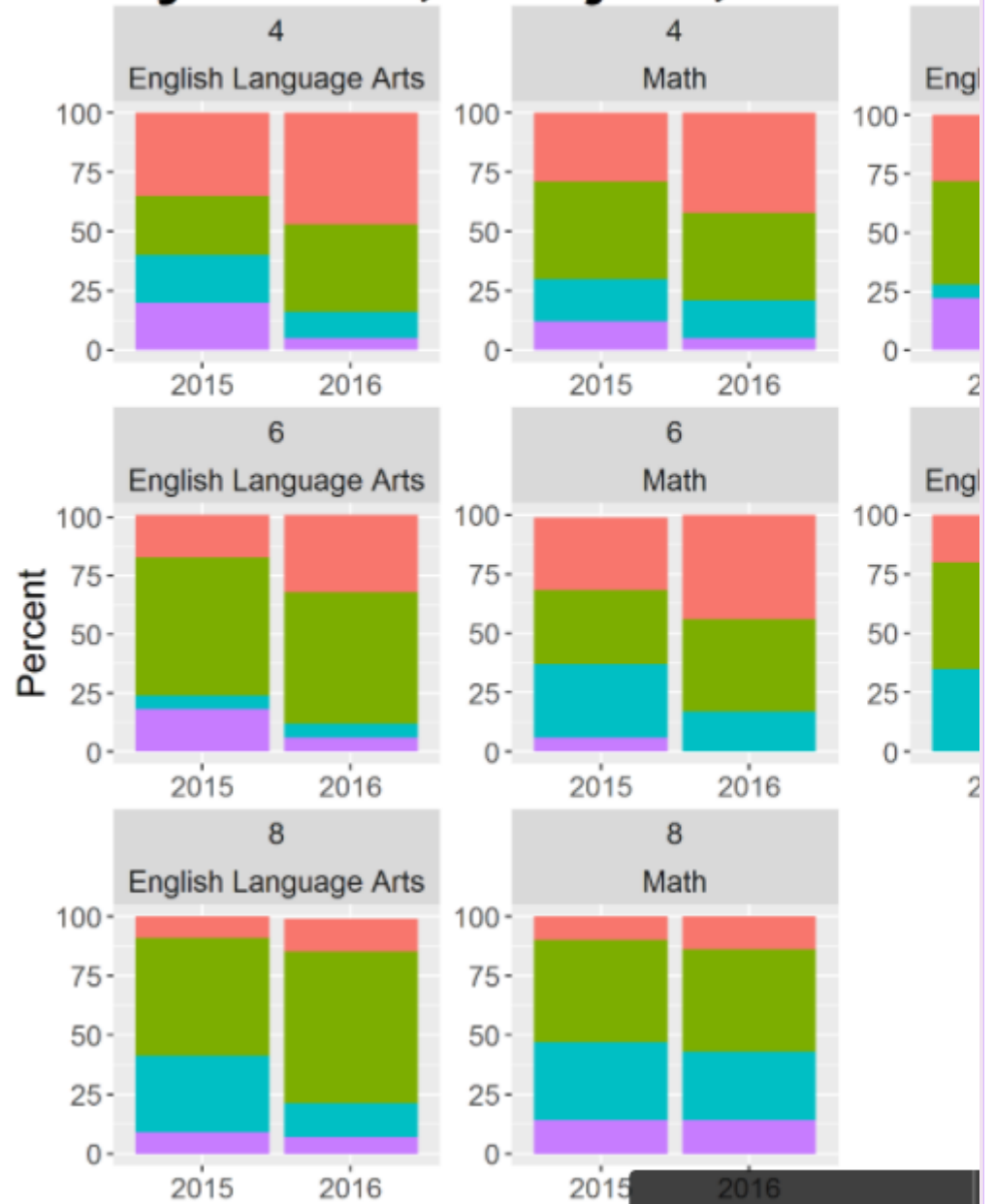
Creekside Charter School will provide high quality instruction and learning opportunities in which all students, including students with special needs will achieve a minimum of one year's academic growth in their grade level. Students who meet or exceed standards on the CAASPP should show a 5% growth.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

ACTUAL

We exceeded our growth targets for all grades. Unfortunately, the state testing results do not show an overall school growth, but our growth in "standard exceeded" and was higher than 5% for all grades. Additionally, students with standards "not met", decreased by more than 5%.

See graph below (includes our sister charter Squaw Valley Prep 7th and 8th grades)

CAASP 2016: Cohort test results by Grade, Subject, and Test Year



ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Action 1</p>		
<p>Actions/Services</p>	<p>PLANNED 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>	<p>ACTUAL Teachers implemented DRA reading assessments rather than ROLA. Teachers attended PD on using I-ready internal assessments to maximize student growth. Teachers utilized teacher created assessment and I-ready interim assessments. We had internal testing training for all faculty. Admin attended state testing webinars to train the faculty. Supplemental materials for observations/ evaluations were not utilized.</p>
<p>Expenditures</p>	<p>BUDGETED CCSSS PD for teachers Base \$8000 Teacher Development on CCCSS, Rola training, CAASSP, Writing Training Base Observation/ Evaluation Training \$1500</p>	<p>ESTIMATED ACTUAL All PD supports development of State Standard implementation. This is now an outdated goal as all instruction is now aligned with Common Core. 5800: Professional/Consulting Services And Operating Expenditures Base \$8000 DRA/ I-ready Data Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2500 Cost associated with software for evaluation 5000-5999: Services And Other Operating Expenditures Base \$800</p>
<p>Action 2</p>		
<p>Actions/Services</p>	<p>PLANNED 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>	<p>ACTUAL We did utilize Ready and IReady curriculum. Students were tested tri-annually</p>
<p>Expenditures</p>	<p>BUDGETED Curriculum Base \$6000 I-ready Diagnostic Base \$8000 Staff classrooms with HQT teachers - Base Writing Diagnostic Base \$2500</p>	<p>ESTIMATED ACTUAL Curriculum 4000-4999: Books And Supplies Supplemental \$3000 I-ready 4000-4999: Books And Supplies Base \$8000</p>
<p>Action 3</p>		

Actions/Services	PLANNED Supplemental materials to support observations/ evaluations. Supplemental materials to support in-class CCSSS learning.	ACTUAL We did purchase all listed
Expenditures	BUDGETED New Observation/ Evaluation software and training "Progress Advisor" \$1000 Supplemental materials- document cameras/ Projectors Basic \$2500 classroom supplies Base \$500	ESTIMATED ACTUAL Purchased Base \$500 Computers, cameras/ projectors- Used for student 4000-4999: Books And Supplies Supplemental \$2000 classroom supplies Base 500

Action **4**

Actions/Services	PLANNED New for 16-17: Benchmark assessments scores will be evaluated and goals will be set by grade level teachers.	ACTUAL I-ready Training
Expenditures	BUDGETED Data Training and Implementation Base \$500	ESTIMATED ACTUAL Data Training (iready) Based and Supplemental, but not able to list both :(Supplemental \$2500

Action **5**

Actions/Services	PLANNED 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	ACTUAL Held conference week in fall and spring- Gave parents Lexile levels, DRA results, Iready results, and created lessons to differentiate instructions.
Expenditures	BUDGETED Teacher conference Supplemental \$0	ESTIMATED ACTUAL NA NA

Action **6**

Actions/Services	PLANNED 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	ACTUAL We did not end up needing increased services, but we did need to support ELL testing and some translation service CELDT TESTING
Expenditures	BUDGETED EL translation service \$1000	ESTIMATED ACTUAL

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

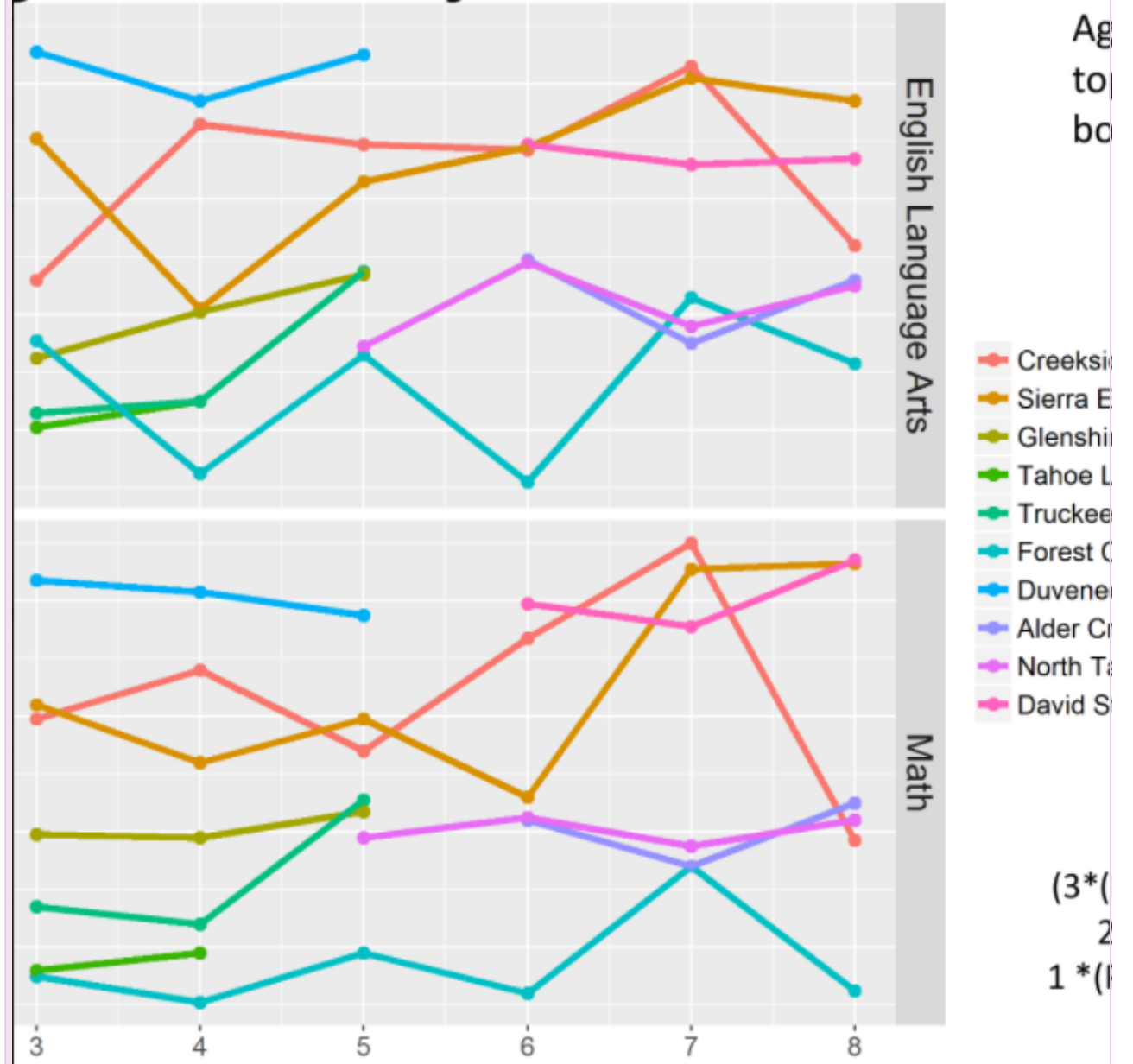
Utilizing grade cohort leadership, our faculty were highly effective in implementing new resources (DRA, Lexile levels, and I-ready data assessments) to support our measurable annual outcome. Creekside Charter employed structured ready and i-ready curriculum to support student growth towards each action/service. The addition of benchmark assessment, math interventions, and reading interventions at the cohort levels further supported our exceptionally high growth rates.

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

Creekside Charter was highly effective in reaching LCAP goal #1. As shown in the below graph, we are outperforming all local schools, and the strong majority of California schools on state testing.

CAASPP 2016: Weighted Average by grade and subject

Open with Google Slides



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our enrollment was down off of projected dollars so we did spend less than anticipated

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our LCFF evaluation rubrics all fall in the highest rating possible, therefore we did not need to change anything regarding this LCAP goal. Creekside Charter continues to be an exceptionally high performing school.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Teachers will engage in intentional instruction practices that will add in increased common core state standard implementation

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	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 type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

ACTUAL

We did not achieve our measurable outcome. This Intentional instruction training was to be led by a local education leader. She was not able to lead us in this as planned. We will not have this goal in the 17/18 LCAP

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

PLANNED
 Actions/Services: 3 teachers will continue to serve support in learning and finishing their initial practicum.
BUDGETED
 Expenditures: Intentional Teacher Training: Professional Development Base \$500

ACTUAL
 They did finish their initial training
ESTIMATED ACTUAL
 PD 5800: Professional/Consulting Services And Operating Expenditures

Action 2

PLANNED
 Actions/Services: Teachers will partner with another colleague to teach intentional instruction practices. Time will be set aside for this.

ACTUAL
 This did not occur

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Coaching for all teachers on II Base \$500	NA 0
	Professional development Base 500	NA 0

Action **3**

Actions/Services	PLANNED Professional Development will be given on cognitive coaching to increase staff understanding.	ACTUAL Was not able to occur
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Expenditures	BUDGETED	ESTIMATED ACTUAL
	Cognitive Coaching Base \$500	NA 0
	Base \$500	NA 0

Action **4**

Actions/Services	PLANNED 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.	ACTUAL NA
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Expenditures	BUDGETED Standard Review \$0	ESTIMATED ACTUAL 0
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ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We did not achieve our goal or measurable outcome

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

We did not achieve our goal or measurable outcome

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Because our lead trainer for this initiative was not available we were not able to utilize the service as anticipated. We did not spend the dollars on PD for this initiative as a result.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

NA

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

Creekside Charter will offer enrichment and extra curricular classes that support common core. Creekside recognizes the importance of developing and supporting elective courses during classroom and non classroom time.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	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 type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

ACTUAL

All students received music twice a week and Spanish twice a week.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

<p>Actions/Services</p>	<p>PLANNED 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>ACTUAL 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>Expenditures</p>	<p>BUDGETED Teacher Salary/ benefits : Spanish 1000-1999: Certificated Personnel Salaries Base \$80,000 Teacher Salary: Music; Base \$20,000</p>	<p>ESTIMATED ACTUAL Teacher Salary: Benefits- Spanish 1000-1999: Certificated Personnel Salaries Base \$80,000 Teacher Salary: Music; 2000-2999: Classified Personnel Salaries Base \$20,000</p>

Action **2**

Actions/Services

PLANNED
 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

ACTUAL
 While we did increase enrichment services for grades 6-8, we did not make our LCAP goal in this area for increased resource center services

Expenditures

BUDGETED
 Enrichment program costs Base \$2000

ESTIMATED ACTUAL

Action **3**

Actions/Services

PLANNED
 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.

ACTUAL
 We did support lower socio economic sub group with enrichment costs

Expenditures

BUDGETED
 Support for families to access enrichment experiences Supplemental \$800

ESTIMATED ACTUAL
 Support for families to access enrichment experiences Supplemental \$800

Action **4**

Actions/Services

PLANNED
 Develop accountability/ scale to evaluate effectiveness of extra curricular program. Student survey will be created to make sure we are tailoring experiences to need

ACTUAL
 We did survey students

Expenditures

BUDGETED
 Survey Base \$0

ESTIMATED ACTUAL
 Survey \$0

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall we were very effective with this goal. Our students had music and spanish and we did increase our 6-8th grade enrichment experiences and supplemented low income students for these experiences.

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

NA school is own LEA

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were some budgeted expenses for after school enrichment programs that were not spent. Our lower enrollment made it more difficult to increase base funding in these areas.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will be aligning our LCAP to state priorities with greater fidelity in the 17/18 school year

Annual Update LCAP Year Reviewed: 2016-17

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

Goal 4	Develop a school climate where ALL students demonstrate respect for their peers and the school community.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input 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 type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

We did implement two social emotional curriculums this year. 1. Olympic Values curriculum, and 2. Life ingredients curriculum

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1		
Actions/Services		PLANNED 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.	ACTUAL Did not do 2nd step. We used life ingredients curriculum.
Expenditures		BUDGETED Second Step Curriculum Base \$3000 Professional Development; Base \$500	ESTIMATED ACTUAL No Costs Base 0 Professional Development 5000-5999: Services And Other Operating Expenditures Base \$500
Action	2		

<p>Actions/Services</p>	<p>PLANNED 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.</p>	<p>ACTUAL We had assemblies, we worked with volunteers to support positive recognition of students.</p>
<p>Expenditures</p>	<p>BUDGETED Award structure and printing Base \$1000 Assemblies (4) OVL rental Base \$2000 Base \$100</p>	<p>ESTIMATED ACTUAL awards - graduation 0001-0999: Unrestricted: Locally Defined Base \$500 Asemblies OVL rental 0000: Unrestricted \$750</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED 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>ACTUAL Policies and playground safety and prodecures were addressed</p>
<p>Expenditures</p>	<p>BUDGETED Volunteer costs/ trainings Base \$200</p>	<p>ESTIMATED ACTUAL Base 0</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED 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>ACTUAL I worked with PTO coordinator. We met monthly on issues. I visited and participated in enrichment to work on behavior. We also collaborated on discipline procedures. We also co-wrote enrichment survey</p>
<p>Expenditures</p>	<p>BUDGETED Parent meetings Base Second Step training for Enrichment Friday Base \$500 Community engagement Base \$500</p>	<p>ESTIMATED ACTUAL Parent survey - Survey monkey costs 0000: Unrestricted Base \$300</p>

Action **5**

<p>Actions/Services</p>	<p>PLANNED 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>ACTUAL We utilized life-ingredients curriculum</p>
<p>Expenditures</p>	<p>BUDGETED Class supplies Base \$100</p>	<p>ESTIMATED ACTUAL Classroom supplies 4000-4999: Books And Supplies \$100</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>We did increase character development programs. As our enrollment was lower than anticipated, we did spend less on this goal than we had planned.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Our olympic values, and life ingredients curriculum were well received. We had very few discipline issues and only 1 suspension during the year.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Lower enrollment. Needed to spend less on this.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>NA</p>

Annual Update

LCAP Year Reviewed: 2016-17

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

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

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

We purchased chromebooks and utilized PD for google docs for staff to have greater online IS work.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED Middle school summer development will occur to explore online strategies to support independent study. Students will	ACTUAL ED tech and google trainings occurred in fall not summer.
	BUDGETED Summer Costs Base \$2000	ESTIMATED ACTUAL Base \$2000

Action 2

Actions/Services	PLANNED	ACTUAL
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Expenditures	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.	Did not happen
	BUDGETED No Cost \$0	ESTIMATED ACTUAL

Action **3**

Expenditures	PLANNED Create pathway for IS high school with online courseware. Regrow- Squaw Prep with strong online model	ACTUAL We did have online virtual school utilizing APEX learning
	BUDGETED No Cost \$0	ESTIMATED ACTUAL

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We implemented goals effectively
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	NA
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	NA

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changing goal in LCAP

Annual Update

LCAP Year Reviewed: 2016-17

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

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

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	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 type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

Teachers did "unpack" NGSS standards. Still more work to be done in this area

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<h1>1</h1>	
Actions/Services	<p>PLANNED 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 or other aligned 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.</p>	<p>ACTUAL Lab kits were not ordered. In 17/18 LCAP with increased priority on this goal</p>
Expenditures	<p>BUDGETED PD for NGSS 5800: Professional/Consulting Services And Operating Expenditures \$1500</p>	<p>ESTIMATED ACTUAL Did send staff to Monterey Bay Aquarium training and other NGSS workshops Supplemental \$800</p>

Action **2**

Actions/Services	PLANNED Increase STEAM experiences, robotics, and coding opportunities for all students.	ACTUAL Curriculum was purchased. some for lower income and el students
Expenditures	BUDGETED 4000-4999: Books And Supplies \$1500	ESTIMATED ACTUAL 4000-4999: Books And Supplies Supplemental \$1700

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We need more work on this and it will be carried into our 17/18 LCAP
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	NA
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Lower enrollment, was not able to spend money on PD needed for NGSS standard or kits.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Will be in 17/18 LCAP. Have raised money for science kits

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 7

All core faculty will be CA credentialed and either clear credentialed or enrolled in BTSA

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	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 type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Executive Director will insure that all core faculty will have CA credential or be enrolled in BTSA

ACTUAL

This happened

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1		
Actions/Services		<p>PLANNED Faculty will submit proof of credential to HR.</p>	<p>ACTUAL All faculty were CTC qualified</p>
Expenditures		<p>BUDGETED NA \$ 0</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Base \$550,000</p>
Action	2		
Actions/Services		<p>PLANNED Creekside will support faculty in BTSA CA induction program</p>	<p>ACTUAL We did pay for this, but had only one BTSA candidate</p>
Expenditures		<p>BUDGETED Cost of BTSA program 3000-3999: Employee Benefits Base \$ 10,000</p>	<p>ESTIMATED ACTUAL BTSA 3000-3999: Employee Benefits Base \$4000</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Highly effective. Teachers all hold valid license

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

NA

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Fewer teachers needed BTSA than anticipated

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will not have this goal in 17/18 lcap

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Creekside Charter is a unique school. Our daily school operations focus on community involvement and engagement. Our seven member management board is made up of six school parents enabling parent voice at the board level. We have an extremely active parent teacher organization that meets twice a month. Both the Board and PTO meetings are dominated by conversations of improvement needed. A staff of 13 allows for teacher led change and LCAP implementation. Our committees (hiring, strategic vision, marketing, and fundraising) are centered on all stakeholder input. Lastly, our core belief is community involvement makes our school improve on every level.

Our 17/18 LCAP plan started with an in depth faculty review of our 16/17 LCAP including reflection on progress, review of data, and analysis of continued improvement needed on specific goals. Faculty showed a desire to create stronger work with Tolerance, curriculum alignment, increased field trips, intervention strategies for unduplicated students, and more PD on technology and NGSS. Our Executive Director then did a spending analysis of budget expenditures. Expenditures were reviewed to make sure Creekside was spending our MPP% of supplemental funds on Special Education. Base funds were also analyzed in conjunction with LCAP goals.

Parents were invited to LCAP open meetings to discuss their needs. In 17/18, As a result of stakeholder input, Creekside will be placing a stronger emphasis on hands on science experiments, stronger enrichment experience after school, greater curriculum alignment and explanation of that alignment, and a commitment to environmental stewardship and entrepreneurial experiences for students.

An all school end of year survey was administered with emphasis on engaging all stakeholders for LCAP Creation

An LCAP public Board meeting was held on June 12th, 2017 to present our LCAP draft. A follow up ratification of our LCAP was held on June 19th to ratify.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Our 17/18 LCAP plan started with an in depth faculty review of our 16/17 LCAP including reflection on progress, review of data, and analysis of continued improvement needed on specific goals. Faculty showed a desire to create stronger work with Tolerance, curriculum alignment, increased field trips, intervention strategies for unduplicated students, and more PD on technology and NGSS. Our Executive Director then did a spending analysis of budget expenditures. Expenditures were reviewed for to make sure Creekside was spending our MPP% of supplemental funds on Special Education. Base funds were also analyzed in conjunction with LCAP goals.

Parents were invited to LCAP open meetings to discuss their needs. In 17/18, As a result of stakeholder input, Creekside will be placing a stronger emphasis on hands on science experiments, stronger enrichment experience after school, greater curriculum alignment and explanation of that alignment, and a commitment to environmental stewardship and entrepreneurial experiences for students.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

Creekside Charter School will provide high quality instruction.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Priority 1: Conditions of Learning; Priority 2: State Standards; Priority 4: Pupil Achievement

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Core Teachers will hold a valid CA teaching	100% of core teachers held valid CTC- Issued License	100% of core teachers will continue to hold valid CTC-Issued License.		
Priority 1: Professional Learning	Professional learning will continue to be a focal point for all CCM employees.	Teachers will attend edtech google trainings, EL trainings NGSS trainings, STEAM trainings, and assessment training		
Priority1: Curriculum Alignment	Teachers will work on K-8 curriculum alignment	A curriculum alignment committee will be established		
Priority 1: Curriculum	Science Standards	Improve access to NGSS and STEAM materials for all students.		
Priority 2/4 : Assessment	Blue Performance (Highest Level) levels on CA DashBoard, I Ready- 80% on grade level targets	Continue to achieve at highest achievement on state priorities according to CA Dashboard i-ready internal assessments grade level target 85%		

Priority 2/ 4: Instruction	"Unduplicated students" showed 7.7 point growth compared with 22.2 point growth for general population	"Unduplicated students" will show 15 point growth		
Priority 2: Instruction	Home- study access to state aligned CCSS curriculum	Hire highly qualified home study instructor to assure all home study students have access to CCSS curriculum.		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Budget expense listed below correspond with the following numbers:

1. Priority 1: Core teachers will hold CA license; Home study Coordinator
2. Priority 1: Attend PD for non-unduplicated specific students
3. Priority 1: Curriculum Alignment- stipend for lead teacher
4. Priority 2/4: Assessment Recourses: I-ready and ready curriculum
5. Priority 1: Science Standards



BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$597,197	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Action #1	Budget Reference		Budget Reference	
Amount	\$10,000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Action #2	Budget Reference		Budget Reference	
Amount	\$2000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	0001-0999: Unrestricted: Locally Defined Action #3	Budget Reference		Budget Reference	
Amount	10,000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	4000-4999: Books And Supplies Action #4	Budget Reference		Budget Reference	
Amount	\$7000	Amount		Amount	

Action **2**

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Budget expense listed below correspond with the following numbers:

1. Priority 1: Professional Learning- Faculty will provide EL PD
2. Priority 2/4 instruction for low income students. Provide in class aid services for low income students to raise point differentiation on CA dashboard

BUDGETED EXPENDITURES

2017-18

Amount \$1500

Source Supplemental

2018-19

Amount

Source

2019-20

Amount

Source

Budget Reference	5000-5999: Services And Other Operating Expenditures Action # 1	Budget Reference		Budget Reference	
Amount	\$20,000	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries Action #2	Budget Reference		Budget Reference	

Action 3

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

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Creekside Charter will create a school culture that supports strong character development, engaged community, and a safe and positive school community

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

State Priority 3 Parent Involvement; Priority 5 Pupil Engagement; Priority 6 School Climate

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3	Parental Involvement in 5 year school vision creation	Parents will be invited to serve and be part of a school vision process to increase growth of Creekside Charter Management and develop meaningful programs to address all stakeholders. Translation services will be provided for parents when needed and efforts will be made to accommodate timing of meetings to include working families		
Priority 3	Family and Community Involvement.	The PTO, teachers and administrators will continue to work in concert to provide engaging community events-		

		see action/ services for event implementation.		
Priority 3	LCAP and Annual Surveys collected 35% participation rate	Increase participation rate in surveys by 5%		
Priority 3	Open "coffee hour" with the director	Increase "Director Coffee Hour" to once a month. Purpose: engage stakeholders in school improvement feedback		
Priority 5/6	Teaching Tolerance: addressing equity and community	"Teaching Tolerance" trainings will continue to be encouraged for all faculty. The curriculum committee will address alignment with in-class work and CCSS. Increase attention to socio-economic diversity will be embedded.		
Priority 5/6	Mindfulness curriculum	All classes will use "life ingredients" curriculum.		
Priority 5/6	Environmental Stewardship per Creekside Charter	Continue Environmental Stewardship. Develop School Wide ES goals. Partnership with PTO to support increased field trip experiences to support ES work.		
Priority 5	ADA 99%	Creekside will maintain 99% ADA rate by continuing to have extremely high accountability on all IS work for all Students. Unduplicated students will be given additional resource time outside of class time to support IS work.		
Priority 6	Suspension Rate- "High Performance" level on California DashBoard	Continue to achieve "high performance" rating		
Priority 6	Student Survey	Student Survey 3-8 will be established. Baseline data will be collected to measure Teacher, Director, and School Climate, safety, and school improvement		

Priority 6	Student Retention Rate. Current rate = 95%	Creekside will retain 95% of students		
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1. Priority 3- School Vision and Mission Alignment Process. Teacher stipend for curriculum alignment, and environmental stewardship alignment
 2. Priority 3- Creating community: Work with PTO to develop stronger events and ties with Squaw Valley. We should be an integral part of Squaw events with Creekside sponsoring specific functions. Parent engagement in this process is the key to sustainability and growth of involvement.

3. Priority 3- Increase Enviornmental Stewardship program at school by partnering with local programs, professional learning for staff, and creating a stronger curriculum that is tied with

BUDGETED EXPENDITURES

2017-18

Amount	\$4000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Action 1 - Stipend
Amount	\$1000
Source	Base
Budget Reference	4000-4999: Books And Supplies Action 2 - Food for meeting
Amount	\$4000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Action 3- Field trip funds for low income students, and professional learning for staff and admin on environmental stewardship.

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **2**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1. Priority 5/6 support unduplicated ADA resources-aides, and teacher stipends
 2. Priority 5/6 mindfulness training
 3. Priority 5/6 Suvery implemenation/ translation servive for EL students to engage in community.
 4. Priority 6 Student retention. Have stronger STEAM curriculum, and after school programs for unduplicated students.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$2500
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Action 1
Amount	\$500
Source	Basic
Budget Reference	4000-4999: Books And Supplies Acttion 2
Amount	\$600

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	

Source	Supplemental	Source		Source	
Budget Reference	4000-4999: Books And Supplies Also 5800- Action 3	Budget Reference		Budget Reference	
Amount	2500	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	4000-4999: Books And Supplies Action 4	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Creekside Charter will offer a curriculum that engages students in all core competencies, arts, and languages. Enrichment opportunities outside of the classroom will be offered to enhance student learning and whole child development

State and/or Local Priorities Addressed by this goal:

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

Identified Need

State Priority 7 Course Access; State Priority 8 Other Pupl Outcomes

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7/8	Core Instruction Access	All students will have access to ELA, Math, Social Science, Science, Visual/ performing arts, Health, and Physical Education. Appropriate PD to address core competencies for all instructors All grade level standards will be implemented by qualified instructors		
Priority 7/8	Continued offerings in Music and Spanish	Continued access to all students (k-6) in music and Spanish. 95% of students to take these courses. Music and Spanish stipends to be made available for Homestudy students, provide computers for unduplicated students to access duo-lingo at home		

Priority 7/8	Expand in class hands on activities	Grow Dome creation, robotics, coding opportunities, Real World Scholars, Southwest Airlines Pilot program, composting, trails and vistas, POW partnership, Science Lab Kits.		
Priority 7/8	Expand enrichment opportunities for students	Student govt, school paper, school yearbook,		
Priority 7/8	Experiential opportunities	Experiential opportunities will be offered to all students. Minimum overnight experience for all students in grades 4-8		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

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

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

<p>Action 1: Priority 7/8 Student access to curriculum. NGSS, Math, EIA, and social studies curriculum</p> <p>Action 2: Priority 7/8 Music and Spanish for all students, (see additional expenditures for supplemental funds so students can take home when needed for Duo-lingo, and music instruments purchased for students.)</p> <p>Action 3: Expand hand on activities. Science Lab Kits, Robotics, and after school programs</p> <p>Action 4: Payment for field trip- transfer of direct costs</p>		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$25000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	4000-4999: Books And Supplies Action 1	Budget Reference		Budget Reference	
Amount	\$70,000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries Action 2- Spanish Teacher Salary	Budget Reference		Budget Reference	
Amount	\$23,000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries Action 2- Music Teacher Salary	Budget Reference		Budget Reference	
Amount	\$2500	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	4000-4999: Books And Supplies Action 2 Computers for Unduplicated students	Budget Reference		Budget Reference	
Amount	\$8000	Amount		Amount	

Source	Base	Source		Source	
Budget Reference	4000-4999: Books And Supplies Action 3	Budget Reference		Budget Reference	
Amount	\$15000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	5700-5799: Transfers Of Direct Costs Action 4	Budget Reference		Budget Reference	

Action **2**

OR

[Students to be Served](#)

English Learners Foster Youth Low Income

[ACTIONS/SERVICES](#)

[BUDGETED EXPENDITURES](#)

Action **3**

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

D

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$27261

Percentage to Increase or Improve Services: 2.81%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Priority 1: Professional Learning- Faculty will provide EL PD

Priority 2/4 instruction for low income students. Provide in class aid services for low income students to raise point differentiation on CA dashboard

Priority 3- Creating community: Work with PTO to develop stronger events and ties with Squaw Valley. We should be an integral part of Squaw events with Creekside sponsoring specific functions. Parent engagement in this process is the key to sustainability and growth of involvement.

Priority 5/6 support unduplicated ADA resources- aides, and teacher stipends

Priority 5/6 survey implementation/ translation service for EL students to engage in community.

Priority 7/8 Student access to curriculum. NGSS, Math, EIA, and social studies curriculum

Priority 7/8 Music and Spanish for all students, additional expenditures for supplemental funds so students can take home when needed for Duo-lingo, and music instruments purchased for students.

Priority 7/8: Expand hand on activities. Science Lab Kits, Robotics, and after school programs

Priority 7/8 Payment for field trip- transfer of direct costs

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups 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 school sites?
- 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 school sites, 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	159,700.00	690,250.00	806,297.00	0.00	0.00	806,297.00
	6,500.00	850.00	7,000.00	0.00	0.00	7,000.00
Base	149,900.00	675,100.00	765,197.00	0.00	0.00	765,197.00
Basic	2,500.00	0.00	500.00	0.00	0.00	500.00
Supplemental	800.00	14,300.00	33,600.00	0.00	0.00	33,600.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	159,700.00	690,250.00	806,297.00	0.00	0.00	806,297.00
	66,700.00	7,100.00	7,000.00	0.00	0.00	7,000.00
0000: Unrestricted	0.00	1,050.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	500.00	2,000.00	0.00	0.00	2,000.00
1000-1999: Certificated Personnel Salaries	80,000.00	630,000.00	603,697.00	0.00	0.00	603,697.00
2000-2999: Classified Personnel Salaries	0.00	20,000.00	113,000.00	0.00	0.00	113,000.00
3000-3999: Employee Benefits	10,000.00	4,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	1,500.00	14,800.00	50,100.00	0.00	0.00	50,100.00
5000-5999: Services And Other Operating Expenditures	0.00	2,300.00	1,500.00	0.00	0.00	1,500.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	15,000.00	0.00	0.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00	10,500.00	14,000.00	0.00	0.00	14,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	159,700.00	690,250.00	806,297.00	0.00	0.00	806,297.00
		3,500.00	0.00	7,000.00	0.00	0.00	7,000.00
	Base	59,900.00	3,000.00	0.00	0.00	0.00	0.00
	Basic	2,500.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	800.00	4,100.00	0.00	0.00	0.00	0.00
0000: Unrestricted		0.00	750.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	300.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	500.00	2,000.00	0.00	0.00	2,000.00
1000-1999: Certificated Personnel Salaries	Base	80,000.00	630,000.00	601,197.00	0.00	0.00	601,197.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	2,500.00	0.00	0.00	2,500.00
2000-2999: Classified Personnel Salaries	Base	0.00	20,000.00	93,000.00	0.00	0.00	93,000.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	20,000.00	0.00	0.00	20,000.00
3000-3999: Employee Benefits	Base	10,000.00	4,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies		1,500.00	100.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	8,000.00	44,000.00	0.00	0.00	44,000.00
4000-4999: Books And Supplies	Basic	0.00	0.00	500.00	0.00	0.00	500.00
4000-4999: Books And Supplies	Supplemental	0.00	6,700.00	5,600.00	0.00	0.00	5,600.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	1,300.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	1,000.00	1,500.00	0.00	0.00	1,500.00
5700-5799: Transfers Of Direct Costs	Base	0.00	0.00	15,000.00	0.00	0.00	15,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures		1,500.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	8,000.00	10,000.00	0.00	0.00	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	2,500.00	4,000.00	0.00	0.00	4,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	647,697.00	0.00	0.00	647,697.00
Goal 2	15,100.00	0.00	0.00	15,100.00
Goal 3	143,500.00	0.00	0.00	143,500.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00
Goal 8	0	0	0	0

* Totals based on expenditure amounts in goal and annual update sections.