

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Curtis Creek Elementary School District **Contact (Name, Title, Email, Phone Number):** Sharon Johnson, Superintendent, sjohnson@ccreek.k12.ca.us, 209-533-1083 **LCAP Year:** 2014-2015

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
During November 2013, January 2014 and February 2014 the Board heard presentations about the Local Control Funding Formula and the Local Accountability Plan, such as grade span funding, supplemental and concentration requirements, California’s eight priorities, and the concept of proportionality.	Board members acquired background information for evaluation and decision making about a budget based on the Local Control Funding Formula and the required components of the Local Control Accountability Plan.
Data from the California Healthy Kids Survey, standardized test scores, the most recent suspension and expulsion rates were shared with the faculty through the year. During February 2014, the Superintendent presented information about the State’s eight priorities. Staff were surveyed about possible improvement activities in each area.	Teachers acquired a better understanding of LCAP and LCFF. Given their knowledge of performance and indicator data, they were surveyed about activities to support the priority areas.
Fitness Inspection Tools from the previous two years were reviewed. California Healthy Kids Survey results were reviewed.	Collected data informed the goal about safety and maintenance of the school as a basic service.
The School Site Council watched a power point about the Local Control Funding Formula and the State’s eight priorities for LEAS. The principal gathered input from each member using a survey.	The School Site Council had an opportunity for input into the development of goals and activities. They also acquired information to serve as the advisory committee for the LCAP prior to its consideration by the district’s Governing Board.
The Principal did a Power Point presentation about the LCFF and LCAP for the paraprofessionals during April 2014. A survey was distributed to paraprofessionals as a follow up activity.	Paraprofessional learned more about the LCFF funding model and the state’s eight priorities. Their survey responses focused on issues surrounding school climate, campus safety, and facility maintenance.

Involvement Process	Impact on LCAP
<p>On March 19, 2014 an advisory group with representatives from Child Welfare Services, Juvenile Probation, Tuolumne County Mental Health, Jamestown Family Resource Center, Miwuk Tribal Services, the Sheriff's Office, Center for NonViolent Communities and the Tuolumne County School Attendance Review Board joined in a discussion about how to best serve low income students, foster youth, English learners.</p>	<p>Community groups provided recommendations about ways for the school to improve pupil outcomes and to promote resiliency among at risk student populations.</p>
<p>On May 8, 2014 management employees attended a presentation about LCFF and LCAP. Possible goals were shared with the group. As follow up each person was emailed a survey link for input into the plan activities.</p>	<p>These employees provided a unique perspective about facility maintenance and technology resources related to the State's priorities.</p>
<p>Survey Monkey was used to collect input from parents and other members of the learning community during the month of May 2014.</p>	<p>Activities surrounding School Climate and bullying were added each year in response to concerns about bullying.</p>
<p>Draft goals and activities was shared with the teaching staff at a faculty meeting during April, 2014.</p>	<p>There was a suggestion to include Next Generation Science Standards professional development opportunity, which was included in year two.</p>
<p>Consultation with Chapter 276 of the California School Employees Association regarding the content of the Local Control Accountability Plan took place on June 23, 2014.</p>	
<p>Consultation with the Curtis Creek Faculty Association regarding the content of the Local Control Accountability Plan took place on June 23, 2014.</p>	
<p>A draft version of the Local Control Accountability Plan was shared with the Curtis Creek School Site Council in May 2014</p>	
<p>A hearing was conducted on June 24, 2014 to allow the Governing Board to hear comments from the public about the Local Control Accountability Plan prior to its consideration on June 26, 2014.</p>	
<p>The revised Local Control Accountability Plan was approved at the Board meeting held on September 9, 2014.</p>	

Section 2: Goals and Progress Indicators

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, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: To increase the number of students proficient in language arts and mathematics as measured by Dibels testing, writing samples, District benchmarks, and Smarter Balance Assessment results, as well as to increase the number of EL students who are re-classified each year.	Support student achievement by aligning curriculum materials and instruction with the California Common Core Standards	All pupils including low income students, foster youth, and English learners	Curtis Creek		Student performance on benchmark tests in language arts and mathematics will improve each year. EL students will advance one level on the CELDT test.	Student performance on benchmark tests in language arts and mathematics will improve each year. EL students will advance one level on the CELDT test.	Student performance on benchmark tests in language arts and mathematics will improve each year. EL students will advance one level on the CELDT test.	Pupil Achievement (Priority 4) Basic Services (Priority 1) Implementation of Common Core Standards (Priority 2)
Need: To build a safe nurturing learning community that reduces the rate of absences, suspensions and expulsions and increases promotion/graduation rates.	Improve campus climate to impact student/parent connectedness to school	All pupils including low income students, foster youth, and English learners	Curtis Creek		There will be a decrease in disciplinary referrals, suspensions, and expulsions each year. There will be an increase in student attendance rates each year.	There will be a decrease in disciplinary referrals, suspension, and expulsions each year. There will be an increase in student attendance rates each year.	There will be a decrease in disciplinary referrals, suspension, and expulsions each year. There will be an increase in student attendance rates each year.	School Climate(Priority 6) Pupil Engagement(Priority 5) Parent Involvement(Priority 3)
Need: To expand the breadth of learning	Ensure a broad course of study for all students	All pupils including low	Curtis Creek		All students will receive	All students will receive	All students will receive	Pupil Achievement (Priority 4)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
and enrichment opportunities, such as music, art, and technology, available to Curtis Creek students		income students, foster youth and English learners			instruction in music, STEM, ELA and PE each year.	instruction in music, STEM, ELA and PE each year.	instruction in music, STEM, ELA and PE each year.	Pupil Engagement (Priority 5) Pupil Outcomes (Priority 8) Broad Course of Study (Priority 7)
Need: To meet an increased number of standards on the FIT assessment tool	Prioritize safety and maintenance of district facilities	All pupils including low income students, foster youth and English learners	Curtis Creek		The campus will be an inviting and well maintained learning environment and the FIT scores will improve	The campus will be an inviting and well maintained learning environment and the FIT scores will improve	The campus will be an inviting and well maintained learning environment and the FIT scores will improve	Basic Services (Priority 1)

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 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?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) 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?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, 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?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Support student achievement by aligning curriculum materials and instruction with the California Common Core Standards	Pupil Achievement (Priority 4) Basic Services (Priority 1) Implementation of Common Core Standards (Priority 2)	Integrate technology as a tool for teaching and learning of the Common Core Standards 2. Integrate technology as a tool for teaching and learning of the Common Core Standards 3. Integrate technology as a tool for teaching and learning of Common Core Standards	LEA-wide		Registration Fees for Google Aps Series 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000 Support Services from Tuolumne County Office of Education Technology Department 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000	Registration Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2000 Support from Tuolumne County Office of Education Technology Department 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000	Registration Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000 Support from Tuolumne County Office of Education Department 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000
		Fully implement RTI model by regularly using adopted level one intervention materials in the classroom 2. Fully implement RTI model by regularly using adopted, researched based level one intervention materials in the classroom 3. Fully implement RTI model by regularly using adopted level one intervention materials in the classroom	LEA-wide		Classroom intervention materials 4000-4999: Books And Supplies Supplemental 1570.	Classroom intervention materials 4000-4999: Books And Supplies Supplemental 1000	Classroom intervention materials for Language Arts 4000-4999: Books And Supplies Supplemental 1000
		Select and purchase evidence based intervention software for the learning lab and special education students	LEA-wide		Software purchase and licensing 4000-4999: Books And Supplies Supplemental 3000.	Software or licensing 4000-4999: Books And Supplies Supplemental 6000	Software and licensing 4000-4999: Books And Supplies Supplemental 6000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>2. Purchase evidence based intervention software for the learning lab and special education students</p> <p>3. Continue with evidence based intervention software for the learning lab and special education students</p>					
		<p>Provide professional development to ensure high quality instruction with standards based mathematics textbooks</p> <p>2. Continue to provide professional development to ensure high quality instruction with standards based mathematic and language arts materials</p>	LEA-wide		<p>Certificated staff salary for training and collaboration 1000-1999: Certificated Personnel Salaries Supplemental 7915.</p> <p>3000-3999: Employee Benefits Supplemental 2600</p> <p>Registration Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1200</p> <p>Registration Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1200</p> <p>Paraprofessional Training in Common Core Math Standards 2000-2999: Classified Personnel Salaries Supplemental 2200</p> <p>3000-3999: Employee Benefits Supplemental 650</p>	<p>Registration Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1200</p> <p>Indepth Training for Language Arts Common Core Standards 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2000</p> <p>Next Generation Science Standards Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3000</p>	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Webinar Support for Eureka Math 5000-5999: Services And Other Operating Expenditures Supplemental 3000		
		Pilot Eureka math curriculum as a supplement to Saxon mathematics 2. Purchase Common Core Standards aligned and State approved mathematics textbooks and instructional materials	LEA-wide		Consumables 4000-4999: Books And Supplies Supplemental 6067	Textbooks 4000-4999: Books And Supplies Supplemental 21504	
		Hiring of additional certificated staff to ensure progress towards smaller class size.	LEA-wide		Certificated staff salary new kindergarten teacher. 1000-1999: Certificated Personnel Salaries Supplemental 57000.		
		Illuminate Data and Assessment (DnA) Program. This program will enable staff to immediately analyze data through pre-built reports.	LEA-wide		Software and program purchase. 4000-4999: Books And Supplies Supplemental 10650.		
		Provide professional development for Illuminate DnA program.	LEA-wide		Certificated staff salary for training for 1 day. 1000-1999: Certificated Personnel Salaries Supplemental 9150. 3000-3999: Employee Benefits Supplemental 1300..		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Improve campus climate to impact student/parent connectedness to school	School Climate(Priority 6) Pupil Engagement(Priority 5) Parent Involvement(Priority 3)	Implement Positive Behavior Intervention and Support Program 2. Continue and improve Positive Behavior Intervention Support Program 3. Positive Behavior Support Program Activities	LEA-wide		Coaching for Yard Supervisors 2000-2999: Classified Personnel Salaries Supplemental 2000. Incentives, rewards, posters 4000-4999: Books And Supplies Supplemental 1805	Incentives, rewards, posters 4000-4999: Books And Supplies Supplemental 1000 Coaching for Yard Supervisors 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2000	Incentives 4000-4999: Books And Supplies Supplemental 1000
		Participate in Anti-Bullying Summit with other schools throughout the county 2. Participate in Anti-Bullying Summit with other schools throughout the county 3. Participate in Anti-Bullying Summit with other schools throughout the county	LEA-wide		Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 500 Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 600 Substitutes 2000-2999: Classified Personnel Salaries Supplemental 600	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 500 Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 500 Substitutes 2000-2999: Classified Personnel Salaries Supplemental 500	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 500 Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 400
Ensure a broad course of study for all students	Pupil Achievement (Priority 4) Pupil Engagement (Priority 5) Pupil Outcomes (Priority 8) Broad	Fund services to gifted and talented students through GATE 2. Fund services to gifted and talented students through GATE 3. Fund service to gifted and talented students through GATE	LEA-wide		GATE Coordinator Salary 1000-1999: Certificated Personnel Salaries Supplemental 2000 Supplies and materials 4000-4999: Books And Supplies Supplemental 1000	GATE Coordinator 1000-1999: Certificated Personnel Salaries Supplemental 2000 Supplies and materials 4000-4999: Books And Supplies Supplemental 1500	GATE Coordinator 1000-1999: Certificated Personnel Salaries Supplemental 2000 Supplies and Materials 4000-4999: Books And Supplies Supplemental 1000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	Course of Study (Priority 7)				Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 1500 Teacher for classes 1000-1999: Certificated Personnel Salaries Supplemental 2500 Substitutes for release time 1000-1999: Certificated Personnel Salaries Supplemental 2000 Testing Costs 5000-5999: Services And Other Operating Expenditures Supplemental 350 Fees and registration 5000-5999: Services And Other Operating Expenditures Supplemental 1000	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 1500 Teachers for classes 1000-1999: Certificated Personnel Salaries Supplemental 2000 Substitutes for release time 1000-1999: Certificated Personnel Salaries Supplemental 2000 Testing Costs 5000-5999: Services And Other Operating Expenditures Supplemental 450 Fees and Registration 5000-5999: Services And Other Operating Expenditures Supplemental 1500	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 1500 Classes 1000-1999: Certificated Personnel Salaries Supplemental 2500 Substitutes for release time 1000-1999: Certificated Personnel Salaries Supplemental 2000 Testing Costs 5000-5999: Services And Other Operating Expenditures Supplemental 500 Fees and registration 5000-5999: Services And Other Operating Expenditures Supplemental 1000
		Partner with the Sierra Arts Council to provide weekly Orff music program for students K-4 and fund an instrumental music program 5-8. 2. Provide a music program for all students 3. Fund an instrumental music program	LEA-wide		Contribution to Orf Classroom Music Project 5000-5999: Services And Other Operating Expenditures Supplemental 5000 Stipend for instrumental music program 1000-1999: Certificated Personnel Salaries Supplemental 6000 3000-3999: Employee Benefits Supplemental 1400	Salary 1000-1999: Certificated Personnel Salaries Supplemental 6000 3000-3999: Employee Benefits Supplemental 1500 5000-5999: Services And Other Operating Expenditures Supplemental 5000	Salary 1000-1999: Certificated Personnel Salaries Supplemental 7000 3000-3999: Employee Benefits Supplemental 1500 5000-5999: Services And Other Operating Expenditures Supplemental 5000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Invest in technology resources for student and teacher use 2. Invest in technology resources for student and teacher use	LEA-wide		Technology upgrades for server. 4000-4999: Books And Supplies Supplemental 985. Update teacher laptops to enable video streaming and use of online resources in all classes 4000-4999: Books And Supplies Supplemental 1000	Update teacher laptops to enable video streaming and use of online resources in class 4000-4999: Books And Supplies Supplemental 10000	
Prioritize safety and maintenance of district facilities	Basic Services (Priority 1)	Expand six hour maintenance worker to eight hours 2. Continue maintenance worker hours 3. Continue maintenance worker hours	LEA-wide		Salary 2000-2999: Classified Personnel Salaries Supplemental 10000 3000-3999: Employee Benefits Supplemental 1800	Salary 2000-2999: Classified Personnel Salaries Supplemental 10000 3000-3999: Employee Benefits Supplemental 1800	Salary 2000-2999: Classified Personnel Salaries Supplemental 10000 Benefits 3000-3999: Employee Benefits Supplemental 1900
		2. Expand custodial hours by .25 FTE during school year 3. Continue .25 FTE custodial hours during school years				Salary 2000-2999: Classified Personnel Salaries Supplemental 12500 3000-3999: Employee Benefits Supplemental 2550	Salary 2000-2999: Classified Personnel Salaries Supplemental 12500 3000-3999: Employee Benefits Supplemental 2550

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Support student achievement by aligning curriculum materials and instruction with the California Common Core Standards	Pupil Achievement (Priority 4) Basic Services (Priority 1) Implementation of Common Core Standards (Priority 2)	Purchase software or licenses to assist EL students with language development 2. Purchase software or licensing to assist EL students with language development 3. Purchase software or licensing to assist EL students with language development	LEA-wide		Software or licensing 4000-4999: Books And Supplies Supplemental 2500	Software or licensing 4000-4999: Books And Supplies Supplemental 2500	Software of licensing 4000-4999: Books And Supplies Supplemental 2500
		Offer before school tutoring for targeted low income, foster youth and EL pupils who have not yet mastered grade level standards 2. Offer before school tutoring for targeted low income and EL pupils who have not yet mastered grade level standards 3. Offer before school tutoring for targeted low income, foster youth and EL pupils who have not yet mastered grade level standards	LEA-wide		Paraprofessional Salary 2000-2999: Classified Personnel Salaries Supplemental 4000 3000-3999: Employee Benefits Supplemental 640	Paraprofessional salary 2000-2999: Classified Personnel Salaries Supplemental 4000 3000-3999: Employee Benefits Supplemental 640	Paraprofessional salary 2000-2999: Classified Personnel Salaries Supplemental 4000 3000-3999: Employee Benefits Supplemental 640

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		2. Implement benchmark testing program for low income, EL students, and foster youth 3. Implement benchmark testing program for target low income, EL students and foster youth			Assessments 5000-5999: Services And Other Operating Expenditures Supplemental 1090	Assessment 5000-5999: Services And Other Operating Expenditures Supplemental 822	
Improve campus climate to impact student/parent connectedness to school	School Climate(Priority 6) Pupil Engagement(Priority 5) Parent Involvement(Priority 3)	Post forms and resource links for Spanish speaking families on the district website 2. Update and expand forms and resource links for Spanish speaking families on the district website 3. Update and expand forms and resource links for non-English speaking families on the district website	LEA-wide		Consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental 500	Consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000	
		Conduct a book study group for "Engaging Students With Poverty in Mind" 2. Book study for staff on selection related to serving under resourced students 3. Book study for staff of a selection related to serving under resourced students.	LEA-wide		Purchase Books and facilitator guide 4000-4999: Books And Supplies Supplemental 550 Stipend for facilitator 1000-1999: Certificated Personnel Salaries Supplemental 500 Stipends for classified participants 2000-2999: Classified Personnel Salaries Supplemental 800	Purchase Books and facilitator guide 4000-4999: Books And Supplies Supplemental 650 Stipend for Facilitator 1000-1999: Certificated Personnel Salaries Supplemental 500 Stipends for classified participants 2000-2999: Classified Personnel Salaries Supplemental 900	Purchase Books and facilitator guide 4000-4999: Books And Supplies Supplemental 650 Stipend for facilitator 1000-1999: Certificated Personnel Salaries Supplemental 500 Stipends for classified participants 2000-2999: Classified Personnel Salaries Supplemental 800

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					Stipends for certificated participants 1000-1999: Certificated Personnel Salaries Supplemental 2000	Stipends for certificated participants 1000-1999: Certificated Personnel Salaries Supplemental 1600	Stipends for certificated participants 1000-1999: Certificated Personnel Salaries Supplemental 1600
		<p>Provide translated messages about campus events and activities to families who do not speak English</p> <p>2. Continue to provide translated messages about campus events and activities to families who do not speak English</p> <p>3. Continue to provide translated messages about campus events and activities to families who do not speak English</p>	LEA-wide		<p>Translation services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 500</p>	<p>Translation services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 500</p>	<p>Translation services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 500</p>
Ensure a broad course of study for all students	<p>Pupil Achievement (Priority 4)</p> <p>Pupil Engagement (Priority 5)</p> <p>Pupil Outcomes (Priority 8)</p> <p>Broad Course of Study (Priority 7)</p>						
Prioritize safety and maintenance of district facilities	Basic Services (Priority 1)						

- C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Supplemental funds anticipated over the three years 2014-2017 is \$465,430.. This amount includes \$166,332. for 14/15, \$140,925. for 15/16, and \$158,173. for 16/17. These projections are based on the number and calculation of unduplicated low-income students, English learners, and foster youth. Since Curtis Creek is a single school district, the LCAP focuses on fully implementing the California Common Core Standards, using positive school climate to connect students and their families to school, and prioritizing safety and maintenance of facilities in order to continue offering a broad course of study to all students.

- D. 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). 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). 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.

The minimum proportionality percentage for 2014-2015 is 5.22%. In 2015-2016, when the district is slated to receive \$140,925., proportionality decreases by .99% to 4.23%. This percentage will increase to 4.59% during 2016-2017 when the amount of funding is also increased to \$158.173. The minimum proportionality equates to the minimum amount of growth that the State anticipates for targeted students.

Targeted intervention, professional development and supplemental materials will be provided in support of low income students, English learners, and Foster Youth.

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.