

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

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

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LCAP Year: 2015-16

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

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

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

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

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

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans*

*(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

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

## **State Priorities**

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

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

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

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

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

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

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

### **B. Pupil Outcomes:**

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English*

*learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>To gather input from our stakeholders, Clear Creek School sent a survey out through the School Site Council to all parents, staff members, and board members on 2/2/15. This was followed up with two phone calls, a second survey sent out 2/11/15 and third copy on 2/23/15 to all the members mentioned above to remind them of the importance of turning in the survey. Stakeholders were given a month to turn in all surveys (late survey results were welcome). The data was then collected and compiled over the next two months and used in writing the LCAP. (The LCAP was not written until all the data was gathered to insure stakeholder input.) Results were posted online, available at Site Council meetings and available at school board meetings. Parents, staff, and students were encouraged to attend two public input meetings for additional input or to meet with the Superintendent/Principal. These Parent Advisory Committee meetings took place on 2/10/15 and 3/10/15 in the evening.</p> <p>Students in Kindergarten through 8<sup>th</sup> grades were surveyed in their homerooms (orally or by writing depending on the age) and their results were also included in the above process. The surveys were based on the eight priorities set by the state and an explanation of the new funding model and process was included in the survey cover letter. The</p>	<p>The input received from all our stakeholders is the driving force for the LCAP (minus all the required spending that is anything but local control). A detailed list of stakeholder input was generated from the involvement process, yielding identified areas of focus to promote student success in conjunction with the <u>Eight State Priorities</u>.</p> <p>As a result of this local collaborative effort, the following student priorities have been incorporated into our plan:</p> <ul style="list-style-type: none"> <li>• Academic achievement</li> <li>• Technology literacy</li> <li>• Enrichment opportunities beyond core curriculum</li> </ul> <p>Positive behavior intervention/social skills</p>

<p>certificated bargaining unit and remaining staff (because they are not in an official bargaining unit) were all given copies of the LCAP and asked to comment. We did get one response and incorporated the suggestions into the LCAP. There were no comments that needed a written response. The school board reviewed the draft at the 5/12/15 meeting, LCAP public hearing 6/9/15, and approved at the LCAP at the 6/16/15 meeting. The survey will be updated and used each year as we input the LCAP.</p>	
<p><b>Annual Update:</b></p> <ul style="list-style-type: none"> <li>• Site Council meetings updates at each monthly meeting from 9/14-5/15.</li> <li>• Staff discussion at our staff meetings in October, January, April, and May. This is when the certificated bargaining unit was asked for input.</li> <li>• Student input in February and March of 2015.</li> <li>• School board updates in September, January, April, and May</li> <li>• Public input during two evening meetings in April and May and the annual survey in March</li> </ul>	<p><b>Annual Update:</b></p> <p>The LCAP was updated using all the feedback gathered in the meetings and survey results. There was unanimous consensus that we continue with the four original goals from 2014-15 (Increased student achievement in math and ELA, comprehensive plan for technology use in the classroom, continued enrichment classes during the day for students, and maintaining a positive behavior program to support a safe and nurturing learning environment. It was found that we need to redefine the metrics for the fourth goal because they were unrealistic; but the goal itself was good.</p>

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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?  
Where can these expenditures be found in the LEA’s budget?

All students will improve their ELA and Math proficiency scores through strategic academic delivery and interventions, and access to Common core Standards through instructional practices.

Related State and/or Local F  
1\_\_x 2\_\_x 3\_\_ 4\_\_x 5\_\_ 6\_\_  
8\_\_  
COE only: 9\_\_ 10\_\_  
Local : Specify \_\_\_\_\_

**Need:**  
Increase all students’ achievement for success in their grade level in the core areas of math and language arts.

**Metrics:**  
Formative and summative assessments: CAASPP, Khan Academy, Student portfolios, EL reclassification

**Need :**  
Highly qualified teachers, no teacher misassignments  
Standards aligned instructional materials  
EL’s scoring proficient on CELDT  
EL’s reclassification rate  
Meet or exceed growth API target scores

Applies to: Schools: All



Applicable Pupil Subgroups: All

**LCAP Year 1: 2015-16**

- 20% will improve on local and/or state assessment
- Maintain 100% highly qualified teachers with no misassignments.
- Maintain sufficiency in standards aligned instructional materials.
- Maintain EL proficiency rate as determined by CELDT score.
- Maintain English learner reclassification rate as determined by CELDT scores.
- Increase API score by 5% over previous year.
- Maintain sufficiency in standards aligned instructional materials, including ELD standards.
- Since Clear Creek is a K-8 district, the following metrics are not applicable to our student groups: A-G requirement assessments, EAP assessment.

Annual  
 measurable  
 outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Bu Exp Purcha
ed in Local Educational Agency Plan, provide	all	<input checked="" type="checkbox"/> ALL	

with Common Core State Standards aligned  
materials, fully credentialed and trained  
instructional best practices, access to materials  
technology to meet the demands of school and  
community:

credentialed staff  
teachers participate in BTSA  
Professional Development  
collaboration time aligned with common core  
instructional strategies  
CCSS aligned curriculum and materials  
school tutoring  
technology enriched curriculum

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	language curriculum Anticipated of \$34 Unrestored \$561K Unrestored \$5K - GF
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Annual  
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 outcomes:

- 25% will improve on local and/or state assessment.
- Maintain 100% highly qualified teachers with no misassignments.
- Maintain sufficiency in standards aligned instructional materials.
- Maintain EL proficiency rate as determined by CELDT score.
- Maintain English learner reclassification rate as determined by CELDT scores.
- Increase API score by 5% over previous year.
- Maintain sufficiency in standards aligned instructional materials, including ELD standards.
- Since Clear Creek is a K-8 district, the following metrics are not applicable to our student groups: A-G requirement assessments, EAP assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budget Expense Purchase
ed in Local Educational Agency Plan, provide	al	<u>x</u> _ALL	

with Common Core State Standards aligned  
materials, fully credentialed and trained  
instructional best practices, access to materials  
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chers participate in BTSA  
Professional Development  
collaboration time aligned with common core  
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CCSS aligned curriculum and materials  
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OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other Subgroups:(Specify)\_\_\_\_\_

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additional tutoring

gnated fluent English proficient pupils:  
additional assessment and tutoring as  
increase student achievement in ELA and

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

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<p>Annual measurable outcomes:</p>	<p>30% will improve on local and/or state assessment.</p> <p>Maintain 100% highly qualified teachers with no misassignments.</p> <p>Maintain sufficiency in standards aligned instructional materials.</p> <p>Maintain EL proficiency rate as determined by CELDT score.</p> <p>Maintain English learner reclassification rate as determined by CELDT scores.</p> <p>Increase API score by 5% over previous year.</p> <p>Maintain sufficiency in standards aligned instructional materials, including ELD standards.</p> <p>Since Clear Creek is a K-8 district, the following metrics are not applicable to our student groups: A-G requirement assessments, EAP assessments.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budget
<p>Identified staff</p> <p>Teachers participate in BTSA</p> <p>Professional Development</p> <p>Collaboration time aligned with common core</p> <p>Instructional strategies</p> <p>CCSS aligned curriculum and materials</p> <p>Small group tutoring</p> <p>Technology enriched curriculum</p>	<p>all</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Purcha</p> <p>social</p> <p>curricu</p> <p>grades</p> <p>Anticip</p> <p>of \$36</p> <p>Unrest</p> <p>\$582K</p> <p>Unrest</p> <p>\$5K –</p> <p>GF</p>
<p>Income pupils:</p>	<p>all</p>	<p><input type="checkbox"/> ALL</p>	<p>After S</p>

Additional tutoring  
Necessary school supplies  
English learners: - Provide additional assessment  
as needed to increase student  
achievement in ELA and math.  
Curriculum  
Technology and software support  
Foster youth:  
Additional tutoring  
Redesignated fluent English proficient pupils:  
Additional assessment and tutoring as  
needed to increase student achievement in ELA and  
Technology and software support

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

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All students will master pre-determined technology literacy skills at their grade level  
Related State and/or Local F  
1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_\_  
COE only: 9\_\_ 10\_\_  
Local : Specify \_\_\_\_\_

Need:  
A comprehensive plan of technology use in the classroom by teachers and grade level benchmarks for computer literacy in the Technology Plan at all grade levels.  
Metric:  
Evaluation of effective teacher usage of technology in the classroom to teach Common Core  
Need : Assessment of student skills as proven by performance outcomes when tested in the classroom and computer lab  
Highly qualified teachers  
Standards aligned instructional materials  
Performance on SBAC test

Applies to: Schools: all  
Applicable Pupil Subgroups: all

**LCAP Year 1: 2015-16**

Annual measurable outcomes: 85% of students will be able to independently access web-based curriculum from the classroom and at home and to successfully manage the tasks assigned to them.  
60% of students will master all computer use skills at their grade level as outlined in the school technology plan.



Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Bu Exp
<p>Implement the Clear Creek School Technology Plan to provide technology instruction to staff and students, purchase equipment and infrastructure, as well as ensure the success of plan. The Technology Plan was developed and approved by the Site Council, Parent Advisory Club, and the school board.</p>	<p>all</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Use of technology unres gener supp exper outlin Clear Techn Antici of \$5 Unres</p> <p>Purch techn unres gener \$2,50</p>

**LCAP Year 2: 2016-17**

<p>and Annual measurable outcomes:</p>	<p>90% of students will be able to independently access web-based curriculum from the classroom and at home and to successfully manage the tasks assigned to them. 65% of students will master all computer use skills at their grade level as outlined in the school technology plan.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Bu Exp
<p>Implement the Clear Creek School Technology Plan to provide technology instruction to staff and students, purchase equipment and infrastructure, as well as ensure the success of plan. The Technology Plan was developed and approved by the Site Council, Parent Advisory Club, and the school board.</p>	<p>all</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Use of technology Techn funds exper outlin Clear Techn Antici of \$6 Unres</p> <p>Purch techn unres gener \$3,00</p>
	<p>all</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

	all	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
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**LCAP Year 3: 2017-18**

<p>Annual Measurable Objectives:</p>	<p>95% of students will be able to independently access web-based curriculum from the classroom and at home and to successfully manage the tasks assigned to them. 70% of students will master all computer use skills at their grade level as outlined in the school technology plan.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budget/Exp
<p>Implement the Clear Creek School Technology Plan to provide technology instruction to staff and students, equipment and infrastructure, as well as the success of plan. The Technology Plan was developed and approved by the Site Council, Parent Advisory Club, and the school board.</p>	all	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<p>Use of Techno funds exper outlin Clear Techn Antic of \$6 Unres Purch techn unres gener \$3,50</p>

Students in grades 1-8 will have opportunities to enroll in enrichment classes such as, but not limited to:

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

Related State and/or Local Funding:  
1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_\_  
COE only: 9\_\_ 10\_\_  
Local : Specify \_\_\_\_\_

Need:  
Increased enrichment classes to complement our core curriculum during daily instructional time in the regular school day.

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

Highly qualified instructors

Access to broad courses of study across the curriculum.

Applies to: Schools: all  
Applicable Pupil Subgroups: all

**LCAP Year 1: 2015-16**

Annual Goals:  
Music, drama, choir, computer programming, and foreign languages class offerings.  
Access to a broad course of study across the curriculum, including students in unduplicated subgroups and students with special needs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budget
Work to carve out an enrichment period for the upcoming years. Classes will be taught by teachers or by specialists (under teacher supervision). Classes will be determined by LCAP survey each year and the availability of quality resources.	all	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Parent Club unres gener will b train teach Estim \$10K
		<input type="checkbox"/> ALL	

**LCAP Year 2: 2016-17**

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budget
Work to carve out an enrichment period for	all	<input checked="" type="checkbox"/> ALL	Parent

in the upcoming years. Classes will be taught by teachers or by specialists (under teacher supervision). Classes will be determined by LCAP survey each year and the availability of quality staff.

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____

Club  
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gener  
will b  
train  
teach  
Estim  
\$10K

**LCAP Year 3: 2017-18**

Additional Annual Available Services: Music, drama, choir, computer skills, organizational skills, and foreign language classes will be made available to students (determined yearly by the LCAP parent/student survey).  
Access to a broad course of study across the curriculum, including students in unduplicated subgroups and students with special needs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budget/Exp			
Work to carve out an enrichment period for students in the upcoming years. Classes will be taught by teachers or by specialists (under teacher supervision). Classes will be determined by LCAP survey each year and the availability of quality staff.	all	<table border="1"> <tr> <td> <input checked="" type="checkbox"/> ALL                              OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____                         </td> </tr> <tr> <td>                             OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____                         </td> </tr> <tr> <td>                             OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____                         </td> </tr> </table>	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Parent Club unres gener will b train teach Estim \$10K
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____						
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____						
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____						

We will provide a safe school climate that is conducive to student learning.  
Students in K-8<sup>th</sup> as well as staff will continue to be trained in the Steps to Respect and Olweus Bullying Prevention program. Students in 1<sup>st</sup>-8<sup>th</sup> grades will continue to participate in Clear Creek School's "Caught You Being Good" program.

Related State and/or Local Funding  
 1  2  3  4  5  6   
 8   
 COE only: 9  10   
 Local : Specify \_\_\_\_\_

**Need :** Need: Maintain positive behavior program to support a safe and nurturing environment.

**Metric:**  
Yearly Site Council and CHKS surveys to students, parents, and staff; parent conferences, and student conferences.

Well maintained facilities

**Need :** Reduced suspension/expulsion rates

School attendance rate

Chronic truancy

Middle school dropout rate

**Schools:** all

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

Annual  
urable  
comes:

Decrease in discipline referrals by an additional 5%

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

Decreased suspension/expulsion rates by 5% over previous year.

Increase school attendance rates by 5% over previous year.

Decrease chronic absenteeism by 5% over previous year.

Maintain 0% drop out rate every year.

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

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

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Bu Exp
<p>in K-8<sup>th</sup> as well as staff will continue to be the Steps to Respect and Olweus Bullying program. Students in 1<sup>st</sup>-8<sup>th</sup> grades will participate in Clear Creek School's "Caught Good" program.</p>	<p>all</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>We w progr provi Neva Super of Sch At thi there to the  "Caug Being progr \$200 unres gener</p>
		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

to maintain and update facilities as needed.	all	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$7,000
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**LCAP Year 2: 2016-17**

<p>Annual Measurable Outcomes:</p>	<p>Decrease in discipline referrals by an additional 5%</p> <p>Maintain and monitor Exemplary/Good overall ratings in facilities review.</p> <p>Decreased suspension/expulsion rates by 5% over previous year.</p> <p>Increase school attendance rates by 5% over previous year.</p> <p>Decrease chronic absenteeism by students by 5% over previous year.</p> <p>Maintain 0% drop out rate every year.</p> <p>Maintain parent participation including our special needs and parents of significant subgroups population through conferencing, surveys, and intake meetings.</p> <p>Since Clear Creek is a K-8 district, the following metrics are not applicable to our student groups: HS Graduation rate Dropout rates.</p> <p>Maintain yearly Site Council and CHKS surveys to students, parents, and staff; parent conferences, and student conferences.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budget
in K-8 <sup>th</sup> as well as staff will continue to be	all	<input checked="" type="checkbox"/> ALL	We w

the Steps to Respect and Olweus Bullying  
n program. Students in 1<sup>st</sup>-8<sup>th</sup> grades will  
o participate in Clear Creek School's "Caught  
Good" program.

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

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ALL

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

o maintain and update facilities as needed.

all

ALL

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

\$7,50



Annual  
urable  
omes:

Decrease in discipline referrals by an additional 5%

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

Decreased suspension/expulsion rates by 5% over previous year.

Increase school attendance rates by 5% over previous year.

Decrease chronic absenteeism by students by 5% over previous year.

Maintain 0% drop out rate every year.

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

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

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Bu Exp
<p>in K-8<sup>th</sup> as well as staff will continue to be the Steps to Respect and Olweus Bullying program. Students in 1<sup>st</sup>-8<sup>th</sup> grades will participate in Clear Creek School's "Caught Good" program.</p>	all	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>We w progr provi Neva Super of Sch At thi there to the</p> <p>"Caug Being progr \$200 unres gener</p>
		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
to maintain and update facilities as needed.	all	<p><input checked="" type="checkbox"/> ALL</p>	\$8,000

OR:

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

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

### Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

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

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

<p>All students will improve their ELA and Math proficiency scores through strategic academic delivery and interventions, and access to the Common Core Standards through instructional practice.</p>	<p>Related State and/or Local          1_x 2_x 3__ 4_x 5_x 6__          COE only: 9__ 10__          Local : Specify _____</p>
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<p>to: Schools: all          Applicable Pupil Subgroups: all</p>
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<p>First year is the base so no improvement is possible.</p> <p>Maintain 100% highly qualified teachers with no misassignments.</p> <p>Maintain sufficiency in standards aligned instructional materials.</p> <p>Maintain EL proficiency rate as determined by CELDT score.</p> <p>Maintain English learner reclassification rate as determined by CELDT scores.</p> <p>Set base API score with new testing.</p> <p>Maintain parent participation including our special needs and parents of significant subgroups population through conferencing, surveys, and intake meetings.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>No scores were available from state testing.</p> <p>Maintained 100% highly qualified teachers with no misassignments.</p> <p>Maintained sufficiency in standards aligned instructional materials.</p> <p>Maintained EL proficiency rate per CELDT scores.</p> <p>Maintained EL proficiency rate with CELDT scores. Our 6 students could be reclassified as "proficient."</p> <p>No base API score was given last year.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Expenditures

<p>new math curriculum for 6<sup>th</sup>-8<sup>th</sup> grades          ey.          fully credentialed and trained staff in          est practices.          ccess to materials and technology to          ands of school and career readiness.</p>	<p>1. \$10,000          Unrestricted          General Fund           2. \$480,000          Unrestricted          General Fund          and Title 1           3. \$5,000          Unrestricted          General Fund</p>	<p>1. Purchased 2<sup>nd</sup>-5<sup>th</sup> grades new math          curriculum, 6<sup>th</sup>-8<sup>th</sup> pending.          2. Employed fully credentialed and trained          staff in instructional best practices.          3. Provided access to materials and          technology to meet the demands of school          and career readiness.</p>	<p>1.\$18,185           2. \$506,083           3. \$-0-</p>
<p>all</p>		<p>Scope of          service:</p>	<p>all</p>
<p>pupils __English Learners          __Redesignated fluent English proficient          upps:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL          OR:          __Low Income pupils __English Learners          __Foster Youth __Redesignated fluent English          proficient __Other          Subgroups:(Specify)_____          —</p>	

	<p>1. \$3,100 Supp/Concentration funds</p>	<p>1. After school Homework Club</p>	
<p>l Homework Club. ces for new curriculum. u being good” program. Instructional Aide support. ally program. Title 1 services.</p>	<p>2. \$750 Supp/Concentration funds</p> <p>3. \$200 Supp/Concentration funds</p> <p>4. \$10,500 Supp/Concentration funds</p> <p>5. \$2,500 Supp/Concentration funds</p> <p>6. \$7,500 Supp/Concentration funds</p>	<p>2. “Caught you being good” program.</p> <p>3. Additional Instructional Aide support.</p> <p>4. Read Naturally program.</p> <p>5. Additional Title 1 services.</p>	<p>1. \$ 3,203</p> <p>2. \$ 200</p> <p>3. \$26,472</p> <p>4. \$ 4,604</p> <p>5. \$ 7,336</p>
	<p>7. \$8,000 Supp/Concentration funds</p>		
<p>all</p>		<p>Scope of service:</p>	<p>all</p>
<p>pupils <input checked="" type="checkbox"/> English Learners n <input type="checkbox"/> Redesignated fluent English roups:(Specify) _____ Title 1 _____</p>	<p>a</p>	<p><input type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Title 1</p>	
<p>anges in actions, services, and ures will be made as a result of past progress and/or changes to goals?</p>	<p>Continue to monitor our best practices and initiate support as needed.</p>		
<p>All students will master pre-determined technology literacy skills at their grade level.</p>	<p>Related State and/or Local 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ COE only: 9__ 10__ Local : Specify _____</p>		
<p>to:</p>	<p>Schools: all</p>	<p>Applicable Pupil Subgroups: all</p>	

<p>75% of students will be able to independently access web-based curriculum from the classroom and at home and be able to successfully manage the tasks assigned to them. 50% of students will master all computer use skills at their grade level as outlined in the school technology plan.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Based on classroom exercises throughout the school year, the outcome was very close to the expected outcome.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Expenditures
<p>Technology funds to support expenditures outlined in the Clear Creek Technology Plan. Total cost of \$5,000.</p>	<p>\$5,000 general fund</p>	<p>1. Use of technology funds to support expenditures outlined in the Clear Creek Technology Plan. 2. Hiring of a Technology Director.</p>	<p>1. \$5,000 2. \$3,654</p>
<p>all</p>		<p>Scope of service:</p>	<p>all</p>
<p>Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Redesignated fluent English proficient pupils: (Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ —</p>	
<p>Technology with Supp/Concentration</p>	<p>\$2,000 general fund</p>		<p>\$ -0-</p>
<p>all</p>		<p>Scope of service:</p>	
<p>Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Redesignated fluent English proficient pupils: (Specify) <u>Title 1</u></p>		<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Title 1</p>	
<p>Changes in actions, services, and expenditures will be the result of reviewing past progress and/or changes to goals?</p>		<p>Actions and services were fine. Expenditures were more difficult to manage because of the cost to replace unexpected technology and add staff to support it. It also became apparent we needed to hire a part time Technology Director to keep our system up to date.</p>	

<p>Students in grades 1-8 will have opportunities to enroll in enrichment classes such as, but not limited to:</p>	<p>Related State and/or Local Measure: 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"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p>
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- Foreign Languages
- Visual/Performing Arts
- Computer Programming
- Organizational Skills Class

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

to: Schools: all  
Applicable Pupil Subgroups: all

Music, drama, choir, and computer programming classes offered.

Actual Annual Measurable Outcomes:

Music, drama, theater, and computer web quest offered in grades 1-8 throughout the year. We w to add an introductory Spanish language class to grades.

**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Expenditures
Parent Teacher Club funds and general funds will be used to staff to teach classes.	\$10,000 general fund	Parent Teacher Club funds and general funds were used for trained staff to teach classes.	\$ 5,375
all		Scope of service: all	
all pupils ___English Learners ___Redesignated fluent English proficient pupils:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Changes in actions, services, and expenditures will be made as a result of past progress and/or changes to goals?  
 After reviewing the plan we realized how important it is to be flexible with our enrichment because personnel with the specific skills for a desired class may not be available. Our 2015/16 school year will be to offer a foreign language class to the 6<sup>th</sup>-8<sup>th</sup> grades.

We will provide a safe school climate that is conducive to student learning.  Students in K-8 <sup>th</sup> as well as staff will continue to be trained in the Steps to Respect and Olweus Bullying Prevention program.  Students in 1 <sup>st</sup> -8 <sup>th</sup> grades will continue to participate in Clear Creek School's "Caught You Being Good" program.	Related State and/or Local
	1_x 2__ 3_x 4_x 5_x 8_x COE only: 9__ 10__  Local : Specify _____

to: Schools: all

Applicable Pupil Subgroups: all

Decrease in discipline referrals by 5%.

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

Decreased suspension/expulsion rates by 5% over previous year.

Increase school attendance rates by 5% over previous year.

Decrease number of days missed by students by 5% over previous year.

Maintain 0% drop out rate every year.

Actual Annual Measurable Outcomes:

Discipline referrals increased by 5%.

Facilities maintained an Exemplary/Good rating.

Suspension/Expulsion rates increased by 5% (sus expulsions).

School attendance remained the same.

Number of days missed by students remained the same.

Maintained the 0% drop out rate.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Actual Expenditures
Programs provided by the Nevada County Department of Schools Office.	At this time there is no cost to the district	Students in K-8 <sup>th</sup> as well as staff continued to be trained in the <i>Steps to Respect</i> and <i>Olweus Bullying Prevention Program</i> .	The cost of the program.
all		Scope of service: all	
		<input checked="" type="checkbox"/> ALL	
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
"Caught you being good" program.	\$200 Supp/Concentration funds	"Caught you being good" program.	\$200 Supp/Concentration funds
all		Scope of service: all	
		<input checked="" type="checkbox"/> ALL	



\_\_Pupils \_\_English Learners  
 \_\_Redesignated fluent English proficient  
 Subgroups:(Specify)\_\_\_\_\_

OR:  
 \_\_Low Income pupils \_\_English Learners  
 \_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other  
 Subgroups:(Specify)\_\_\_\_\_

es in actions, services,  
 tures will be made as a  
 viewing past progress  
 changes to goals?  
 |

The goals for facilities maintenance and dropout rates were fine and will remain the same. However, for decreasing discipline referrals by 5%, decreasing suspensions by 5%, increasing school attendance by 5%, and decreasing the number of days missed by 5% seem to be goals as written. Our discipline referral rate and suspension data is difficult to improve due to one student's behavior having the ability to skew the data. We currently have an attendance rate over 90% that may be impossible to increase given parental choice for keeping their kids home and sickness. This goal will be reviewed by the School Site Council and staff over the next few months and be rewritten.

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

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

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

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

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

Total amount of Supplemental and Concentration	\$ 74,526
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Since we fall below the 40% marker, we are going to use our funds school-wide with an emphasis on our low income and English Learner pupils. As a small, rural school there isn't a large discrepancy in test scores between unduplicated students and all student population. For Goal 1 (Increase in Student Achievement) we will use funding to provide afterschool intervention for math and Language Arts during our Homework Club. Priority for assistance will be our unduplicated students, with remaining spots open for any student in need of help. Evidence Based Practices for Priority 1 are Uniform Complaint Procedures and Williams Settlement. For Priority 2 we are using Common Core State Standards in Mathematics and Reading/Language Arts. For Priority 4 we are using ELD Standards from CDE, and Educational Data Systems. For Goal 2, (Technology) we will use the funding to provide increases in hardware and software to help technology literacy for the students and staff that teaches them. This will benefit all students at school with upgrades to technology. Evidence Based Practices for Priorities 7 and 8 are The California Department of Education Framework in Career-Technical Education. For Goal 3 (Increased enrichment classes), funds will be used to bring experts in to teach enrichment classes to not only the unduplicated students, but the entire student body. Evidence Based Practices for Priorities 7 and 8 are the California Department of Education Frameworks in Career-Technical Education, Visual and Performing Arts, and Foreign Language. For Goal 4, (Positive Behavior) very little, if any funds will need to be spent to support our unduplicated students. We are currently able to provide these programs almost entirely through county office funding. If the funding source changes in the future, we will need to revisit this area. Evidence Based Practices for Priority 1 is *A Blueprint for Good Schools, 2011*. For Priority 5 we are using Truancy Reduction Program and the Three Tier Evidence-Based Approach. And finally, for Priority 6 we are using the California Healthy Kids Survey and the *Olweus Bullying Prevention Program*.

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

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

5.95

%

As detailed in the annual budget, we have budgeted increases for tutoring, supplies, and technology for the upcoming years. These have been designated as the critical areas to help our students succeed in the new Common Core curriculum. These improvements will allow all students at Clear Creek School to meet MPP (Minimum Proportionality Percentage).

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

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

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

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

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

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

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).