

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:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

Curtis Creek Elementary School District is a single school, TK through eighth grade school. There are 28 full-time (FT) certificated teachers, including a Title 1, two special education, a Physical Education, and three Science teachers. The Special Education Program also employs four PT paraprofessionals. The CCSD is supported by one FT School Secretary, one FT Attendance Clerk, one FT District Secretary, one FT Director of Business Services, one Superintendent/Principal, and one PT Principal. There is a part-time PT Library Clerk. There is a free before school "Mustangs Matter" tutoring program which runs from 7:30 A.M. to 7:45 AM, one classroom for upper grades, one for lower grades. The Title 1 Program employs one FT teacher, and one part-time paraprofessional. The staff also includes two full-time and four part-time paraprofessionals who work with Special Education students. The State Preschool program employs one full-time teacher and two paraprofessionals. The Maintenance & Operations Manager supervises two full-time Maintenance/Grounds staff, one FT Custodian, and four PT Custodians. and . The Food Services Manager supervises a PT Cafeteria Lead and two PT Cooks. The Transportation Manager also drives and supervises four PT bus drivers. Kindergarten staff are also supported by four PT paraprofessionals.

CCSD offers many different educational programs to meet the needs of our students. Many children get supplemental help during and before the school day. Among these programs are Title 1, Speech, Language, Occupational Therapy, Adaptive Physical Education services. Additional programs include TK-4 Music, 5-8 Marching Band, Science, and Gifted and Talented Education (GATE).

The GATE Program supports three college field tours, eight scholarships (Band Camp, Art Camp, Mad About Science), scholarships for Gold Country Band Camp, AR awards, 12 after school classes (cribbage, book clubs, life skills, hands on Algebra, Beneficial Bugs, Girls' Robotics, Cup Song, Birdhouses, Recorder Ensemble, Choral, Star Dome @ Science Fair, & Geocaching), Family Science Night, Modesto Jr College Performing Arts, Modesto's Great Valley Museum, CSU Stanislaus Science Day, and Sonora Art Museums.

There is no data to support a middle school dropout problem; therefore dropout rate was not addressed in the LCAP. Effort is being made to increase the maintenance and upkeep of the facility, hence the additional maintenance and custodial time addressed in the LCAP. But there is still work to do as the School Facility Good Repair Status has an overall rating of "Fair".

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>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>SSC 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.</p>
<p>In December 2014 the School Site Council (SSC) heard a presentation about the</p>	<p>Certificated, classified, and management acquired a better understanding of</p>

Local Control Funding Formula and the Local Accountability Plan, such as grade span funding, supplemental and concentration requirements, and California's eight priorities.

Data from the most recent suspension and expulsion rates were shared with the faculty and SSC in December and January. During April 2015, the Superintendent presented information to certificated, classified, and management staff about the State's eight priorities. Staff and parents were surveyed about possible improvement activities in each area.

Fitness Inspection Tools from the previous two years were reviewed. California Healthy Kids Survey results were reviewed.

The Principal went over a handout about the LCFF and LCAP for the paraprofessionals during April 2015. Also in April (4/7/15), LCAP goals were discussed and input was collected from the students in Student Council.

On April 13 2015, The principal held an LCAP Focus Meeting for parents and learning community. This evening meeting gave the learning community a chance to ask questions and give input and suggestions for LCAP activities.

On April 10, 2015 management employees attended a presentation about LCFF and LCAP. Possible goals were shared with the group. As follow up each person had access to a survey link for input into the plan activities.

A Google survey form was used to collect input from parents and other members of the learning community during the last two weeks of April 2015. The surveys' locations were made public through the staff newsletters, the April monthly parent newsletter, an April evening LCAP parent meeting, and on the District website.

Draft goals and activities was shared with the certificated and classified staff and the rest of the learning community on the District website in mid May 2015.

A draft version of the Local Control Accountability Plan was shared with the Curtis Creek School Site Council on April 28th, 2015. This was another opportunity for community input.

LCAP and LCFF. Given their knowledge of performance and indicator data, they were surveyed about activities to support the priority areas. Parents also had access to the survey through the District's website.

Collected data informed the goal about safety and maintenance of the school as a basic service.

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.

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.

Beyond LCAP staff meetings and surveys, this meeting will ensure all learning community stakeholders have provided input into the LCAP goals and activities.

These employees provided a unique perspective about facility maintenance and technology resources related to the State's priorities.

Activities surrounding School Climate and bullying were added each year.

Community groups provided recommendations about ways for the school to improve pupil outcomes and to promote resiliency among at risk student populations.

Topics addressed in the stake holder meetings that were added to this year's LCAP included Parenting Support Nights, continued PD for New Generation Science Standards (NGSS), Science Camp base funding and adjustments to stipends, fund the TK-4 Orff Music program in a more substantial amount,

A hearing was conducted on June 9, 2015 to allow the Governing Board to hear comments from the public about the Local Control Accountability Plan.

June 16 - The Board approves the LCAP. The State requires the Board to approve the LCAP before the regular budget meeting which is scheduled for June 16 where the District budget is approved by the Board.

In early Fall of 2015, through end of the school year, students were greatly involved with the New Student Mustang Store. Items were purchased with (3-Part NCR) "Mighty Mustang" . These are rewards for being "caught" being safe, respectful, and/or responsible. In addition to Mighty Mustang rewards, we also developed "Mustang Bucks" for the upper grade students. Upper grade students could receive either Mighty Mustangs and/or Mustang Bucks. Input for store reward items was obtained each month from the students as they purchased items from the store. The items are always "changed up" depending on what they seem to like to purchase. Students are also learning the concept of saving ~ They ask themselves, "Should I save my Mighty Mustangs until next month so I can buy the water bottle?" The store is open once a month.

enhance facility maintenance and upkeep with the additional Maintenance & Custodian funding, continue to upgrade technology and acquire more Chromebooks, pest abatement, RtI models for at-risk students, and more inclusion of paraprofessionals in PD trainings. Continue with PD on the Common Core.

Student Store: Students continuously provide input into the Mighty Mustang and Mustang Buck reward items that are carried in the student store.

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Annual Update:

Input from all of the stakeholder engagement and much is reflected in the LCAP Goals and Activities. The request for additional attention to maintenance and facility upkeep is addressed in the additional Custodial and Maintenance hours. Per requested, their is continued newer funding to support the three Science teachers with the new NGSS. As requested by both teachers and Paraprofessionals, more Parenting Classes/Evenings were also added to the budget. Professional Development was particularly requested for the Paraprofessionals in light of the new Common Core State Standards. Continued support for the Mighty Mustang (Homework help) is also reflected in the LCAP. Upgrades to technology need to be continuously supported and is also reflected in the LCAP. Parents were asking for the continued support of increasing the number of Chromebooks - thus reflected in the LCAP. Parents also appreciated the extra funding for "at-risk-students". This is addressed

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through the Response To Intervention (RtI) model utilizing lower class sizes and additional academic support of a .50 teacher with a fluid (as needed) small group pull-out and in-class attention. Parents also support the continued funding of the Gifted and Talented Education Program (GATE). CCSD has continuously funded this program for many years and considers it a high priority to the educational program.

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A Google survey form was used to collect input from parents and other members of the learning community during the last two weeks of April 2015. The surveys' locations were made public through the staff newsletters, the April monthly parent newsletter, an April evening LCAP parent meeting, and on the District website.

Draft goals and activities was shared with the certificated and classified staff and the rest of the learning community on the District website in mid May 2015.

A hearing was conducted on June 9, 2015 to allow the Governing Board to hear comments from the public about the Local Control Accountability Plan.

June 16 - The Board approves the LCAP. The State requires the Board to approve the LCAP before the regular budget meeting which is scheduled for June 16 where the District budget is approved by the Board.

In December 2015 the School Site Council (SSC) heard a presentation about the Local Control Funding Formula and the Local Accountability Plan, such as grade span funding, supplemental and concentration requirements, and California's eight priorities.

During the 2015 spring LCAP Focus Group meetings, the Superintendent presented information to parents, certificated, classified, and management staff about the State's eight priorities and last year's goals. All were given a flyer (by CA PTA) explaining the LCAP process. New suggestions were added by each group, but no programs/items were taken off the lists. These Focus Sessions gave the learning communities a chance to ask questions and give input and suggestions for LCAP activities. These items will be kept as a "wish list" if additional funding becomes available. The following dates were LCAP discussions and Focus Groups:

9/29/15 SSC LCAP discussion and brief overview on the development process.

2/10/16 Education & Law Leadership Collaborative. Education and Law

Enforcement officials discussed current safety issues and future safety needs.
3/16/16 (Early Release Day) Certificated LCAP Focus meeting. Teachers discussed current goals and made suggestions for new ones (Funds permitting).

3/18/16 Classified staff Focus meeting. Classified staff discussed current goals and made suggestions for new ones (Funds permitting).

3/31/16 Education & Law Leadership Collaborative. Education and Law Enforcement officials met for a second meeting. Discussed current safety issues and future safety needs.

4/15/16 LCAP Parent meeting. Discussed current goals and made suggestions for new ones (Funds permitting).

4/19/16 LCAP Focus Meeting with SSC our Parent Advisory Group). Discussed current goals and made suggestions for new ones (Funds permitting).

A Google survey form was used to collect input from parents and other members of the learning community during the month of April 2016. The surveys' locations were made public through the staff newsletters, the April monthly parent newsletter, and on the District website.

Draft goals and activities was shared with the certificated and classified staff and the rest of the learning community on the District website in mid May 2015.

A hearing was conducted on June 14, 2016 to allow the Governing Board to hear comments from the public about the Local Control Accountability Plan.

June 21, 2016 - The Board approves the LCAP. The State requires the Board to approve the LCAP before the regular budget meeting which is scheduled for June 21 where the District budget is approved by the Board.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Support student achievement by aligning curriculum materials and instruction with the California Common Core Standards	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Need: To increase the number of students proficient in language arts and mathematics Increase the number of EL students who improve their English language skills. DIBELS was only administered to Title I students in 2014-15, but the 2015-16 goal will be to assess grades 1-5. Benchmarks: Smarter Balanced Testing will be used as a benchmark once trend scores are available. Baseline scores were provided in 2015-16. District Benchmarks were developed this year and implementation will be in 2015-16. A 5% increase measured by Smarter Balanced will be a goal for 2016-17.. CELDT scores over the last two years have increased for 9 out of 11 students. This is the overall score (the average of the four domains). The CELDT scores help the classroom teacher determine what types of instruction the student should receive. EL Re-designation rate was 66.7%. Teacher miss-assignment rate is zero. 100% of the students have access to instructional materials. There is 100% implementation of the CCSS.
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Goal Applies to:	Schools: LEA
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	To increase the number of students proficient in language arts and mathematics Increase the number of EL students who improve their English language skills. DIBELS was only administered to Title I students in 2014-15, but the 2015-16 goal will be to assess grades 1-5. Benchmarks: Smarter Balanced Testing will be used as a benchmark once scores are available. District Benchmarks were developed this year and implementation will be in 2015-16. A 5% increase measured by Smarter Balanced when looking at trend data from 2015-16 to end of year 2016-17. 2015-16 CCSD ELA SBAC results were 2% higher overall compared to the State level data. 2015-16 CCSD Math SBAC results were 23% lower overall compared to the State level data.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Integrate technology as a tool for teaching and learning of Common Core Standards	School-wide/LEA	<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:	Registration Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3000 Support from Tuolumne County Office of Education Department 5800: Professional/Consulting Services And Operating Expenditures Supplemental 7200 Purchase one classroom sets of Chromebooks (1:1 Student to Chromebook). 4000-4999: Books And Supplies

		(Specify)	Supplemental 12500
Fully implement RTI model by regularly using adopted level one intervention materials in the classroom	School-wide/LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At risk students	Classroom intervention materials for Language Arts 4000-4999: Books And Supplies Supplemental 3000
Continue with evidence based intervention software and materials for the learning lab and special education students	School-wide/LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Special Needs	Software and licensing 4000-4999: Books And Supplies Supplemental 2000
Continue to provide professional development to ensure high quality instruction with standards based mathematics, language arts, and Next Generation Science Standards materials.	School-wide/LEA	<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)	In-depth training for English/Language Arts CCS. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1200 In-depth training for Mathematics CCS. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2000 Next Generation Science Standards Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000 Costs for travel to NGSS Conference (3 teachers) 5000-5999: Services And Other Operating Expenditures Supplemental 3000
Continue to pilot Eureka math curriculum as a supplement to Saxon mathematics. The District may decide upon a CCSS and state approved mathematics textbooks and materials.	School-wide/LEA	<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	Textbooks 4000-4999: Books And Supplies Supplemental 21504

		_ Other Subgroups: (Specify)	
Illuminate Data and Assessment (DnA) program will enable staff to immediately analyze data through pre-built reports of individual classroom assessments, District Benchmarks, and State testing.	School-wide/LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Illuminate Program. Year 3 of the 3 yr contract. 4000-4999: Books And Supplies Supplemental 6200
Provide professional development for Illuminate and other Data analysis programs.	School-wide/LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated staff salary for training for 2 days (Sub Costs) 1000-1999: Certificated Personnel Salaries Supplemental 5040 Certificated staff salary for training for 2 days (Sub Costs) 3000-3999: Employee Benefits Supplemental 750
The General Fund contribution to the Reading Intervention Teacher/Program. This is in additional to Title I funds.	School-wide/LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional contribution to Title I teacher and Para (Includes Benefits) 1000-1999: Certificated Personnel Salaries Supplemental 46200 Additional contribution to Title I teacher and Para (Includes Benefits) 2000-2999: Classified Personnel Salaries Supplemental 40821
Intervention for students who are at risk of not meeting grade level standards. Grades K-5, and Grades 6-8.	School-wide/LEA	_ 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 checked="" type="checkbox"/> Other Subgroups: (Specify) Students at Risk, SE	Intervention for students who are at risk of not meeting grade level standards . 9 FTE including benefits 1000-1999: Certificated Personnel Salaries Supplemental 113738

		students	
Purchase software or licensing to further assist EL students with language development	School-wide/LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Software of licensing 4000-4999: Books And Supplies Supplemental 500
Offer before school tutoring for targeted low income, foster youth and EL pupils who have not yet mastered grade level standards. Day percentage: Sue 4%, Dede 6%, Clare 11.5%, Bridget 10%.	School-wide/LEA	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) Students at risk, SE students	Paraprofessional salaries 2000-2999: Classified Personnel Salaries Supplemental 7122 3000-3999: Employee Benefits Supplemental 4046

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	To increase the number of students proficient in language arts and mathematics Increase the number of EL students who improve their English language skills. DIBELS was only administered to Title I students in 2014-15, but the 2015-16 goal will be to assess grades 1-5. Benchmarks: Smarter Balanced Testing will be used as a benchmark once scores are available. District Benchmarks were developed this year and implementation will be in 2015-16. A 5% increase measured by Smarter Balanced and District Benchmarks.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Integrate technology as a tool for teaching and learning of the CCSS.	School-wide/LEA	<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)	Registration Fees/Illuminate Trainings 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000 Support from the Tuolumne County Office of Education Technology Department 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000 Purchase one classroom set of Chromebooks 1:1 for 4th grades 4000-4999: Books And Supplies Supplemental 12117
Fully implement RTI model by regularly using adopted level one intervention materials in the classroom	School-	<input type="checkbox"/> All	Classroom intervention materials. 4000-4999: Books And

	wide/LEA	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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students at risk, SE students</u>	Supplies Supplemental 3000
Select and purchase evidence based intervention software & materials for the learning lab and special education students.	School-wide/LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Special Needs</u>	Software & licensing and materials 4000-4999: Books And Supplies Supplemental 2000
Continue to provide professional development to ensure high quality instruction with CCSS mathematics, English/ Language Arts, and the NGSS materials.	School-wide/LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	In-depth training for ELA 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1200 In-depth training for Mathematics 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2000 NGSS Professional development 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2000 NGSS Conference (3 teachers) 5000-5999: Services And Other Operating Expenditures Supplemental 3000
Continue to pilot Eureka math as a supplement to Saxon until purchase of State approved math textbooks and instructional materials, or new ELA State approved textbooks and materials.	School-wide/LEA	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Textbooks & materials 4000-4999: Books And Supplies Supplemental 21504

<p>Illuminate Data and Assessment (DnA). This program enables staff to analyze data.</p>	<p>School-wide/LEA</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>Illuminate Program (3 year contract. Year 1 of 3) 4000-4999: Books And Supplies Supplemental 6200</p>
<p>Offer before school tutoring for targeted low income, foster youth and EL pupils who have not yet mastered grade level standards. Day percentage: Sue 4%, Dede 6%, Clare 11.5%, Bridget 10%.</p>	<p>School-wide/LEA</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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education students</u></p>	<p>Paraprofessional salaries 2000-2999: Classified Personnel Salaries Supplemental 7122 3000-3999: Employee Benefits Supplemental 4046</p>
<p>Provide Professional development for Illuminate, and/or other data analysis programs and trainings.</p>	<p>School-wide/LEA</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>Certificated training (2 days, sub costs) 1000-1999: Certificated Personnel Salaries Supplemental 5040 3000-3999: Employee Benefits Supplemental 750</p>
<p>Intervention for students who are at risk of not meeting grade level standards. Grades K-5, and Grades 6-8)</p>	<p>School-wide/LEA</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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Special Needs</u></p>	<p>Intervention for students who are at risk of not meeting grade level standards, 1.5 FTE 1000-1999: Certificated Personnel Salaries Supplemental 100720 Benefits 3000-3999: Employee Benefits Supplemental 28507</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	To increase the number of students proficient in language arts and mathematics. Increase the number of EL students who improve their English language skills. DIBELS was only administered to Title I students in 2014-15, but the 2015-16 goal will be to assess grades 1-5. Benchmarks: Smarter Balanced Testing will be used as a benchmark once scores are available. District Benchmarks were developed this year and implementation will be in 2015-16. A 5% increase measured by Smarter Balanced and District Benchmarks.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Integrate technology as a tool for teaching and learning of the CCSS.	School-wide/LEA	<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)	Registration Fees/Illuminate Trainings 5000-5999: Services And Other Operating Expenditures Supplemental 1000 Support from the Tuolumne County Office of Education Technology Department 5000-5999: Services And Other Operating Expenditures Supplemental 5000 Purchase Chromebooks as needed for 1:1 4000-4999: Books And Supplies Supplemental 12117
Fully implement RTI model by regularly using adopted level one intervention materials in the classroom	School-wide/LEA	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) Sp Education	Intervention materials 4000-4999: Books And Supplies Supplemental 3000
Select and purchase evidence based intervention software & materials for the learning lab and special education students.	School-wide/LEA	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) Sp Education	Software 4000-4999: Books And Supplies Supplemental 2000
Intervention for students who are at risk of not meeting grade level standards. Grades K-5, and Grades 6-8.	School-wide/LEA	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Equals 1 FTE 1000-1999: Certificated Personnel Salaries Supplemental 100720 Benefits 3000-3999: Employee Benefits Supplemental 28507

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-risk	
Continue to provide professional development to ensure high quality instruction with CCSS mathematics, English/ Language Arts, and the NGSS materials.	School-wide/LEA	<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)	Training - ELA 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1200 Training - Math 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2000 Training - NGSS 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2000 NGSS Conference 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3000
Continue to pilot Eureka math as a supplement to Saxon until purchase of State approved math textbooks and instructional materials.	School-wide/LEA	<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)	Textbook Materials 4000-4999: Books And Supplies Supplemental 21504
Illuminate Data and Assessment (DnA). This program enables staff to analyze data.	School-wide/LEA	<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)	3 yr contract? Year 2 of 3. 4000-4999: Books And Supplies Supplemental 6200
Offer before school tutoring for targeted low income, foster youth and EL pupils who have not yet mastered grade level standards. Day percentage: Sue 4%, Dede 6%, Clare 11.5%, Bridget 10%	School-wide/LEA	<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	Para Salaries 2000-2999: Classified Personnel Salaries Supplemental 7122 Benefits 3000-3999: Employee Benefits Supplemental 4046

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Sp Education</u>	
Provide Professional development for Illuminate, and/or other data analysis programs and trainings.	School-wide/LEA	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> 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)	Certificated Training (2 days sub cost) 1000-1999: Certificated Personnel Salaries Supplemental 5040 <hr/> Benefits 3000-3999: Employee Benefits Supplemental 750

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

GOAL 2:	Improve campus climate to impact student/parent connectedness to school	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Need: To build a safe nurturing learning community that reduces the rate of absences, suspensions and expulsions and increases promotion/graduation rates. Also a reduction in discipline referrals, suspensions, and expulsions. In 2013-14 there were the following: 12 in-house suspensions, 17 home-suspensions (29 total) , and 0 expulsions. 2014-15: 9 in-house, 17 home suspensions (26 total) , and 3 expulsions. In 2015-16, there were a total of 38 suspensions, and 2 expulsions. We would aspire to a reduction in suspensions by at least a third. Chronic absenteeism was at 5.9% in 2014-2015. It improved in 2015-16 going down to 4.8% . As soon as a student misses 10% of the time they've been in school at that point, letters are sent home to the parents. Healthy Kids Survey, Linked To Kids Grant reports, and Aeries data will help provide this data. Average attendance rate for the 2014-15 was 92.21%. This was increased in 2015-16 to 95.44%. This year a local yogurt company donated yogurt coupons to be given out weekly in Perfect Attendance Drawings. We also had donated pizza coupons for the same drawings in the month of March. Parent participation is high as evidenced by events , for example, the hundreds of families who attended the Sesquicentennial and the the Science Night. A parent survey was on the web for a month and noted in the parent newsletter. The three surveys that were returned had very positive comments. The "lowest" scores were "Moderate Priority" regarding facilities and parental involvement. "Extremely Hig Priority" and High Priority" included student achievement, student engagement, qualified teachers, and student access to core and non-core subjects.

Goal Applies to:	Schools: Curtis Creek	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	There will be a decrease in disciplinary referrals, suspension, and expulsions each year. There will be an increase in student attendance rates each year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Positive Behavior Support Program Activities	School-wide/LEA	<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)	Incentives 4000-4999: Books And Supplies Supplemental 1000 Coaching for Yard Supervisors 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2000

<p>Participate in Friendship Summit with other schools throughout the county</p>	<p>School-wide/LEA</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>Transporation 5000-5999: Services And Other Operating Expenditures Supplemental 500 Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 360 Classified Subs 2000-2999: Classified Personnel Salaries Supplemental 428.76 Certificated Substitute Benefits 3000-3999: Employee Benefits Supplemental 40 Classified Substitute Benefits 3000-3999: Employee Benefits Supplemental 71.24</p>
<p>Three Parent Activity Nights. Topics could vary from "Welcome Back!", "A.R. Night", "Math Night", "Science Night" , "History Night", "How do I Get My Child To ?" Hosted by six teachers (two per grade span). Paraprofessionals would cover child care. Possibly 1/2 hr Fundraiser Dinner, then an hour session.</p>	<p>School-wide/LEA</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>Six Cert. Salaries (Ave \$52. per T.) x three nights 1000-1999: Certificated Personnel Salaries Supplemental 936 Three Classified Salaries (Ave \$14. per Para) x three nights 2000-2999: Classified Personnel Salaries Supplemental 126 Benefits 3000-3999: Employee Benefits Supplemental 171 Materials and supplies 4000-4999: Books And Supplies Supplemental 1212</p>
<p>Update and expand forms and resource links for non-English speaking families on the district website</p>	<p>School-wide/LEA</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: There will be a decrease in disciplinary referrals, suspension, and expulsions each year.
There will be an increase in student attendance rates each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue and improve Positive Behavior Intervention Support program	School-wide/LEA	<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)	Incentives 4000-4999: Books And Supplies Supplemental 1000 Coaching for Yard Supervisors 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2000
Participate in Friendship Summit with other schools throughout the county.	School-wide/LEA	<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)	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 500 Certificated Subs 1000-1999: Certificated Personnel Salaries Supplemental 405 Classified Subs 2000-2999: Classified Personnel Salaries Supplemental 429 Certificated Sub Benefits 3000-3999: Employee Benefits Supplemental 95 Classified Sub Benefits 3000-3999: Employee Benefits Supplemental 71
Update and expand forms and resource links for Spanish speaking families on the district website.	School-wide/LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000
Provide translated messages about campus events and activities to families who do not speak English	School-wide/LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Translation Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 500

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Three Parent Activity Nights.	School-wide/LEA	<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)	Six Cert. Salaries (Ave \$52. per T.) x three nights 1000-1999: Certificated Personnel Salaries Supplemental 936 Three Classified Salaries (Ave \$14. per Para) x three nights 2000-2999: Classified Personnel Salaries Supplemental 126 Benefits 3000-3999: Employee Benefits Supplemental 171 Materials and supplies 4000-4999: Books And Supplies Supplemental 1212

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<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)	
Continue and improve Positive Behavior Intervention Support program including the Student Store	School-wide/LEA	<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)	Incentives 4000-4999: Books And Supplies Supplemental 3000
Participate in the TCSOS's Friendship Summit	School-wide/LEA	<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)	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 500 Certificated Subs 1000-1999: Certificated Personnel Salaries Supplemental 405 Classified Subs 2000-2999: Classified Personnel Salaries Supplemental 430 Benefits 3000-3999: Employee Benefits Supplemental 200

		(Specify)	
Provide translators, or translated messages about campus events and activities to families who do not speak English	School-wide/LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Translation Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1500
Parent Activity Nights	School-wide/LEA	<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)	Certificated Salaries (6 T. x \$52, x 3 nights) 1000-1999: Certificated Personnel Salaries Supplemental 936 Classified Salaries (3 Paras, x \$14, x 3 nights) 2000-2999: Classified Personnel Salaries Supplemental 126 Benefits 3000-3999: Employee Benefits Supplemental 171 Materials & Supplies 4000-4999: Books And Supplies Supplemental 1215

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

GOAL 3:	Ensure a broad course of study for all students	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: To expand the breadth of learning and enrichment opportunities, such as music, art, STEM and technology, available to Curtis Creek students
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Goal Applies to:	Schools: Curtis Creek
	Applicable Pupil Subgroups: All pupils

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	100% of the students will receive instruction in music (Grades TK - 4), STEM, ELA, Mathematics, and PE each year. Trend data will start being collected for the GATE sponsored class offerings. Goal: 10% of all students will participate in GATE classes. Approximately 10% of all students will be identified as GATE.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund services to gifted and talented students through GATE. Coordinator , transportation to colleges. The GATE Program supports three college field tours, eight scholarships (Band Camp, Art Camp, Mad About Science), scholarships for Gold Country Band Camp, AR awards, 12 after school classes (cribbage, book clubs, life skills, hands on Algebra,Benficial Bugs, Girls' Robotics, Cup Song, Birdhouses, Recorder Ensemble, Choral, Star Dome @ Science Fair, & Geocaching), Family Science Night, Modesto Jr College Performing Arts, Modesto's Great Valley Museum, CSU Stanislaus Science Day, and Sonora Art Museums. GATE classes are open to any who are interested in that topic. Some field trips are open only to GATE students.	School-wide/LEA	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE, Student choice	GATE Coordinator 1000-1999: Certificated Personnel Salaries Supplemental 2000 Supplies and Materials 4000-4999: Books And Supplies Supplemental 1000 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 4000-4999: Books And Supplies Supplemental 500 Fees and registration 5000-5999: Services And Other Operating Expenditures Supplemental 1000
Provide a music program for all students. TK-4 Orff music: CCSD increased this contribution from \$5000. to \$12500.to cover loss of two grants (Front Porch \$5000. and SAF \$2500. Additional contributions OUTSIDE the LCAP include a State grant match of \$2000., CCPA	School-wide/LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Salary: Instrumental 2000-2999: Classified Personnel Salaries Supplemental 7200 3000-3999: Employee Benefits Supplemental 735 Orff Music Program 5000-5999: Services And Other Operating Expenditures Supplemental 12500

<p>\$1000., and fill the Drum \$500., for a total of \$16000.) Provide a 5-8 instrumental program for grades 5-8.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Band is student choice</p>	
<p>Invest in technology resources for student and teacher use. Update teacher laptops to enable video streaming and use of online resources in class</p>	<p>School-wide/LEA</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>Update laptops 4000-4999: Books And Supplies Supplemental 5000</p>
<p>Science Camp for 6th grade students</p>	<p>School-wide/LEA</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>Science Camp District Contribution 5000-5999: Services And Other Operating Expenditures Supplemental 500 Teacher Stipend 1000-1999: Certificated Personnel Salaries Supplemental 387 Teacher Benefits 3000-3999: Employee Benefits Supplemental 58</p>
<p>ConnectEd Phone Calls to homes</p>	<p>School-wide/LEA</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>ConnectEd Phone Service 5000-5999: Services And Other Operating Expenditures Supplemental 2500</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: 100% of the students will receive instruction in music (Grades TK - 4), STEM, ELA, Mathematics, and PE each year. Trend data will start being collected for the GATE sponsored class offerings. Goal: 10% of all students will participate in GATE classes. Approximately 10% of all students will be identified as GATE.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Fund services to gifted and talented students through GATE. Coordinator , transportation to colleges. The GATE Program supports three college field tours, eight scholarships (Band Camp, Art Camp, Mad About Science), scholarships for Gold Country Band Camp, AR awards, 12 after school classes (cribbage, book clubs, life skills, hands on Algebra,Benficial Bugs, Girls' Robotics, Cup Song, Birdhouses, Recorder Ensemble, Choral, Star Dome @ Science Fair, & Geocaching), Family Science Night, Modesto Jr College Performing Arts, Modesto's Great Valley Museum, CSU Stanislaus Science Day, and Sonora Art Museums. GATE classes are open to any who are interested in that topic. Some field trips are open only to GATE students.</p>	<p>School-wide/LEA</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>GATE students, Student choice</u></p>	<p>GATE Coordinator 1000-1999: Certificated Personnel Salaries Supplemental 3000 Materials & Supplies 4000-4999: Books And Supplies Supplemental 1000 Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 1500 Classes 1000-1999: Certificated Personnel Salaries Supplemental 2500 Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 2000 Testing Costs 5000-5999: Services And Other Operating Expenditures Supplemental 500 Fees & Registrations 5000-5999: Services And Other Operating Expenditures Supplemental 1000</p>
<p>Provide a music program for all students. TK-4 Orff music: CCSD increased this contribution from \$5000. to \$12500. to cover loss of two grants (Front Porch \$5000. and SAF \$2500. Additional contributions include a State grant match of \$2000., CCPA \$1000., and fill the Drum \$500., for a total of \$16000. These amounts are "outside" of the LCAP).</p> <p>Provide a 5-8 instrumental program for grades 5-8.</p>	<p>School-wide/LEA</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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Band is student choice</u></p>	<p>Band Staff Salary 2000-2999: Classified Personnel Salaries Supplemental 7200 Benefits 3000-3999: Employee Benefits Supplemental 735 Music Staff MOU 5000-5999: Services And Other Operating Expenditures Supplemental 12500</p>
<p>Invest in technology resources for student and teacher use. Update teacher laptops to enable video streaming and use of online resources in class</p>	<p>School-wide/LEA</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>Update teacher laptops, Chromebooks, and acquire new. 4000-4999: Books And Supplies Supplemental 5000</p>

<p>Science Camp for 6th Graders</p>	<p>School-wide/LEA</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>District Contribution 5000-5999: Services And Other Operating Expenditures Supplemental 500 Teacher Stipend 1000-1999: Certificated Personnel Salaries Supplemental 387 Cert Benefits 3000-3999: Employee Benefits Supplemental 58</p>
<p>ConnectEd Phone Messages for Homes</p>	<p>School-wide/LEA</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>ConnectEd Phone Messages 5000-5999: Services And Other Operating Expenditures Supplemental 2500</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of the students will receive instruction in music (Grades TK - 4), STEM, ELA, Mathematics, and PE each year. Trend data will start being collected for the GATE sponsored class offerings. Goal: 10% of all students will participate in GATE classes. Approximately 10% of all students will be identified as GATE.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Fund services to gifted and talented students through GATE. Coordinator , transportation to colleges. The GATE Program supports three college field tours, eight scholarships (Band Camp, Art Camp, Mad About Science), scholarships for Gold Country Band Camp, AR awards, 12 after school classes (cribbage, book clubs, life skills, hands on Algebra,Beneficial Bugs, Girls' Robotics, Cup Song, Birdhouses, Recorder Ensemble, Choral, Star Dome @ Science Fair, & Geocaching), Family Science Night, Modesto Jr College Performing Arts, Modesto's Great Valley Museum, CSU Stanislaus Science Day, and Sonora Art Museums. GATE classes are open to any who are interested in that topic. Some field trips are open only to GATE students.</p>	<p>School-wide/LEA</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>GATE and Enrichment</u></p>	<p>GATE Coordinator 1000-1999: Certificated Personnel Salaries Supplemental 3000 Materials & Supplies 3000-3999: Employee Benefits Supplemental 1000 Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 1500 Classes 1000-1999: Certificated Personnel Salaries Supplemental 2500 Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 2000 Test Materials 4000-4999: Books And Supplies Supplemental 500</p>

			Fees & Registrations 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1000
Provide a music program for all students. TK-4 Orff music: CCSD increased this contribution from \$5000. to \$12500.to cover loss of two grants (Front Porch \$5000. and SAF \$2500. Additional contributions include a State grant match of \$2000., CCPA \$1000., and fill the Drum \$500., for a total of \$16000. These amounts are "outside" of the LCAP). Provide a 5-8 instrumental program for grades 5-8.	School-wide/LEA	<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) Band is by choice	Band Staff 2000-2999: Classified Personnel Salaries Supplemental 7200 Band Staff Benefits 3000-3999: Employee Benefits Supplemental 735 Music Staff MOU 5000-5999: Services And Other Operating Expenditures Supplemental 12500
Invest in technology resources for student and teacher use. Update teacher laptops to enable video streaming and use of online resources in class	School-wide/LEA	<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)	Update/replace classroom laptops as needed 4000-4999: Books And Supplies Supplemental 5000
6th Grade Science Camp	School-wide/LEA	<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)	LEA Contribution 5000-5999: Services And Other Operating Expenditures Supplemental 500 Teacher Stipend 1000-1999: Certificated Personnel Salaries Supplemental 387 Benefits 3000-3999: Employee Benefits Supplemental 58
ConnectEd Phone Messages for Homes		<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)	ConnectEd Service 5000-5999: Services And Other Operating Expenditures Supplemental 2500

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

GOAL 4:	Prioritize safety and maintenance of district facilities	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Need: To meet an increased number of standards on the FIT assessment tool. The CDE requires this self-assessment every year. It assesses Systems, Interiors, Cleanliness, Electrical, Restroom/Fountains, Safety, Structural, and External. 2014-15 Overall Rating was "Fair". Goal: Increase Overall Rating to "Good". 2015-16 Overall Rating decreased to "Poor" - but an additional assessment performed by a Tuolumne County of Education professional, rated Curtis Creek as "Fair". The goal is to contribute annually for facilities need and have the Maintenance/Custodial Manager discuss facility needs on a monthly basis with the Superintendent and Director of Business.

Goal Applies to: Schools: LEA
 Applicable Pupil Subgroups: All pupils.

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: The campus will be an inviting and well maintained learning environment and the FIT scores will improve. Goal: Increase Overall Rating to "Good".

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue maintenance worker hours	School-wide/LEA	<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)	Salary 2000-2999: Classified Personnel Salaries Supplemental 10000 Benefits 3000-3999: Employee Benefits Supplemental 1900
Continue the additional 3 hours of Custodial time added in 2014-15.	School-wide/LEA	<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	Salary 2000-2999: Classified Personnel Salaries Supplemental 9000 3000-3999: Employee Benefits Supplemental 2000

		English proficient _ Other Subgroups: (Specify)	
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The campus will be an inviting and well maintained learning environment and the FIT scores will improve. Goal: Increase Overall Rating to "Good".
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain maintenance worker hours added in 2014-15	School-wide	<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)	Maintenance hours salary 2000-2999: Classified Personnel Salaries Supplemental 11000 Maintenance benefits 3000-3999: Employee Benefits Supplemental 3000
Continue the additional 3 hours of Custodial time added in 2014-15.	School-wide	<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)	Additional 3 hours 2000-2999: Classified Personnel Salaries Supplemental 9000 Additional 3 hours 3000-3999: Employee Benefits Supplemental 2000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	The campus will be an inviting and well maintained learning environment. FIT scores will improve. Goal: Increase Overall Rating to "Good".
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain maintenance worker hours added in 2014-15	School-wide/LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Maintenance Hours 2000-2999: Classified Personnel Salaries Supplemental 11000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Benefits 3000-3999: Employee Benefits Supplemental 3000
Additional Custodial Hours added in 2015-16	School-wide/LEA	<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)	Custodial Hours 2000-2999: Classified Personnel Salaries Supplemental 9000. Benefits 3000-3999: Employee Benefits Supplemental 2000

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

GOAL 5:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 6:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 7:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 8:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 9:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :		
Goal Applies to: Schools:		
Applicable Pupil Subgroups:		
LCAP Year 1: 2016-2017		
Expected Annual Measurable Outcomes:		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
LCAP Year 2: 2017-18		
Expected Annual Measurable Outcomes:		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
LCAP Year 3: 2018-19		
Expected Annual Measurable Outcomes:		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Budgeted Expenditures		

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

GOAL 10:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Identified Need :					
Goal Applies to: Schools:					
Applicable Pupil Subgroups:					
LCAP Year 1: 2016-2017					
Expected Annual Measurable Outcomes:					
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-18					
Expected Annual Measurable Outcomes:					
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19					
Expected Annual Measurable Outcomes:					
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Support student achievement by aligning curriculum materials and instruction with the California Common Core Standards	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Student performance on benchmark tests in language arts and mathematics will improve each year by 5%. CELDT scores over the past three years, shows the overall score (the average of the four domains) that 9 out of 11 students made consistent improvement each year.	Actual Annual Measurable Outcomes:	Outcomes will be measured when benchmark assessments are developed and trends can be established. State SBAC aggregate results will also be analyzed once trends can be established. In 2015-2016 Curtis Creek CELDT scores rose within performance level bands. All students grew within their performance band with the exception of one special needs third grade student. That student was able to remain in the Early Intermediate Performance Level but with lowered scale scores. CELDT Performance Level bands continued to show progress. All students scored solidly within these bands: Two students in Early Intermediate. Three students in Intermediate. Two students in Early Advanced. One student in Advanced. The CELDT scores help the classroom teacher determine what types of instruction the student should receive.
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Integrate technology as a tool for teaching and learning of the Common Core Standards	Registration Fees/Illuminate Trainings. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3000 Support from Tuolumne County Office of Education Technology Department 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000	Now with internet that supports the network, there is intensive work being done on the Chromebooks. Teachers are learning how to use Google applications and how to share documents with each other and with students. One classroom set of Chromebooks were purchased for student use. Sixth grade up through eighth grade will be a ratio of 1::1 student to Chromebook.	Reg Fees/ Illuminate PD 5800: Professional/Consulting Services And Operating Expenditures Special Education 3000 TCSOS Tech Support 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000 Chromebooks 4000-4999: Books And Supplies Supplemental 12500

	<p>Purchase one classroom set of Chromebooks (1:1 Student to Chromebook) 4000-4999: Books And Supplies Supplemental 12117.</p>	<p>TCSOS Technology Department provided services throughout the year. This included PD, support when our main server went down, and much technical advice on Chromebooks (site safety) throughout the year.</p> <p>Teacher laptops, projectors, and new Smartboards are purchased as needed during the year.</p>	
<p>Scope of Service School-wide/LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide/LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Fully implement RTI model by regularly using adopted, researched based level one intervention materials in the classroom. These students are given additional assistance per academic performance in class and classroom assessments.</p>	<p>Classroom intervention materials 4000-4999: Books And Supplies Supplemental 3000</p>	<p>FastForward was purchased for the Title I classroom to further boost students' acquisition of reading. Baseline and post data showed great improvement. Ten licenses at \$280. per.</p>	<p>FastForward 4000-4999: Books And Supplies Supplemental 3000</p>
<p>Scope of Service School-wide/LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Newly identified at-risk groups</u></p>		<p>Scope of Service School-wide/LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Newly identified at-risk groups</u></p>	

<p>Purchase evidence based intervention software and materials for the learning lab and the Inclusion Classrooms (S.E.)</p>	<p>Software or licensing 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1250</p>	<p>TCSOS no longer supports LEAs with the Woodcock Johnson. New Test Administrator versions had to be purchased. \$660.</p> <p>Additional "Board Maker" tags sets were made for all staff working with SE students. These are a set of pictures staff have on their lanyards. The pictures are symbols for basic instructions like: Stop, Walk, Sit Down, Line up, and Shhhh,</p>	<p>WJ Protocols and BoardMaker 4000-4999: Books And Supplies Supplemental 1750</p>								
<table border="1"> <tr> <td data-bbox="100 535 241 605">Scope of Service</td> <td data-bbox="241 535 562 605">School-wide/LEA</td> </tr> <tr> <td colspan="2" data-bbox="100 605 562 914"> <p><u>All</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Ed</p> </td> </tr> </table>	Scope of Service	School-wide/LEA	<p><u>All</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Ed</p>			<table border="1"> <tr> <td data-bbox="1035 535 1176 605">Scope of Service</td> <td data-bbox="1176 535 1507 605">School-wide/LEA</td> </tr> <tr> <td colspan="2" data-bbox="1035 605 1507 914"> <p><u>All</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Ed</p> </td> </tr> </table>	Scope of Service	School-wide/LEA	<p><u>All</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Ed</p>		
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<p>Continue to provide professional development to ensure high quality instruction with standards based mathematics, language arts materials, NGSS</p>	<p>Indepth Training for Language Arts Common Core Standards 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1200</p> <p>Indepth Training for Mathematics 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 1000</p> <p>Costs for travel to NGSS Conference (3 teachers) 5000-5999:</p>	<p>Funds were used to release the ELA Committee to TCSOS ELA Adoption meetings. Release time was also granted to teachers to view the ELA curriculum that were up for adoption.</p> <p>Release time for teachers to attend TCSOS training for ELA PD (Cloze reading,.....)</p> <p>Release time for teachers to attend TCSOS trainings for Math PD</p>	<p>PD as described to the left for CCSS including NGSS 5000-5999: Services And Other Operating Expenditures Supplemental 7200</p>								

	<p>Services And Other Operating Expenditures Supplemental 3000.</p>	<p>(Fractions, >>>>) Release time for teachers to attend TCSOS trainings for Next Generation Science Standards Training (NGSS) Release time for 3 teachers to attend the NGSS Conference.</p>	
<p>Scope of Service School-wide/LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide/LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Purchase Common Core Standards aligned and State approved mathematics textbooks and instructional materials</p>	<p>Textbooks 4000-4999: Books And Supplies Supplemental 21504</p>	<p>We are continuing to pilot the Eureka Math and purchase the student consumables.</p>	<p>Eureka Math 4000-4999: Books And Supplies Supplemental 21504</p>
<p>Scope of Service School-wide/LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide/LEA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Illuminate Data and Assessment (DnA) Program. This program will enable staff to immediately analyze data of individual classroom assessments, District Benchmarks,</p>	<p>Illuminate Program Costs. Year 2 of 3. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 6200.</p>	<p>We are finishing Year 2 of 3. Benchmarks have been created in both ELA and Math. Teachers have also created the TCSOS report cards in Illuminate to pilot in the Fall. The</p>	<p>Illuminate Program Costs. Year 2 of 3. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6200.</p>

and State testing.			Benchmarks give students additional practice at computer "SBAC like" test taking.	
Scope of Service	School-wide/LEA		Scope of Service	School-wide/LEA
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide professional development for Illuminate DnA program.		Certificated staff salary for training for 2 days (Sub Costs) 1000-1999: Certificated Personnel Salaries Supplemental 5040 Certificated staff salary for training for 2 days. 3000-3999: Employee Benefits Supplemental 750	We are finishing Year 2 of 3. Benchmarks have been created in both ELA and Math. Teachers have also created the TCSOS report cards in Illuminate to pilot in the Fall. The Benchmarks give students additional practice at computer "SBAC like" test taking. Added 2.5% salary increase.	Illuminate PD 1000-1999: Certificated Personnel Salaries Supplemental 5935
Scope of Service	School-wide/LEA		Scope of Service	School-wide/LEA
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Intervention for students who are at risk of not meeting grade level standards. Assistance for grades K-5, and for grades 6-8.		Intervention for students who are at risk of not meeting grade level standards. 1.5 FTE. 1000-1999: Certificated Personnel Salaries Supplemental 100720 Certificated Benefits 3000-3999: Employee Benefits Supplemental	This was .5 FTE of both Principals.	Student support salaries (Includes Benefits) 1000-1999: Certificated Personnel Salaries Supplemental 129227

		28507			
Scope of Service	School-wide/LEA		Scope of Service	School-wide/LEA	
_ 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 _ Other Subgroups: (Specify) At-risk students			_ 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 checked="" type="checkbox"/> Other Subgroups: (Specify) At-risk students		
Purchase software or licensing, or materials to further assist EL students with language development.		Software or licensing 4000-4999: Books And Supplies Supplemental 500.	This need was addressed by the previous action of the purchase of FastForward. This funding covers the Title I Friday Store incentive items.		Budgeted in section above
Scope of Service	School-wide/LEA		Scope of Service	School-wide/LEA	
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ 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 _ Other Subgroups: (Specify)		
Mighty Mustangs Club: Offer intervention tutoring for all students, including targeted low income, Foster Youth, and EL pupils who have not yet mastered grade level standards. Portion of day: Sue 4%, Dede 6%, Clare 11.5%, Bridget 10%.		Paraprofessional salaries for M & M Club 2000-2999: Classified Personnel Salaries Supplemental 7122. 3000-3999: Employee Benefits Supplemental 4046.	Funds used as appropriated ~		Paraprofessional salaries for M & M Club 2000-2999: Classified Personnel Salaries Supplemental 7122. 3000-3999: Employee Benefits Supplemental 4046.
Scope of Service	School-wide/LEA		Scope of Service	School-wide/LEA	
_ All OR:			_ 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 _ Other Subgroups: (Specify) Students at Risk		<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 _ Other Subgroups: (Specify)	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>District benchmarks in ELA and Math have never been established. The onset and use of the Illuminate program has enabled teachers to create benchmarks, learn how to create "on the fly" assessments, and with the confidence of being able to choose items from a vetted item bank developed from Key Data Systems. Last year was the development year of the Benchmarks. This year was the first administration of the benchmarks. It was a learning experience for both students and teachers. We don't feel the results of the benchmarks will be reliable until we have the time to calibrate them with SBAC.</p> <p>The acquisition of high-speed internet services , along with the additional Chromebooks made "full on" technology possible at CCSD. All teachers have been trained in Google applications, teachers have trained students how to use them as well. Students know now how to create documents in Google and share out with teachers and other students - down through most of third grade. The attention on the Illuminate benchmarks will continue to be helpful in analyzing student progress in understanding of the ELA and Math CCSS. When we acquire SBAC assessment data in the Spring of 2016, we will be able to view initial SBAC trends and begin to calibrate our student benchmark results to student assessment results of the SBAC.</p> <p>"Wish List" funds permitting per the Focus Groups: Continue acquisition of Chromebooks, Counselor, NewSela, new ELA training, Mentorship for new teachers, continue Mighty Mustang Clubs, more at-risk interventions.</p>		

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

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

Original GOAL 2 from prior year LCAP:	Improve campus climate to impact student/parent connectedness to school		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Curtis Creek	-----	
	Applicable Pupil Subgroups:	All	-----	
Expected Annual Measurable Outcomes:	There will be a 10% decrease in disciplinary referrals, suspension, and expulsions each year. There will be a 10% increase in student attendance rates each year.		Actual Annual Measurable Outcomes:	Need data from Terry ~~
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Continue and improve Positive Behavior Intervention Support Program		Incentives, rewards, posters 4000-4999: Books And Supplies Supplemental 2000	Incentives, rewards, posters. The Student Store got up and running in January after months of planning. CCPA supplemented the cost of the store items.	
Scope of Service	School-wide/LEA		Scope of Service	School-wide/LEA
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Participate in Anti-Bullying Summit with other schools throughout the county		Transportation 5000-5999: Services And Other Operating Expenditures	This was re-named to "Friendship Summit" for second grade students.	
			Friendship Summit 5000-5999: Services And Other Operating	

	<p>Supplemental 250</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 225</p> <p>Substitutes 2000-2999: Classified Personnel Salaries Supplemental 214.38</p> <p>Certificated Substitute Benefits 3000-3999: Employee Benefits Supplemental 25</p> <p>Classified Substitute Benefits 3000-3999: Employee Benefits Supplemental 35.62</p>		<p>Expenditures Supplemental 250.</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 225.</p> <p>Substitutes 2000-2999: Classified Personnel Salaries Supplemental 215.</p> <p>Cert and Classified Benes 3000-3999: Employee Benefits Supplemental 60.</p>
<p>Scope of Service</p> <p>School-wide/LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>School-wide/LEA</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Post forms and resource links for Spanish speaking families on the district website. Provide translated messages about campus events and activities.</p>	<p>Consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000.</p>	<p>Provided translators at informational meetings.</p>	<p>Consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000.</p>
<p>Scope of Service</p> <p>School-wide/LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>School-wide/LEA</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Three Parent Activity Nights. Topics could vary from "Welcome Back!", "A.R. Night", "Math Night", "Science Night", "History Night", "How do I Get My Child To ?" Hosted by six teachers (two per grade span). Paraprofessionals would cover child care. Possibly 1/2 hr Fundraiser Dinner, then an hour session.</p>	<p>Six Cert. Salaries (Ave \$52. per T.) x three nights 1000-1999: Certificated Personnel Salaries Supplemental 936.</p> <p>Three Classified Salaries (Ave \$14. per Para) x three nights 2000-2999: Classified Personnel Salaries Supplemental 126.</p> <p>Benefits 3000-3999: Employee Benefits Supplemental 171.</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental 1212.</p>	<p>Parent Activity Nights: AR, STEAME, ALICE</p>	<p>Cert Salaries 1000-1999: Certificated Personnel Salaries Supplemental 940.</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental 130.</p> <p>Benefits 3000-3999: Employee Benefits Supplemental 175.</p> <p>Materials & Supplies 4000-4999: Books And Supplies Supplemental 1215.</p>								
<table border="1"> <tr> <td data-bbox="100 602 243 678">Scope of Service</td> <td data-bbox="243 602 569 678">School-wide/LEA</td> </tr> <tr> <td colspan="2" data-bbox="100 678 569 992"> <p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	School-wide/LEA	<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1031 602 1182 678">Scope of Service</td> <td data-bbox="1182 602 1514 678">School-wide/LEA</td> </tr> <tr> <td colspan="2" data-bbox="1031 678 1514 992"> <p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	School-wide/LEA	<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		
Scope of Service	School-wide/LEA										
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Scope of Service	School-wide/LEA										
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>One suggestion from the Teacher's Focus group we were able to put in place this year: We bought carnations for teachers to hand out to their parent volunteers at Open House. "Wish lists" funds permitting: Additional support for TK-5 "at risk" students, Title I Field Trip, Good Behavior field trips and Dessert Bar, More Mindfulness training, School Counselor, and student achievement awards (St of the Month, Citizenship, Most Improved).</p>										

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

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

Original GOAL 3 from prior year LCAP:	Ensure a broad course of study for all students	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Curtis Creek	----- Applicable Pupil Subgroups: All pupils	
Expected Annual Measurable Outcomes:	100% of the students will receive instruction in music (Grades TK-4), STEM, ELA, Mathematics, and PE each year. Trend data will start being collected for the GATE sponsored class offerings. Goal: 10% of all students will participate in GATE classes. Approximately 10% of all students will be identified as GATE.	Actual Annual Measurable Outcomes:	100% of the students received instruction in music (Grades TK-4), STEM, ELA, Mathematics, and PE each year. Trend data will start being collected for the GATE sponsored class offerings. Approximately 10% of all students participated in GATE classes. Approximately 10% of all students were identified as GATE.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Fund services to gifted and talented students through GATE. Coordinator , transportation to colleges. The GATE Program supports three college field tours, eight scholarships (Band Camp, Art Camp, Mad About Science), scholarships for Gold Country Band Camp, AR awards, 12 after school classes (cribbage, book clubs, life skills, hands on Algebra,Benficial Bugs, Girls' Robotics, Cup Song, Birdhouses, Recorder Ensemble, Choral, Star Dome @ Science Fair, & Geocaching), Family Science Night, Modesto Jr College Performing Arts, Modesto's Great Valley Museum, CSU Stanislaus Science Day, and Sonora Art Museums. GATE classes are open to any who are interested in that topic. Some field trips are open only to	Budgeted Expenditures	GATE activities funded as planned	Estimated Actual Annual Expenditures
	GATE Coordinator 1000-1999: Certificated Personnel Salaries Supplemental 3000		GATE Coordinator 1000-1999: Certificated Personnel Salaries Supplemental 3000.
	Supplies and materials 4000-4999: Books And Supplies Supplemental 1500		Materials & Supplies 4000-4999: Books And Supplies Supplemental 1500.
	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 1500		Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 1500
	Teachers for classes 1000-1999: Certificated Personnel Salaries Supplemental 1743		Teachers for classes 1000-1999: Certificated Personnel Salaries Supplemental 1750
Substitutes for release time 1000-1999: Certificated Personnel Salaries Supplemental 1743	Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 1750		
Testing Costs 5000-5999: Services And Other Operating Expenditures Supplemental 450	Testing Costs 5000-5999: Services And Other Operating Expenditures Supplemental 450.		

GATE students.		Fees and Registration 5000-5999: Services And Other Operating Expenditures Supplemental 1500		Fees & Registrations 5000-5999: Services And Other Operating Expenditures Supplemental 1500
		Benefits Teachers and Substitutes 3000-3999: Employee Benefits Supplemental 514		Benefits 3000-3999: Employee Benefits Supplemental 515
Scope of Service	School-wide/LEA		Scope of Service	School-wide/LEA
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE students, Student choice			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE students, student choice	
Provide a music program for all students. T K-4 Orff music: CCSD increased this contribution from \$5000. to \$12500. to cover loss of two grants (Front Porch \$5000. and SAF \$2500.) Additional contributions OUTSIDE the LCAP include a State grant match of \$2000., CCPA \$1000., and fill the Drum \$500., for a total of \$16000. Provide a 5-8 instrumental program for grades 5-8.		Salary: Instrumental Program 2000-2999: Classified Personnel Salaries Supplemental 7200 Benefits: Instrumental Program 3000-3999: Employee Benefits Supplemental 735. TK - 4 Music Program 5000-5999: Services And Other Operating Expenditures Supplemental 12500.	TK - 4 Music Program, and 5-8 Instrumental Band Program implemented as planned.	Instrumental Band Program 2000-2999: Classified Personnel Salaries Supplemental 7200 Benefits 3000-3999: Employee Benefits Supplemental 740 Music Program 5000-5999: Services And Other Operating Expenditures Supplemental 12500.
Scope of Service	School-wide/LEA		Scope of Service	School-wide/LEA
<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 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 checked="" type="checkbox"/> Other Subgroups: (Specify)	

<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Band is student choice</u>		<u>Band is student choice</u>	
Invest in technology resources for student and teacher use. Update teacher laptops to enable video streaming and use of online resources in class	Update teacher laptops to enable video streaming and use of online resources in class 4000-4999: Books And Supplies Supplemental 5000.	Updated/replaced teacher laptops as needed.	Teacher laptops 4000-4999: Books And Supplies Supplemental 5000.
Scope of Service: School-wide/LEA		Scope of Service: School-wide/LEA	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Science Camp for 6th grade students	District contribution 5000-5999: Services And Other Operating Expenditures Supplemental 500. Teacher Stipend 1% of Base Salary 1000-1999: Certificated Personnel Salaries Supplemental 387. Certificated Benefits for Stipend 3000-3999: Employee Benefits Supplemental 58.	Science Camp funded as planned	LEA contribution 5000-5999: Services And Other Operating Expenditures Supplemental 500. Teacher Stilpend 1000-1999: Certificated Personnel Salaries Supplemental 400. Benefits 3000-3999: Employee Benefits Supplemental 60.
Scope of Service: School-wide/LEA		Scope of Service: School-wide/LEA	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>6th Graders</u>	
ConnectEd Service: Phone calls to	ConnectEd Phone calls to homes	ConnectEd funded as planned	ConnectEd 5000-5999: Services And

homes for announcements, important information.		5000-5999: Services And Other Operating Expenditures Supplemental 2500.		Other Operating Expenditures Supplemental 2500
Scope of Service	School-wide/LEA		Scope of Service	School-wide/LEA
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Planning on continuing most of these activities. "Wish List" from Focus Groups depending on fund availability: Continue with the "Meet the Masters" art program, continue GATE, add AVID, much input on opening up more GATE opportunities to all students so they can explore their talents and visit the local colleges, more electives like Art, Foreign language, Enhanced Math/Science, computer, and Culinary classes. More Special Education support via possibly Victoria Murphy.		

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

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

Original GOAL 4 from prior year LCAP:	Prioritize safety and maintenance of district facilities	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All pupils.		
Expected Annual Measurable Outcomes:	The campus will be an inviting and well maintained learning environment and the FIT scores will improve. Goal: Increase Overall Rating to "Good".	Actual Annual Measurable Outcomes: In 2015-16, the TCSOS was contracted (our initiative) to do a FIT report to calibrate the accuracy of the ones we've been doing for years. The Maintenance & Operations Manager gave an overall rating of "Poor" this year. TCSOS staff gave Curtis Creek an overall rating of "Fair" which matched the 2014-15 rating.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue maintenance worker hours	Salary 2000-2999: Classified Personnel Salaries Supplemental 10000 3000-3999: Employee Benefits Supplemental 4000.	Continued as planned. Salary increase of 2.5% over last year.	Salary 2000-2999: Classified Personnel Salaries Supplemental 10250 Benefits 3000-3999: Employee Benefits Supplemental 4100.
Scope of Service	School-wide/LEA	Scope of Service	School-wide/LEA
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue the additional 3 hours of	Additional Custodial time 2000-	Continued as planned. Salary increase	Custodial time 2000-2999: Classified

Custodial time added in 2014-15.		2999: Classified Personnel Salaries Supplemental 9000. Additional Custodial time 3000-3999: Employee Benefits Supplemental 2000. 3000-3999: Employee Benefits Supplemental	of 2.5% over last year.	Personnel Salaries Supplemental 9225 Benefits 3000-3999: Employee Benefits Supplemental 2050
Scope of Service	School-wide/LEA		Scope of Service	School-side/LEA
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		These were added hours the LEA put in place in the last several years. "Wish List" from the Focus Groups as funds allow: Sitting/working area near A-14 (TK and Kindergarten area), the areas where trees were fallen along the 2nd/3rd grade wing and outside cafeteria place new student work tables with concrete or bark, native plant garden near C-13..		

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

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

Original GOAL 5 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

Original GOAL 6 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

Original GOAL 7 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

Original GOAL 8 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

Original GOAL 9 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$277,981
<p>In order to address the achievement gap and to improve services specifically for low income, foster youth, English Language Learners, and other students identified as "at risk" by the district, the district will seek to use the funds in order to make an impact on this group while improving the curricular state of the district as well as the physical, emotional and cultural welfare of all students. These funds will be expended in the following manner: the district will continue to refine and expand the offering of intervention classes designed to meet the needs of the districts struggling learners and help them achieve grade-level. They created and maintained intervention classes that will help to expand services for these students. In order to support instruction and to help these learners advance in the achievement of grade-level proficiency, the addition of specialized classroom tools and applications will be purchased for intervention classes. Tools in these classes will help keep the most effective and relevant curriculum in place which will be supported by technological that will provide essential exposure and resources. The Co-Principal/RtI position will monitor, guide, and help create strategic interventions for identified students. By maintaining this position, this population of students will have dedicated support services available that will help promote success and will help create necessary interventions to help foster achievement. Lastly, to help maintain physically, emotionally, and culturally healthy school for all students in the district, the role and position of the campus supervision/Yard Supervision will continue to be supported.</p>	

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.

8.63	%
<p>The Response to Intervention (RtI) at CCSD is a success. Acute attention is given to students who may be at risk of not graduating and/or students who may be struggling academically. These students are identified early in the school year, and on-going, to get them the additional academic assistance they need to be successful. Additional academic assistance is provided through the morning Mighty Mustang (M & M) Club. This M & M Club is open to those who need extra assistance, or simply a place to go to catch up on homework. The heightened, and continued focus on the Positive Behavior Intervention Supports (PBIS) has helped students stay focused on academics and positive, social interactions with other students and staff. For the first time, funds were used for translation services. Although CCSD EL population is small (3%), the translated</p>	

documents and services keep all of our families "in the loop". Some metrics which support this effort is, for the first time in many years, most all 8th graders graduated. And for the first time in many years, all 8th graders passed the constitution test on the first try. Also, for the first time in many years, all 8th graders had a 2.0 GPA or higher at the end of first trimester. The GATE Program does service about 10% of the students who qualify for GATE with special outings, for example to local colleges. But what the GATE Program and the Band Program does is offer positive experiences that enhance confidence for some students who may be struggling academically. They can see themselves shine as they participate in Robotics, Choir, art, Leadership, Book Clubs, and even Geocaching. CCSD has something special for every student. It is because parents, staff, and students know "Mustangs Matter" !

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-18	2018-19	2016-2017- 2018-19 Total
All Funding Sources	277,981.00	279,184.00	350,946.00	279,031.00	279,069.00	909,046.00
Special Education	0.00	3,000.00	0.00	0.00	0.00	0.00
Supplemental	277,981.00	276,184.00	350,946.00	279,031.00	278,069.00	908,046.00
Supplemental and Concentration	0.00	0.00	0.00	0.00	1,000.00	1,000.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-18	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	277,981.00	279,184.00	350,946.00	279,031.00	279,069.00	909,046.00
1000-1999: Certificated Personnel Salaries	113,794.00	143,227.00	173,161.00	114,988.00	114,988.00	403,137.00
2000-2999: Classified Personnel Salaries	33,662.38	34,142.00	74,697.76	34,877.00	34,878.00	144,452.76
3000-3999: Employee Benefits	40,841.62	11,746.00	9,771.24	39,433.00	40,467.00	89,671.24
4000-4999: Books And Supplies	46,833.00	48,469.00	54,416.00	53,033.00	54,536.00	161,985.00
5000-5999: Services And Other Operating Expenditures	22,200.00	26,400.00	21,500.00	22,000.00	24,500.00	68,000.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	20,650.00	15,200.00	17,400.00	14,700.00	9,700.00	41,800.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-18	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	277,981.00	279,184.00	350,946.00	279,031.00	279,069.00	909,046.00
1000-1999: Certificated Personnel Salaries	Supplemental	113,794.00	143,227.00	173,161.00	114,988.00	114,988.00	403,137.00
2000-2999: Classified Personnel Salaries	Supplemental	33,662.38	34,142.00	74,697.76	34,877.00	34,878.00	144,452.76
3000-3999: Employee Benefits	Supplemental	40,841.62	11,746.00	9,771.24	39,433.00	40,467.00	89,671.24
4000-4999: Books And Supplies	Supplemental	46,833.00	48,469.00	54,416.00	53,033.00	54,536.00	161,985.00
5000-5999: Services And Other Operating Expenditures	Supplemental	22,200.00	26,400.00	21,500.00	22,000.00	23,500.00	67,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	0.00	1,000.00	1,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-18	2018-19	2016-2017- 2018-19 Total
5700-5799: Transfers Of Direct Costs	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00	3,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	20,650.00	12,200.00	17,400.00	14,700.00	9,700.00	41,800.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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