

**Introduction:**

**LEA:** Spring Creek Matanzas Charter School **Contact (Name, Title, Email, Phone Number):** Casey D'Angelo, Superintendent, cdangelo@rvusd.org, (707) 542-7375 **LCAP Year:** 2014-2015

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

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

<b>Involvement Process</b>	<b>Impact on LCAP</b>
District English Learner Advisory Council on January 28, 2015 Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.	DELAC appreciated improvements made in the current year and had additional suggestions for the next three-years: <ul style="list-style-type: none"> <li>• Expand the ELD academy held in the summer</li> <li>• Have translators at all parent meetings (PTA, Boosters, etc.)</li> </ul> "- Open House" one time a week for the bi-lingual family liaison available for parents to ask questions
Administrative Council on March 3, 2015	Administrative Council appreciated improvements made in the current year

Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

District-wide Community Engagement Meeting held at Sequoia School on March 3, 2015

Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

Parent Advisory Committee on March 4, 2015

Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

District-wide Community Engagement Meeting in Spanish held at Village School on March 5, 2015

Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

Board Meeting on March 10, 2015

Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

Spring Creek Matanzas PTA on March 16, 2015

Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

Superintendent Student Advisory Council on March 16, 2015

Board Meeting on April 14, 2015

Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

and had additional suggestions for the next three-years:

- Set up pilot of restorative practices with three schools

Those present appreciated improvements made in the current year and had additional suggestions for the next three-years:

- Provide more parent education opportunities, such as technology classes

Parents Advisory Committee appreciated improvements made in the current year and had additional suggestions for the next three-years:

- Continue to talk about District goals at parent meetings so they have an awareness and input into the District vision.

Those present appreciated improvements made in the current year and had additional suggestions for the next three-years:

- Expand the ELD academy in the summer so more students can participate.

The Board appreciated improvements made in the current year and had additional suggestions for the next three-years:

- Continue to find ways to keep parents informed and involved.

Spring Creek Matanzas PTA appreciated improvements made in the current year and had additional suggestions for the next three-years:

- Re-establish 2nd Cup of Coffee meetings in the morning for parents
- Provide daycare for parent meetings
- Opportunities for parental outreach by having a resource person who can communicate in Spanish
- Send things home electronically as well as on paper
- Put more emphasis on middle and upper learner students
- More emphasis on skill building in PE
- Adopt a PTA Anti-Bullying program

Reviewed LCAP and direction was given to complete the draft and share with groups before bringing back for Public Hearing in May.

District English Learner Advisory Council on April 29, 2015, 2014 – Review of Final LCAP Draft – The Superintendent responded in writing to the comments made at this meeting. There were no questions.

Parent Advisory Committee on May 6, 2015 – Review of Final LCAP Draft  
The Superintendent responded in writing to the comments made at this meeting. There were no questions.

Public Hearing for LCAP at May 12, 2015 Board Meeting. At the same meeting, there was a public hearing on the budget.

LCAP and Budget were approved by the Board on June 9, 2015.

**Annual Update:**

District English Learner Advisory Council on January 28, 2015  
Reviewed progress made toward meeting goals in 2014-15  
Data on the required and local metrics was shared.

Administrative Council on March 3, 2015  
Data on the required and local metrics was shared.

District-wide Community Engagement Meeting held at Sequoia School on March 3, 2015  
Reviewed progress made toward meeting goals in 2014-15  
Data on the required and local metrics was shared.

Parent Advisory Committee on March 4, 2015  
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Data on the required and local metrics was shared.

District-wide Community Engagement Meeting in Spanish held at Village School on March 5, 2015  
Reviewed progress made toward meeting goals in 2014-15

**Annual Update:**

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  - Have translators at all parent meetings (PTA, Boosters, etc.)
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Administrative Council appreciated improvements made in the current year and had additional suggestions for the next three-years:

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## 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:	Increase student achievement in English Language Arts and Math	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
	Increase overall % of K-2 students scoring at or above benchmark, as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment	
	Increase the overall % of Grade 1–6 students scoring at or above benchmark, as measured by the RenLearn STAR Reading Assessment.	
	Increase the overall percentage of Grade 1–6 students scoring at or above benchmark, as measured by the RenLearn STAR Math Assessment.	

Identified Need :	Increase Student Achievement DIBELS 58% at or above benchmark  STAR Reading scores 51% at or above benchmark  STAR Math scores 51% at or above benchmark Currently there is not an API score or CST to reference A-D requirements; CTE classes; % passed AP test and Early Assessment Program – N/A
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Goal Applies to:	Schools: Spring Creek Matanzas <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: All
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**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:	DIBELS - 68% at or above benchmark  STAR Reading scores 61% at or above benchmark  STAR Math scores 61% at or above benchmark
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Assess student progress using formative, interim, and summative assessments (Grades K - 2) using Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Kindergarten Assistants salary and benefits (MGMT KIND) 0000: Unrestricted LCFF \$23,154

<p>assessment</p> <p>Discuss assessment results and develop action plans for instruction and support of students</p> <ul style="list-style-type: none"> <li>• PLC meetings focused on data analysis</li> <li>• RTI meetings</li> <li>• Monthly sixty minutes of data analysis</li> </ul>		<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	<p>Maintain highly qualified teachers and site staff– salary and benefits 0000: Unrestricted LCFF \$2,014,705</p>
<p>Implement high quality instructional practices</p> <ul style="list-style-type: none"> <li>• ELA Common Core</li> <li>• PLC meetings focused on developing multidisciplinary units of study</li> </ul>	<p>School-wide</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	<p>No additional costs</p>
<p>Develop student, parent, and teacher understanding of the Essential Attributes for Success.</p>	<p>School-wide</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	<p>No additional costs</p>
<p>Assess student reading progress in grades 1 - 6 using formative, interim, and summative assessments</p> <ul style="list-style-type: none"> <li>• STAR Reading</li> <li>• Common formative assessments</li> <li>• SBAC resources (formative and interim assessments, as available)</li> </ul>	<p>School-wide</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	<p>No additional costs</p>
<p>Assess student math progress using formative, interim, and summative assessments</p> <ul style="list-style-type: none"> <li>• STAR Math</li> </ul>	<p>School-wide</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> </ul>	<p>No additional costs</p>

<ul style="list-style-type: none"> <li>• Common formative assessments</li> <li>• SBAC resources (formative and interim assessments, as available)</li> </ul>		<ul style="list-style-type: none"> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>Implement high quality Math instructional practices</p> <ul style="list-style-type: none"> <li>• Math Common Core and Math Practices</li> <li>• PLC meetings focused on developing multidisciplinary units of study</li> </ul>	School-wide	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	No additional costs
<p>For low income pupils when additional support is needed:</p> <p>Utilize Student Support Coordinator model</p> <ul style="list-style-type: none"> <li>• Develop Intervention Programs at each site</li> <li>• Train intervention staff</li> <li>• Monitor student progress</li> <li>• Deliver a targeted intervention summer school program</li> </ul>	School-wide	<ul style="list-style-type: none"> <li>_ All</li> <li>OR:</li> <li><input checked="" type="checkbox"/> Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	Provide coordinated intervention services at site to students who need additional support to achieve grade level standards (mgmt. code 0652, 0653) 0000: Unrestricted Supplemental \$42,269
<p>For foster youth when additional support is needed:</p> <p>Utilize Student Support Coordinator model</p> <ul style="list-style-type: none"> <li>• Develop Intervention Programs at each site</li> <li>• Train intervention staff</li> <li>• Monitor student progress</li> <li>• Deliver a targeted intervention summer school program</li> </ul>	School-wide	<ul style="list-style-type: none"> <li>_ All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li><input checked="" type="checkbox"/> Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	See services and costs provided to Low-income students
<p>For redesignated fluent English proficient pupils:</p> <p>Implement high-leverage language practices:</p> <ul style="list-style-type: none"> <li>• Integrated ELD instruction</li> </ul>	School-wide	<ul style="list-style-type: none"> <li>_ All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li><input checked="" type="checkbox"/> Redesignated fluent English proficient</li> </ul>	See services and costs provided to English Learner students (Goal 4)

		_ Other Subgroups: (Specify)	
For redesignated fluent English proficient pupils: Support	School-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See services and costs provided to English Learner students (Goal 4)
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:	DIBELS - 73% at or above benchmark  STAR Reading scores 66% at or above benchmark  STAR Math scores 66% at or above benchmark		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Assess student progress using formative, interim, and summative assessments (Grades K - 2) using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment  Discuss assessment results and develop action plans	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Kindergarten Assistants salary and benefits 0000: Unrestricted LCFF \$23,524  Maintain highly qualified teachers and site staff– salary and benefits 0000: Unrestricted LCFF \$2,054,999

<p>for instruction and support of students</p> <ul style="list-style-type: none"> <li>• PLC meetings focused on data analysis</li> <li>• RTI meetings</li> <li>• Monthly sixty minutes of data analysis</li> </ul>		<p>English proficient          _ Other Subgroups:          (Specify)</p>	
<p>Assess student reading progress in grades 1 - 6 using formative, interim, and summative assessments</p> <ul style="list-style-type: none"> <li>• STAR Reading</li> <li>• Common formative assessments</li> <li>• SBAC resources (formative and interim assessments, as available)</li> </ul>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All          -----          OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent          English proficient          _ Other Subgroups:          (Specify)</p>	<p>No additional costs</p>
<p>Implement high quality instructional practices</p> <ul style="list-style-type: none"> <li>• ELA Common Core</li> <li>• PLC meetings focused on developing multidisciplinary units of study</li> </ul>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All          -----          OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent          English proficient          _ Other Subgroups:          (Specify)</p>	<p>No additional costs</p>
<p>Develop student, parent, and teacher understanding of the Essential Attributes for Success.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All          -----          OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent          English proficient          _ Other Subgroups:          (Specify)</p>	<p>No additional costs</p>
<p>Assess student math progress using formative, interim, and summative assessments</p> <ul style="list-style-type: none"> <li>• STAR Math</li> <li>• Common formative assessments</li> <li>• SBAC resources (formative and interim assessments, as available)</li> </ul>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All          -----          OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent</p>	<p>No additional costs</p>

		English proficient _ Other Subgroups: (Specify)	
<p>Implement high quality instructional practices</p> <ul style="list-style-type: none"> <li>Math Common Core and Math Practices</li> <li>PLC meetings focused on developing multidisciplinary units of study</li> </ul>	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
<p>For low income pupils when additional support is needed:</p> <p>Utilize Student Support Coordinator model</p> <ul style="list-style-type: none"> <li>Develop Intervention Programs at each site</li> <li>Train intervention staff</li> <li>Monitor student progress</li> <li>Deliver a targeted intervention summer school program</li> </ul>	School-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide coordinated intervention services at each site to students who need additional support to achieve grade level standards 0000: Unrestricted Supplemental \$43,537
<p>For foster youth when additional support is needed:</p> <p>Utilize Student Support Coordinator model</p> <ul style="list-style-type: none"> <li>Develop Intervention Programs at each site</li> <li>Train intervention staff</li> <li>Monitor student progress</li> <li>Deliver a targeted intervention summer school program</li> </ul>	School-wide	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
<p>For redesignated fluent English proficient pupils:</p> <p>Implement high-leverage language practices:</p> <ul style="list-style-type: none"> <li>Integrated ELD instruction</li> </ul>	School-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	See services and costs provided to English Learner students (Goal 4)



<p>For redesignated fluent English proficient pupils:</p> <p>Support</p> <ul style="list-style-type: none"> <li>• Provide a summer school ELD Academy</li> <li>• Integrate support programs for EL students</li> <li>• Provide EL Parent Involvement Trainings</li> </ul>	<p>School-wide</p>	<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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>See services and costs provided to English Learner students (Goal 4)</p>
	<p>School-wide</p>	<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 type="checkbox"/> Other Subgroups: (Specify)</p>	

**LCAP Year 3: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>DIBELS - ____% at or above benchmark</p> <p>STAR Reading scores ____% at or above benchmark</p> <p>STAR Math scores ____% at or above benchmark</p> <p>N/A</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Assess student progress using formative, interim, and summative assessments (Grades K - 2) using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment</p> <p>Discuss assessment results and develop action plans for instruction and support of students</p>	<p>School-Wide</p>	<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>Kindergarten Assistants salary and benefits 0000: Unrestricted LCFF \$</p> <p>Maintain highly qualified teachers and site staff-salary and benefits 0000: Unrestricted LCFF \$</p>

<ul style="list-style-type: none"> <li>PLC meetings focused on data analysis</li> <li>RTI meetings</li> <li>Monthly sixty minutes of data analysis</li> </ul>		_ Other Subgroups: (Specify)	
Assess student progress using formative, interim, and summative assessments <ul style="list-style-type: none"> <li>STAR Reading</li> <li>Common formative assessments</li> <li>SBAC resources (formative and interim assessments, as available)</li> </ul>	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)	No additional costs
Implement high quality instructional practices <ul style="list-style-type: none"> <li>ELA Common Core</li> <li>PLC meetings focused on developing multidisciplinary units of study</li> </ul>	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)	No additional costs
Develop student, parent, and teacher understanding of the Essential Attributes for Success.	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)	No additional costs
Assess student math progress using formative, interim, and summative assessments <ul style="list-style-type: none"> <li>STAR Math</li> <li>Common formative assessments</li> <li>SBAC resources (formative and interim assessments, as available)</li> </ul>	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:	No additional costs

		(Specify)	
<p>Implement high quality instructional practices</p> <ul style="list-style-type: none"> <li>• Math Common Core and Math Practices</li> <li>• PLC meetings focused on developing multidisciplinary units of study</li> </ul>	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)	No additional costs
<p>For low income pupils when additional support is needed:</p> <p>Utilize Student Support Coordinator model</p> <ul style="list-style-type: none"> <li>• Develop Intervention Programs at each site</li> <li>• Train intervention staff</li> <li>• Monitor student progress</li> <li>• Deliver a targeted intervention summer school program</li> </ul>	School-wide	<input type="checkbox"/> All OR: <input checked="" 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 coordinated services at each site to students who need additional support to achieve grade level standards 0000: Unrestricted Supplemental \$
<p>For foster youth when additional support is needed:</p> <p>Utilize Student Support Coordinator model</p> <ul style="list-style-type: none"> <li>• Develop Intervention Programs at each site</li> <li>• Train intervention staff</li> <li>• Monitor student progress</li> <li>• Deliver a targeted intervention summer school program</li> </ul>	School-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See services and costs provided to Low-income students
<p>For redesignated fluent English proficient pupils:</p> <p>Implement high-leverage language practices:</p> <ul style="list-style-type: none"> <li>• Integrated ELD instruction</li> </ul>	School-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See services and costs provided to English Learners (Goal 4)

<p>For redesignated fluent English proficient pupils:</p> <p>Support</p> <ul style="list-style-type: none"> <li>• Provide a summer school ELD Academy</li> <li>• Integrate support programs for EL students</li> <li>• Provide EL Parent Involvement Trainings</li> </ul>	<p>School-wide</p>	<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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>See services and costs provided to English Learners (Goal 4)</p>
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 2:	Certify that all teachers are highly qualified. Purchase and use instructional materials which are standards aligned.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Improve Conditions of Learning Zero teacher misassignments Instructional materials are aligned to Common Core Standards
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Goal Applies to:	Schools: Spring Creek Matanzas	
	Applicable Pupil Subgroups:	All

**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:	Maintain certification that all teachers are highly qualified with zero teacher misassignments Continue to purchase and use instructional materials which are standards aligned
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement personnel folder annual review, and provide professional development as needed to keep all teachers highly qualified.	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)	No additional costs
Review instructional materials to make sure that all are aligned to the Common Core Standards.  Purchase standards aligned materials	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	Standards aligned materials (Function 1000, obj 4) 0000: Unrestricted LCFF \$15,858

		English proficient _ Other Subgroups: (Specify)	
<p>Develop a year-long staff development plan for certificated, classified, and administrative staff that incorporates Common Core standards and District Goals</p> <ul style="list-style-type: none"> <li>• Unit Planning (admin and teachers)</li> <li>• EL strategies (all instructional staff)</li> <li>• Rigor and effective CC instruction (all instructional staff)</li> <li>• Writing Instruction (admin and teachers)</li> <li>• Common Core Math development of content and practices (teachers)</li> <li>• New Report Card training (teachers)</li> </ul>	School-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Professional development training and workshops Base \$63,848</p> <p>This is in addition to the training provided to staff during the "Buy Back" professional development days, which is covered under teacher salaries.</p>

**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:	<p>Maintain certification that all teachers are highly qualified with zero teacher misassignments</p> <p>Maintain and use instructional materials which are aligned to the common Core Standards</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement personnel folder annual review, and provide professional development as needed to keep all teachers highly qualified.	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)	No additional costs
Review instructional materials to make sure that all are aligned to the Common Core Standards.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Purchase standards aligned materials (Function 1000, object 4) 0000: Unrestricted LCFF \$16,334

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Develop a year-long staff development plan for certificated, classified, and administrative staff that incorporates Common Core standards and District Goals <ul style="list-style-type: none"> <li>• Unit Planning (admin and teachers)</li> <li>• EL strategies (all instructional staff)</li> <li>• Rigor and effective CC instruction (all instructional staff)</li> <li>• Writing Instruction (admin and teachers)</li> <li>• Common Core Math development of content and practices (teachers)</li> <li>• New Report Card training (teachers)</li> </ul>	School-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional development training and workshops Base \$64,870  This is in addition to the training provided to staff during the "Buy Back" professional development days, which is covered under teacher salaries.

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	Maintain certification that all teachers are highly qualified with zero teacher misassignments  Maintain and use instructional materials which are aligned to the common Core Standards
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement personnel folder annual review, and provide professional development as needed to keep all teachers highly qualified.	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Review instructional materials to make sure that all are aligned to the Common Core Standards.	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils	Purchase standards aligned materials (Function 1000, object 4) 0000: Unrestricted LCFF \$

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**



GOAL 3:	Implement Common Core Standards, including ELD, in all classrooms.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Implement Common Core Standards, including ELD, in all classrooms  Classroom observations 60%
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Goal Applies to:	Schools: Spring Creek Matanzas Applicable Pupil Subgroups: All
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**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:	Common Core Standards observed during classroom observations 80% of the time
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a year-long staff development plan for certificated, classified, and administrative staff that incorporates Common Core standards and District Goals <ul style="list-style-type: none"> <li>• Unit Planning (admin and teachers)</li> <li>• EL strategies (all instructional staff)</li> <li>• Rigor and effective CC instruction (all instructional staff)</li> <li>• Writing Instruction (admin and teachers)</li> <li>• Common Core Math development of content and practices (teachers)</li> <li>• New Report Card training (teachers)</li> </ul>	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)	Professional development training and workshops  This is in addition to the training provided to staff during the "Buy Back" professional development days, which is covered under teacher salaries. 0000: Unrestricted LCFF \$63,848 <hr/> Curriculum Department staff and salaries/ 0000: Unrestricted LCFF \$

**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:	Common Core Standards observed during classroom observations 90% of the time		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a year-long staff development plan for certificated, classified, and administrative staff that incorporates Common Core standards and District Goals <ul style="list-style-type: none"> <li>• Unit Planning (admin and teachers)</li> <li>• EL strategies (all instructional staff)</li> <li>• Rigor and effective CC instruction (all instructional staff)</li> <li>• Writing Instruction (admin and teachers)</li> <li>• Common Core Math development of content and practices (teachers)</li> </ul>	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)	Professional development training and workshops  This is in addition to the training provided to staff during the "Buy Back" professional development days, which is covered under teacher salaries. 0000: Unrestricted LCFF \$64,870  Curriculum Department staff and salaries 0000: Unrestricted LCFF \$

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	Common Core Standards observed during classroom observations 100% of the time		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a year-long staff development plan for certificated, classified, and administrative staff that incorporates Common Core standards and District Goals <ul style="list-style-type: none"> <li>• Unit Planning (admin and teachers)</li> <li>• EL strategies (all instructional staff)</li> <li>• Rigor and effective CC instruction (all instructional staff)</li> <li>• Writing Instruction (admin and teachers)</li> <li>• Common Core Math development of content and practices (teachers)</li> </ul>	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)	Professional development training and workshops  This is in addition to the training provided to staff during the "Buy Back" professional development days, which is covered under teacher salaries. 0000: Unrestricted LCFF \$  Curriculum Department Staff and Salaries 0000: Unrestricted LCFF \$

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

GOAL 4:	Increase English Learners fluency in English and academic success as demonstrated on CELDT Scores and reading assessments	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Increase English Learners fluency in English as demonstrated on CELDT scores 46% gained at least one level  33% moved from “intermediate” to a higher level  24% of students reclassified as RFEP  STAR Reading: 30 % of students will score at or above the 50th Percentile
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Goal Applies to:	Schools: Spring Creek Matanzas	Applicable Pupil Subgroups: English Learners
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**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:	CELDT scores: 56% will gain at least one level; 43% will move from “intermediate” to a higher level; 34% of students will be reclassified as RFEP  STAR Reading: 35 % of students will score at or above the 50th Percentile
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
For English learners:  Implement high-leverage language practices: <ul style="list-style-type: none"> <li>• Integrated ELD instruction, including Structured Language Practice</li> <li>• Designated ELD instruction by classroom teacher</li> </ul>	School-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide intervention services to English Learners who need additional support to achieve grade level standards (mgmt. code 0650, mgmt. Elit, 4203 & 4201) 0000: Unrestricted Supplemental \$33,805

<p>For English learners:</p> <p>Support</p> <ul style="list-style-type: none"> <li>• Provide a summer school ELD Academy</li> <li>• Monitor progress of EL students in writing</li> <li>• Integrate support programs for EL students</li> <li>• Provide EL Parent Involvement Trainings</li> </ul>	<p>School-wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>No additional costs</p>
<p>For English learners:</p> <p>Celebrate</p> <ul style="list-style-type: none"> <li>• Recognize EL language growth</li> <li>• Recognize RFEP students at a District recognition event</li> </ul>	<p>School-wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>No additional costs</p>

**LCAP Year 2: 2016-2017**

<p>Expected Annual Measurable Outcomes:</p>	<p>CELDT scores:                  61% will gain at least one level;                  48% will move from “intermediate” to a higher level;                  39% of students will be reclassified as RFEP</p> <p>STAR Reading:                  45 % of students will score at or above the 50th Percentile</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>For English Learners:</p> <p>Implement high-leverage language practices:</p> <ul style="list-style-type: none"> <li>• Integrated ELD instruction, including Structured Language Practice</li> <li>• Designated ELD instruction by classroom teacher</li> </ul>	<p>School-wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:</p>	<p>Provide intervention services to English Learners who need additional support to achieve grade level standards 0000: Unrestricted Supplemental \$34,819</p>

		(Specify)	
<p>For English Learners:</p> <p>Support</p> <ul style="list-style-type: none"> <li>• Provide a summer school ELD Academy</li> <li>• Monitor progress of EL students in writing</li> <li>• Integrate support programs for EL students</li> <li>• Provide EL Parent Involvement Trainings</li> </ul>	School-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
<p>For English Learners:</p> <p>Celebrate</p> <ul style="list-style-type: none"> <li>• Recognize EL language growth</li> <li>• Recognize RFEP students at a District recognition event</li> </ul>	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional costs
<b>LCAP Year 3: 2017-2018</b>			
<p>Expected Annual Measurable Outcomes:</p>	<p>CELDT scores:</p> <p>_____ % will gain at least one level;</p> <p>_____ % will move from "intermediate" to a higher level;</p> <p>_____ % of students will be reclassified as RFEP</p> <p>STAR Reading:</p> <p>50 % of students will score at or above the 50th Percentile</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>For English Learners:</p> <p>Implement high-leverage language practices:</p> <ul style="list-style-type: none"> <li>• Integrated ELD instruction, including Structured Language Practice</li> <li>• Designated ELD instruction by classroom teacher</li> </ul>	School-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	<p>Provide intervention services to English Learners who need additional support to achieve grade level standards 0000: Unrestricted Supplemental \$</p>

		_ Other Subgroups: (Specify)	
<p>For English Learners:</p> <p>Support</p> <ul style="list-style-type: none"> <li>• Provide a summer school ELD Academy</li> <li>• Monitor progress of EL students in writing</li> <li>• Integrate support programs for EL students</li> <li>• Provide EL Parent Involvement Trainings</li> </ul>	School-wide	<p>_ 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 type="checkbox"/> Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	No additional costs
<p>For English Learners:</p> <p>Celebrate</p> <ul style="list-style-type: none"> <li>• Recognize EL language growth</li> <li>• Recognize RFEP students at a District recognition event</li> </ul>	School-wide	<p>_ 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 type="checkbox"/> Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	No additional costs

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

GOAL 5:	Increase student skills with technology in grades K-6.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u>  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Increase student use of technology Bright Bytes Foundational Skills – 13% Online Skills-23%
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Goal Applies to:	Schools: Spring Creek Matanzas Applicable Pupil Subgroups: All
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**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:	Bright Bytes Foundational Skills – 30% Online Skills-40%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adjust computer lab schedules so all students in grades 1 - 6 have time in the lab	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)	District technology staff salaries and benefits (mgmt. 5250, Obj 1-3) 0000: Unrestricted LCFF \$ Technology equipment 0000: Unrestricted LCFF \$
Allow grade 4-6 students to utilize mobile devices in their classrooms in lieu of one computer lab session each week.	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	No additional costs

		_ Other Subgroups: (Specify)	
Begin delivering K-6 scope and sequence of technology skills and experiences.	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Provide professional development in technology to certificated and classified staff	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs

**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:	Bright Bytes Foundational Skills – 40% Online Skills-50%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adjust computer lab schedules so all students in grades 1 - 6 have time in the lab	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	District technology staff salaries and benefits 0000: Unrestricted LCFF \$ <hr/> Technology equipment 0000: Unrestricted LCFF \$



<p>Allow grade 4-6 students to utilize mobile devices in their classrooms in lieu of one computer lab session each week.</p>	<p>School-wide</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>No additional costs</p>
<p>Begin delivering K-6 scope and sequence of technology skills and experiences.</p>	<p>School-wide</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>No additional costs</p>
<p>Provide professional development in technology to certificated and classified staff</p>	<p>School-wide</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>No additional costs</p>

**LCAP Year 3: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<p>Bright Bytes                  Foundational Skills - 50%                  Online Skills - 60%</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>Adjust computer lab schedules so all students in grades 1 - 6 have time in the lab</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>District technology staff salaries and benefits 0000: Unrestricted LCFF \$                  Technology equipment 0000: Unrestricted LCFF \$</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Allow grade 4-6 students to utilize mobile devices in their classrooms in lieu of one computer lab session each week.	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)	No additional costs
Deliver K-6 scope and sequence of technology skills and experiences.	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)	No additional costs
Provide professional development in technology to certificated and classified staff	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)	No additional costs

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

GOAL 6:	Increase protective school factors on the California Healthy Kids Survey and/or school-based student surveys.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Increase support for social-emotional learning Healthy Kids Survey & student surveys – 60% of students report perceived assets at school
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Goal Applies to:	Schools: Spring Creek Matanzas
Applicable Pupil Subgroups:	All

**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:	Healthy Kids Survey & student surveys -70% of students report perceived assets at school
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Train and support all staff for ongoing use of Toolbox, Playworks, and culturally responsive teaching	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)	Pupil support staff salaries and benefits 0000: Unrestricted LCFF \$
Pilot Restorative Practices in two school sites	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)	No additional costs

Implement cybersafety training program for all students K-6.	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)	No additional costs
Provide counseling services at all sites	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)	No additional costs

**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:	Healthy Kids Survey & student surveys -75% of students report perceived assets at school		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Train and support all staff for ongoing use of Toolbox, Playworks, and culturally responsive teaching.	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)	Pupil support staff salaries and benefits 0000: Unrestricted LCFF \$
Pilot Restorative Practices in two school sites	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	No additional costs

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Implement cybersafety training program for all students K-6.	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)	No additional costs
Provide counseling services at all sites	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)	No additional costs

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	Healthy Kids Survey & student surveys -80% of students report perceived assets at school		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Train and support all staff for ongoing use of Toolbox, Playworks, and culturally responsive teaching.	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)	Pupil Support Staff salaries and benefits 0000: Unrestricted LCFF \$

<p>Pilot Restorative Practices in two school sites</p>	<p>School-wide</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>No additional costs</p>
<p>Implement cybersafety training program for all students K-6.</p>	<p>School-wide</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>No additional costs</p>
<p>Provide counseling services at all sites</p>	<p>School-wide</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>No additional costs</p>

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

GOAL 7:	Increase attendance rates each year Decrease chronic absenteeism rates each year Maintain dropout rates each year at 0	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Increase pupil engagement School attendance rates on P2 - 96% ADA Chronic absenteeism rates – 5.8%
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Goal Applies to:	Schools: Spring Creek Matanzas	
	Applicable Pupil Subgroups:	All

**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:	School attendance rates on P2 96.2% ADA Chronic absenteeism rates – 8% Maintain low dropout rates at 0
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement attendance interventions and regular SARB hearings.	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)	Busing transportation salaries and benefits 0000: Unrestricted LCFF \$45,997
Develop restorative practices to be used in schools and train staff	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Pilot Program at school site 0000: Unrestricted LCFF \$

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase parent awareness on the importance of regular school attendance	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
<b>LCAP Year 2: 2016-2017</b>			
Expected Annual Measurable Outcomes:	School attendance rates on P2 96.57% ADA Chronic absenteeism rates – 5.0% Maintain dropout rates at 0		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement attendance interventions and regular SARB hearings.	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Busing transportation salaries and benefits 0000: Unrestricted LCFF \$46,733
Develop restorative practices to be used in school and train staff	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Implementation of Restorative Practices 0000: Unrestricted LCFF \$



		_ Other Subgroups: (Specify)	
Communicate with parents and school staff regarding the importance of attendance.	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	School attendance rates on P2 96.75% ADA Chronic absenteeism rates – 4.8% Maintain dropout rates at 0
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement attendance interventions and regular SARB hearings.	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Busing transportation salaries and benefits 0000: Unrestricted LCFF \$47,481
Implement Restorative Practices as a method of improving attendance.	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs

Build parent and staff awareness of the importance of good attendance	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)	No additional costs

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

GOAL 8:	Decrease suspension rates 10% each year Maintain low expulsion rates each year at 0	Related State and/or Local Priorities: 1 _ 2 _ 3 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Improve school climate Pupil suspension rates – 43 students suspended 12/13 Expulsion rate - 0
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Goal Applies to:	Schools: Spring Creek Matanzas <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: All
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**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:	Pupil suspension rates – 35 students suspended or less Maintain low expulsion rate at 0
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop restorative practices to be used in schools and train staff	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)	Staff training 0000: Unrestricted LCFF \$
Staff training on Classroom Behavior Management	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)	Stipends for speakers and staff who are providing the trainings 0000: Unrestricted LCFF \$

Develop alternative means of discipline- other than suspension	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)	No additional costs
<b>LCAP Year 2: 2016-2017</b>			
Expected Annual Measurable Outcomes:	Pupil suspension rates – 32 students suspended Maintain low expulsion rate at 0		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop restorative practices to be used in schools and train staff	Schol-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)	Staff Training 0000: Unrestricted LCFF \$
Staff training on Classroom Behavior Management	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)	Stipends for speakers and staff who are providing the trainings 0000: Unrestricted LCFF \$
Develop alternative means of discipline- other than suspension	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	No additional costs

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<b>LCAP Year 3: 2017-2018</b>			
Expected Annual Measurable Outcomes:	Pupil suspension rates – 28 students suspended Maintain low expulsion rate at 0		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement restorative practices at identified sites	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)	Staff training 0000: Unrestricted LCFF \$
Staff training on Classroom Behavior Management	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)	Stipends for speakers and staff who are providing the trainings 0000: Unrestricted LCFF \$
Develop alternative means of discipline- other than suspension	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	No additional costs

		Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 9:	Increase parent involvement and participation on school and district advisory councils, school activities. Increase parent attendance at parent information evenings, such as Back to School Night, Open House, and parent training.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Increase Parent Involvement for all students including English Learners, low income, foster youth, and students with disabilities  In 2014-15, we had 85% attendance at Back to School Night and Open House. We had 10% attendance at parent trainings.
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Goal Applies to:	Schools: Spring Creek Matanzas	
	Applicable Pupil Subgroups:	All

**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:	Increase parent involvement by 5% for all students including English Learners, low income, foster youth, and students with disabilities
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase Parent Involvement on District and Site Committees: <ul style="list-style-type: none"> <li>• Continue Superintendent Advisory Councils with representatives from site</li> <li>• Teachers; Classified; Parents; Students</li> <li>• Promote opportunities for participation on Site Councils, ELAC, and DELAC</li> <li>• Set up RVEF Site Liaisons to report monthly to PTA/PTO</li> <li>• Hold "State of the School" meetings with parents from all grade levels</li> </ul>	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)	No additional costs
School and Community Communication <ul style="list-style-type: none"> <li>• Publish or email weekly newsletter.</li> <li>• Link events to family fun (i.e. ice cream social, book fair)</li> </ul>	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	No additional costs

<ul style="list-style-type: none"> <li>• Target personal phone calls</li> <li>• Utilize One Call Now</li> </ul>		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:	Increase parent involvement by 5% for all students including English Learners, low income, foster youth, and students with disabilities
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase Parent Involvement on District and Site Committees: <ul style="list-style-type: none"> <li>• Continue Superintendent Advisory Councils with representatives from site.</li> <li>• Teachers; Classified; Parents; Students</li> <li>• Promote opportunities for participation on Site Councils, ELAC, and DELAC</li> <li>• Set up RVEF Site Liaisons to report monthly to PTA/PTO</li> <li>• Hold "State of the School" meetings with parents from all grade levels</li> </ul>	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Additional Costs
School and Community Communication <ul style="list-style-type: none"> <li>• Publish or email weekly newsletter.</li> <li>• Link events to family fun (i.e. ice cream social, book fair)</li> <li>• Target personal phone calls</li> <li>• Utilize One Call Now</li> </ul>	School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Additional Costs



**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes: Increase parent involvement by 5% for all students including English Learners, low income, foster youth, and students with disabilities

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase Parent Involvement on District and Site Committees:</p> <ul style="list-style-type: none"> <li>• Continue Superintendent Advisory Councils with representatives from site.</li> <li>• Teachers; Classified; Parents; Students</li> <li>• Promote opportunities for participation on Site Councils, ELAC, and DELAC</li> <li>• Set up RVEF Site Liaisons to report monthly to PTA/PTO</li> <li>• Hold "State of the School" meetings with parents from all grade levels</li> </ul>	<p>School-wide</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>No additional costs</p>
<p>School and Community Communication</p> <ul style="list-style-type: none"> <li>• Publish or email weekly newsletter.</li> <li>• Link events to family fun (i.e. ice cream social, book fair)</li> <li>• Target personal phone calls</li> <li>• Utilize One Call Now</li> </ul>	<p>School-wide</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>No additional costs</p>

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

GOAL 10:	Maintain school facilities in good repair. Create construction/renovation schedule for possible bond proceeds.	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 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Maintain School Facilities in Good Repair Facilities Inspection Tool - “Good Repair” in overall rating Construction Plans developed for Spring Creek Matanzas
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Goal Applies to:	Schools: Spring Creek Matanzas Applicable Pupil Subgroups: All
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**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:	Facilities Inspection Tool- maintain Begin construction on renovations to Spring Creek Matanzas
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain School Facilities in Good Repair Continue custodial and maintenance work.	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)	Custodial staff salaries and benefits 0000: Unrestricted LCFF \$101,185 District maintenance staff and supervisors salaries and benefits 0000: Unrestricted LCFF \$79,515
Develop facility construction projects <ul style="list-style-type: none"> <li>• Discuss needs with site principal to help determine priorities</li> <li>• Gather input from architect to help group projects to generate savings or other efficiencies</li> <li>• Review and rank projects by District priority as listed</li> </ul>	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	No additional costs

in the Master Facility Plan		_ Other Subgroups: (Specify)	
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**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:	Facilities Inspection Tool - maintain Complete construction on renovations to Spring Creek Matanzas
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain School Facilities in Good Repair Continue custodial and maintenance work at site.	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)	Custodial staff salaries and benefits 0000: Unrestricted LCFF \$102,804 District maintenance staff and supervisors salaries and benefits 0000: Unrestricted LCFF \$80,787
Develop facility construction projects <ul style="list-style-type: none"><li>Discuss needs with site principal to help determine priorities</li><li>Gather input from architect to help group projects to generate savings or other efficiencies</li><li>Review and rank projects by District priority as listed in the Master Facility Plan</li></ul>	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)	No additional costs

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	Facilities Inspection Tool- Maintain
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain School Facilities in Good Repair Continue custodial and maintenance work at all sites.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Custodial staff salaries and benefits 0000: Unrestricted LCFF \$

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	District maintenance staff and supervisors salaries and benefits 0000: Unrestricted LCFF \$
Develop facility construction projects <ul style="list-style-type: none"> <li>• Discuss needs with site principal to help determine priorities</li> <li>• Gather input from architect to help group projects to generate savings or other efficiencies</li> <li>• Review and rank projects by District priority as listed in the Master Facility Plan</li> </ul>	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)	No additional costs

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

<p>GOAL 11:</p>	<p>Provide access to full range of classes for all students – including English Learners, low income, foster youth, and students with disabilities-- English, math, social studies, science, visual &amp; performing arts, health, library, PE.</p>		<p>Related State and/or Local Priorities:                  1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 _                   COE only: 9 _ 10 _                   Local : Specify</p>
<p>Identified Need :</p>	<p>Provide access to full range of classes for all students including English Learners, low income, foster youth, and students with disabilities                  Report card for grades 1-6 - All</p>		
<p>Goal Applies to:</p>	<p>Schools: Spring Creek Matanzas                  Applicable Pupil Subgroups:</p>	<p>All</p>	
<p><b>LCAP Year 1: 2015-2016</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Continue to provide access to full range of classes for all students – including English Learners, low income, foster youth, and students with disabilities--English, math, social studies, science, visual &amp; performing arts, health, library, PE.                   Provide challenging curriculum to all students</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>Review class schedules and student report cards to ensure all students have access to all course offerings</p>	<p>School-wide</p>	<p><u>X</u> All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>	<p>No additional costs to LCFF Funding</p>
<p>Review parent and student surveys to ensure all students are receiving a challenging curriculum</p>	<p>School-wide</p>	<p><u>X</u> All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient</p>	<p>No additional costs</p>

		_ Other Subgroups: (Specify)	
<b>LCAP Year 2: 2016-2017</b>			
Expected Annual Measurable Outcomes:	Continue to provide access to full range of classes for all students – including English Learners, low income, foster youth, and students with disabilities English, math, social studies, science, visual & performing arts, health, library, PE.  Provide challenging curriculum to all students		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review class schedules and student report cards to ensure all students have access to all course offerings	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)	No additional costs to LCFF Funding
Review parent and student surveys to ensure all students are receiving a challenging curriculum	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)	No additional costs

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	Continue to provide access to full range of classes for all students -- including English Learners, low income, foster youth, and students with disabilities--English, math, social studies, science, visual & performing arts, health, library, PE.  Provide challenging curriculum to all students		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review class schedules and student report cards to ensure all students have access to all course offerings	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)	No additional costs to LCFF funding
Review parent and student surveys to ensure all students are receiving a challenging curriculum	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)	No additional costs

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

GOAL 12:	Improve physical fitness of students	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> X  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Improve Physical Fitness Physical Fitness Test Grade 5 - 65% Met 5/6 Standards
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Goal Applies to:	Schools: Spring Creek Matanzas Applicable Pupil Subgroups: All
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**LCAP Year 1: 2015-2016**

Expected Annual Measurable Outcomes:	Physical Fitness Test: Grade 5 -75% met 5/6 Standards
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development in PE to Grade K-6 teachers	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)	No additional costs to LCFF Funding
Provide PE carts with PE equipment and lessons for grades K - 3	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	Purchase carts and PE equipment 0000: Unrestricted LCFF \$



		_ Other Subgroups: (Specify)	
Provide at least 200 minutes of physical education every 10 school days (1-6)	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)	No additional costs to LCFF Funding
<b>LCAP Year 2: 2016-2017</b>			
Expected Annual Measurable Outcomes:	Physical Fitness Test: Grade 5 -80% Meet 5/6 Standards		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development in PE to Grade K-6 teachers	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)	No additional costs to LCFF Funding
Provide PE carts with PE equipment and lessons for grades K - 3	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)	Purchase PE equipment for primary grades 0000: Unrestricted LCFF

Provide at least 200 minutes of physical education every 10 school days (1-6)	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)	No additional costs to LCFF funding
<b>LCAP Year 3: 2017-2018</b>			
Expected Annual Measurable Outcomes:	Physical Fitness Test: Grade 5 -80% Meet 5/6 Standards		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development in PE to Grade K-6 teachers	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)	No additional costs to LCFF Funding
Provide PE carts with PE equipment and lessons for grades K - 3	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)	Purchase PE equipment for primary grade carts 0000: Unrestricted LCFF
Provide at least 200 minutes of physical education every 10 school days (1-6)	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	No additional costs to LCFF funding

		<ul style="list-style-type: none"><li>_ English Learners</li><li>_ Foster Youth</li><li>_ Redesignated fluent English proficient</li><li>_ Other Subgroups: (Specify)</li></ul>	
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**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:	Increase overall % of K-2 students scoring at or above benchmark, as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment  Increase the overall % of Grade 1–6 students scoring at or above benchmark, as measured by the RenLearn STAR Reading Assessment.  Increase the overall percentage of Grade 1–6 students scoring at or above benchmark, as measured by the RenLearn STAR Math Assessment.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Spring Creek Matanzas Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	DIBELS - 63% at or above benchmark  STAR Reading scores 56% at or above benchmark  STAR Math scores 56% at or above benchmark	Actual Annual Measurable Outcomes:	
		DIBELS End of Tri 2 - 65% at or above benchmark STAR Reading End of Tri 2 - 53% at or above benchmark STAR Math End of Tri 2 - 56% at or above benchmark	
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Assess student progress using formative, interim, and summative assessments using Dynamic Indicators of Basic Early Literacy Skills (DIBELS)  Discuss assessment results and develop action plans for instruction and support of students <ul style="list-style-type: none"> <li>• PLC meetings focused on data analysis</li> <li>• RTI meetings</li> <li>• Monthly sixty minutes of data analysis</li> </ul>	Kindergarten Assistants salary and benefits 0000: Unrestricted LCFF \$22,789  Maintain highly qualified teachers and site staff– salary and benefits 0000: Unrestricted LCFF \$1,975,201	All actions have been implemented. Second trimester results indicate we are on track for meeting goal.	Kindergarten Assistants salary and benefits (KIND Mgmt Code) 0000: Unrestricted LCFF \$  Maintain highly qualified teachers and site staff– salary and benefits (fiscal 02, fund 01, object 1100,3) 0000: Unrestricted LCFF \$

<p>Scope of Service   School-wide</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   Schoolwide</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>Implement high quality instructional practices</p> <ul style="list-style-type: none"> <li>• ELA Common Core</li> <li>• PLC meetings focused on developing multidisciplinary units of study</li> </ul>	<p>No additional costs</p>	<p>All actions have been implemented. Second trimester results indicate we are on track for meeting goal.</p>	<p>No additional costs</p>
<p>Scope of Service   School-wide</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</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>Develop student, parent, and teacher understanding of the Essential Attributes for Success.</p>	<p>No additional costs</p>	<p>All actions implemented.</p>	<p>No additional costs</p>
<p>Scope of Service   School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>		<p>Scope of Service   School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Assess student reading progress using formative, interim, and summative assessments  <ul style="list-style-type: none"> <li>STAR Reading</li> <li>Common formative assessments</li> <li>SBAC resources (formative and interim assessments, as available)</li> </ul>	No additional costs	All actions have been implemented. Second trimester results indicate we are on track for meeting goal.	No additional costs
Scope of Service   School-wide  <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service   School-wide  <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Assess student math progress using formative, interim, and summative assessments  <ul style="list-style-type: none"> <li>STAR Math</li> <li>Common formative assessments</li> <li>SBAC resources (formative and interim assessments, as available)</li> </ul>	No additional costs	All actions have been implemented. Second trimester results indicate we are on track for meeting goal.	No additional costs
Scope of Service   School-wide  <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		Scope of Service   School-wide  <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Implement high quality instructional practices</p> <ul style="list-style-type: none"> <li>Math Common Core and Math Practices</li> <li>PLC meetings focused on developing multidisciplinary units of study</li> </ul>	<p>No additional costs</p>	<p>All actions have been implemented. Second trimester results indicate we are on track for meeting goal.</p>	<p>No additional costs</p>
<p>Scope of Service: School-wide</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</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>For low income pupils when additional support is needed:</p> <p>Utilize Student Support Coordinator model</p> <ul style="list-style-type: none"> <li>Develop Intervention Programs at each site</li> <li>Train intervention staff</li> <li>Monitor student progress</li> <li>Deliver a targeted intervention summer school program</li> </ul>	<p>Provide coordinated intervention services at site to students who need additional support to achieve grade level standards 0000: Unrestricted Supplemental \$41,038</p>	<p>All actions have been implemented. Intervention plans that have been put in place this year have been effective as seen in results. Second trimester results indicate we are on track for meeting goal.</p>	<p>Provided coordinated intervention services at each site to students who needed additional support to achieve grade level standards. (Mgmt code 0652,0653) 0000: Unrestricted Supplemental \$</p>
<p>Scope of Service: School-wide</p> <hr/> <p><input type="checkbox"/> All</p>		<p>Scope of Service: School-wide</p> <hr/> <p><input type="checkbox"/> All</p>	



<p>OR:  <input checked="" 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>OR:  <input checked="" 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>For foster youth when additional support is needed:</p> <p>Utilize Student Support Coordinator model</p> <ul style="list-style-type: none"> <li>Develop Intervention Programs at each site</li> <li>Train intervention staff</li> <li>Monitor student progress</li> <li>Deliver a targeted intervention summer school program</li> </ul>	<p>See services and costs provided to Low-income students</p>	<p>All actions have been implemented. Intervention plans that have been put in place this year have been effective as seen in results. Second trimester results indicate we are on track for meeting goal.</p>	<p>See services and costs provided to Low-income students</p>
<p>Scope of Service   School-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   School-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For redesignated fluent English proficient pupils:</p> <p>Implement high-leverage language practices:</p> <ul style="list-style-type: none"> <li>Integrated ELD instruction</li> </ul>	<p>See services and costs provided to English Learners (Goal 4)</p>	<p>All actions have been implemented. Intervention plans that have been put in place this year have been effective as seen in results. Second trimester results indicate we are on track for meeting goal.</p>	<p>See services and costs provided to English Learners (Goal 4)</p>
<p>Scope of Service   School-wide</p>		<p>Scope of Service   School-wide</p>	

<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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For re-designated fluent English proficient pupils:</p> <p>Support</p> <ul style="list-style-type: none"> <li>• Provide a summer school ELD Academy</li> <li>• Integrate support programs for EL students</li> <li>• Provide EL Parent Involvement Trainings</li> </ul>	<p>See services and costs provided to English Learners (Goal 4)</p>	<p>All actions have been implemented. Intervention plans that have been put in place this year have been effective as seen in results. Second trimester results indicate we are on track for meeting goal.</p>	
<p>Scope of Service   School-wide</p>		<p>Scope of Service   School-wide</p>	
<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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service   School-wide</p>			
<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 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>	

_ 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?	All actions and services have been successful as students are making very good progress toward meeting end of year goals. We will continue these actions next year. We are considering increasing the Student Support Coordinator time at each site in order to increase services to students who are below grade level.		

**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:	Certify that all teachers are highly qualified. Purchase and use instructional materials which are standards aligned.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" 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	
Goal Applies to:	Schools: Spring Creek Matanzas Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Maintain certification that all teachers are highly qualified Classroom Observations 70% Continue to purchase and use instructional materials which are standards aligned	Actual Annual Measurable Outcomes:	60% of teachers participated in demo lessons 40% of teachers participated in district after school PD 100% of teachers participated in district buyback days
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement personnel folder annual review, and provide professional development as needed to keep all teachers highly qualified.	No additional costs	Implemented personnel folder annual review, and provided professional development as needed to keep all teachers highly qualified.	No additional costs
Scope of Service: School-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: School--wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Review instructional materials to make sure that all are aligned to the Common Core Standards.	Standards aligned materials 0000: Unrestricted LCFF \$15,396	Reviewed instructional materials and made sure that all are aligned to the Common Core Standards.	Purchase standards aligned materials (Function 1000, object 4) 0000: Unrestricted LCFF \$

Purchased standards aligned materials			Purchased standards aligned materials		
Scope of Service	School-wide		Scope of Service	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)			<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)		
Scope of Service					
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We purchased standard aligned materials that supported Common Core instruction in the classroom. We will continue to do this..			

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:	Deliver appropriate Common Core training to 100% of instructional staff		Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Spring Creek Matnzas	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Classroom observations 70%		Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2014-2015</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
		<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Develop a year-long staff development plan for certificated, classified, and administrative staff that incorporates Common Core standards and District Goals <ul style="list-style-type: none"> <li>• Unit Planning (admin and teachers)</li> <li>• EL strategies (all instructional staff)</li> <li>• Rigor and effective CC instruction (all instructional staff)</li> <li>• Writing Instruction (admin and teachers)</li> <li>• Common Core Math development of content and practices (teachers)</li> <li>• New Report Card training (teachers)</li> </ul>	Professional development training and workshops  This is in addition to the training provided to staff during the "Buy Back" professional development days, which is covered under teacher salaries. 0000: Unrestricted LCFF \$62,843  Curriculum Department staff and salaries 0000: Unrestricted LCFF \$	Developed a year-long staff development plan for certificated, classified, and administrative staff that incorporates Common Core standards and District Goals <ul style="list-style-type: none"> <li>• Unit Planning (admin and teachers)</li> <li>• EL strategies (all instructional staff)</li> <li>• Rigor and effective CC instruction (all instructional staff)</li> <li>• Writing Instruction (admin and teachers)</li> <li>• Common Core Math development of content and practices (teachers)</li> <li>• New Report Card training (teachers)</li> </ul>	Professional development training and workshops  This is in addition to the training provided to staff during the "Buy Back" professional development days, which is covered under teacher salaries. (Object 52XX) 0000: Unrestricted LCFF \$  Curriculum Department staff and salaries (Mgmt 5100, obj 1-3) 0000: Unrestricted LCFF \$	

Scope of Service	School-wide		Scope of Service	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)			<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?	The development and implementation of a year-long staff development plan did support the implementation of the Common Core Standards in all classrooms as measured by classroom observations. 65% of the classroom observations included Common Core Standards being taught. We will continue to develop and implement a staff development plan that reinforces teaching these standards.				

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Original GOAL 4 from prior year LCAP:	Increase the percentage of English Learners who gain at least one language proficiency level, as measured by the California English Language Development Test (CELDT)  Increase the percentage of English Learners who move from "intermediate" to a higher level as measured by CELDT  Increase the percentage of English Learners who are reclassified as Fluent English Proficient (RFEP) within 5 years of enrolling in our schools.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: <u>Spring Creek Matanzas</u> Applicable Pupil Subgroups: <u>English Learners</u>		
Expected Annual Measurable Outcomes:	CELDT scores 51% gained at least one level 38% from "intermediate" to a higher level 29% of students reclassified as RFEP	Actual Annual Measurable Outcomes: CELDT 53% gained at least one level 30% from "intermediate" to a higher level 21% of students reclassified as RFEP	
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
For English learners:  Implement high-leverage language practices: <ul style="list-style-type: none"> <li>• Integrated ELD instruction, including Structured Language Practice</li> <li>• Designated ELD instruction by classroom teacher</li> </ul>	Budgeted Expenditures  Provide intervention services to English Learners who need additional support to achieve grade level standards 0000: Unrestricted Supplemental \$32,820	All actions have been successfully implemented. We surpassed goal of having students gain at least one level on the CELDT. We were not able to increase the percentage of English Learners who moved from intermediate to a higher level nor increase those students who have been reclassified.	Estimated Actual Annual Expenditures  Provided intervention services to English Learners who needed additional support to achieve grade level standards (resource 4203 & mgmt code 0650, mgmt Elit, 4203 &4201) 0000: Unrestricted Supplemental \$
Scope of Service: <u>School-wide</u>  _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth		Scope of Service: <u>School-wide</u>  _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth	



_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For English learners:  Support <ul style="list-style-type: none"> <li>• Provide a summer school ELD Academy</li> <li>• Monitor progress of EL students in writing</li> <li>• Integrate support programs for EL students</li> <li>• Provide EL Parent Involvement Trainings</li> </ul>	No additional costs	All actions have been successfully implemented. Of those students who attended the ELD Academy, 76% increased a CELDT level this year.	No additional costs
Scope of Service   School-wide  _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service   School-wide  _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For English learners:  Celebrate <ul style="list-style-type: none"> <li>• Recognize EL language growth</li> <li>• Recognize RFEP students at a District recognition event</li> </ul>	No additional costs	EL students are being recognized at school sites and not at a District event.	No additional costs
Scope of Service   Schoolwide  _ All ----- OR: _ Low Income pupils		Scope of Service   School-wide  _ All ----- OR: _ Low Income pupils	

<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" 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?	The ELD Academy was very successful last summer as seen by the number of students who advanced a level on the CELDT. We will be expanding the ELD Academy this summer and considering all students who are currently at the Early Intermediate and Intermediate levels on the CELDT.		

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Original GOAL 5 from prior year LCAP:	Increase student skills with technology in grades K-6.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Spring Creek Matanzas Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Bright Bytes Foundational Skills – 20% Online Skills-30%	Actual Annual Measurable Outcomes: Bright Bytes survey will be completed by the end of April	
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Allow grade 3-6 students to utilize mobile devices in their classrooms in lieu of one computer lab session each week.	Technology staff salaries and benefits 0000: Unrestricted LCFF \$ Technology Equipment (mgmt. 5250, Obj 4) 0000: Unrestricted LCFF \$	This action has been implemented and students have been utilizing mobile devices in their classroom as well as in the lab for grades 3 - 6.	Technology staff salaries and benefits (Mgmt 5250, Obj 1-3) 0000: Unrestricted LCFF \$ Technology Equipment (mgmt. 5250, Obj 4) 0000: Unrestricted LCFF \$
Scope of Service: School-wide		Scope of Service: School-wide	
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Adjust computer lab schedules to accommodate K-2 students.	No additional costs	Grades 1 -2 have been coming into the computer lab, but not kindergarten students. K students continue to have	No additional costs

				access to computers in their classroom.			
Scope of Service	School-wide			Scope of Service	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)				<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)			
Develop K-6 scope and sequence of technology skills and experiences.		No additional costs		The K-8 scope and sequence of technology skills and experiences have been developed and will begin to be implemented in 2015-16.		No additional costs	
Scope of Service	School-wide			Scope of Service	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)				<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?		We did meet our goals as measured by the Bright Bytes data. However, through discussions with staff it was found that there is a need to have professional development in technology for staff members so they can make better use of technology in their classrooms. We have developed a K-6 scope and sequence of technology skills and experiences for beginning implementation in 2015-16. The Lab tech time at each school will be increased and adjusted so grades 1-3 will have time in the computer lab to help learn and be able to apply the technology skills.					

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Original GOAL 6 from prior year LCAP:	Increase protective school factors on the California Healthy Kids Survey and/or school-based student surveys.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Spring Creek Matanzas Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Healthy Kids Survey & student surveys -65% of students report perceived assets at school	Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Train and support all staff for ongoing use of Toolbox, Playworks, and culturally responsive teaching.	Pupil support staff salaries and benefits 0000: Unrestricted LCFF \$	Reviewed training for ongoing use of Toolbox, Playworks, and culturally responsive teaching.	Pupil support staff salaries and benefits (mgmt. code 6150, obj 1-3) 0000: Unrestricted LCFF \$
Scope of Service: School-wide  <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School-wide  <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Investigate Social Emotional Learning programs for Grades 5-6.	No additional costs	Investigated Social Emotional Learning programs for Grades 5-6.	No additional costs
Scope of Service: School-wide		Scope of Service: School-wide	

<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><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>Implement cybersafety training program for all students K-6.</p>	<p>No additional costs</p>	<p>Implemented cybersafety training program for all students K-6.</p>	<p>No additional costs</p>
<p>Scope of Service   School-wide</p>		<p>Scope of Service   School-wide</p>	
<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><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>Provide counseling services at all sites</p>	<p>No additional costs</p>	<p>Provided counseling services at all sites</p>	<p>No additional costs</p>
<p>Scope of Service   School-wide</p>		<p>Scope of Service   School-wide</p>	
<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><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We met our goal of students reporting that they felt safe at school. However, there were reports from staff and parents that there is a need for increased counseling at all school sites. Staff and students also reported that behavior incidents happened more at lunchtime when students were not involved in games or activities. Based on this information, we are planning to increase counseling time at each site and add a Playworks coordinator at each site who would oversee games during the lunch hour.</p>		

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Original GOAL 7 from prior year LCAP:	Increase attendance rates each year – close the gap by 5% Decrease chronic absenteeism rates by 5% each year	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Spring Creek Matanzas ----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	School attendance rates on P2 96.2% ADA Chronic absenteeism rates – 5.5%	Actual Annual Measurable Outcomes: District is progressing towards the goal. Current attendance rate is 95.9% Chronic absenteeism in being monitored at all school sites and SART meetings are being held.	
<b>LCAP Year: 2014-2015</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Implement the SARB process consistently including holding SART meetings at the school sites	Busing transportation salaries and benefits 0000: Unrestricted LCFF \$45.273	This year many more letters were sent home informing parents when a student had more than three unexcused absences. However, a School Attendance Review Team (SART) meetings were not held as frequently as they should have been.	Busing transportation salaries and benefits (MGMT BUS1,BUS2, obj 1-3) 0000: Unrestricted LCFF \$
Scope of Service	School-wide	Scope of Service	School-wide
<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	



Meet with families to identify the barriers to getting students to school	No additional costs	Met with families to identify the barriers to getting students to school	No additional costs								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input checked="" type="checkbox"/> All                      -----                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	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)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input checked="" type="checkbox"/> All                      -----                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	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)		
Scope of Service	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)											
Scope of Service	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)											
Communicate with parents regarding the importance of attendance.	No additional costs	Communicated with parents regarding the importance of attendance.	No additional costs								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input checked="" type="checkbox"/> All                      -----                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	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)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input checked="" type="checkbox"/> All                      -----                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	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)		
Scope of Service	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)											
Scope of Service	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)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The SARB process was not followed consistently as the School Attendance Review Team (SART) meetings did not take place as often as was called for. In discussion with school staffs it was found that with the current staffing, there is limited time to complete the SARB process effectively. To deal with this, we are adding additional office help to each site so attendance can be closely monitored and follow-up with families can be timely. The school counselor will oversee the SART meetings.										

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Original GOAL 8 from prior year LCAP:	Decrease suspension rates 10% each year Maintain low expulsion rates each year	Related State and/or Local Priorities: 1 _ 2 _ 3 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Spring Creek Matanzas Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Pupil suspension rates – 39 students suspended Maintain	Actual Annual Measurable Outcomes: Spring Creek Matanzas Charter is making progress to meet this goal. To date there have been only ____ incidents of suspension, compared to 39 previously. There has been 1 expulsion.	
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop restorative practices to be used in grades 4-6.	Planning year - no additional costs	The use of Restorative Practices was investigated this year. Three schools will be piloting restorative practices in the 15/16 school year. One day of training was held in May and more training will be held in August.	Planning year - no additional costs
Scope of Service	School-wide	Scope of Service	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)		<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) School sites who have volunteered	
Develop alternatives to out of school suspension	No additional costs	Each site began discussions on alternatives to out of school	No additional costs

				suspensions.			
Scope of Service	School-wide			Scope of Service	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)				<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)			
Train staff in positive student discipline and interventions.		No additional costs		This was not implemented this year.		No additional costs	
Scope of Service	School-wide			Scope of Service	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)				<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?		The use of Restorative practices was investigated this year. Matanzas will be piloting restorative practices in the 2015-16 year. One day of training was held in May and more training will be held in August. We will be increasing the amount of counselor time next year which we feel will help reduce suspension rates					

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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:	Encourage parent involvement and participation on school and district advisory councils, school activities. Encourage parent attendance at parent information evenings, such as Back to School Night, Open House, and parent training.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Spring Creek Matanzas Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Baseline in fall 2014	Actual Annual Measurable Outcomes: Parent involvement on school and district advisory councils and school activities was maintained. Parent attendance at parent information evenings was also maintained but no baseline was taken in the fall.	
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase Parent Involvement on District and Site Committees  <ul style="list-style-type: none"> <li>• Continue Superintendent Advisory Councils with representatives from all sites</li> <li>• Teachers; Classified; Parents; Students</li> <li>• Promote opportunities for participation on Site Councils, ELAC, and DELAC</li> <li>• Set up RVEF Site Liaisons to report monthly to PTA/PTO</li> </ul>	No additional costs	All of the actions have been implemented.	No additional costs
Scope of Service	School-wide	Scope of Service	School-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
School and Community Communication  <ul style="list-style-type: none"> <li>• Publish or email weekly newsletter for each site</li> <li>• Link events to family fun (i.e. ice cream social, book fair)</li> <li>• Target personal phone calls</li> <li>• Utilize One Call Now</li> </ul>	No additional costs	All of the actions have been implemented.	
Scope of Service   School-wide  <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service   School-wide  <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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?	In 2014-15, we had 85% attendance at Back to School Night. We had 10% attendance at parent trainings. In order to increase parent involvement, each site will hold "State of the School" meetings with parents from all grade levels. Get input from parents as to additional ways they can be involved with the school and find out what they would like from their school.		

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:	Maintain school facilities in good repair. Create construction/renovation schedule for possible bond proceeds.	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  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: Spring Creek Matanzas Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Facilities Inspection Tool – Maintain	Actual Annual Measurable Outcomes: Facility Inspection Tool showed all school sites are in very good repair. Completed plans for construction and renovation of three sites.	
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue custodial and maintenance work at all sites.	Custodial staff salaries and benefits 0000: Unrestricted LCFF \$99,592 District maintenance staff and supervisors salaries and benefits 0000: Unrestricted LCFF \$78,263	Continued custodial and maintenance work at all sites.	Custodial staff salaries and benefits (MGMT 7300) 0000: Unrestricted LCFF \$ District maintenance staff and supervisors salaries and benefits 0000: Unrestricted LCFF \$
Scope of Service: School-wide		Scope of Service: 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)		<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)	
Develop facility construction projects	No additional costs	• Discussed needs with site principals to help determine	No additional costs

<ul style="list-style-type: none"> <li>• Discuss needs with site principals to help determine priorities</li> <li>• Gather input from architects to help group projects to generate savings or other efficiencies</li> <li>• Review and rank projects by District priority as listed in the Master Facility Plan</li> </ul>		<p>priorities</p> <ul style="list-style-type: none"> <li>• Gathered input from architects to help group projects to generate savings or other efficiencies</li> <li>• Reviewed and ranked projects by District priority as listed in the Master Facility Plan</li> </ul>	
<p>Scope of Service   School-wide</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</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Facility Inspection Tool showed school site is in very good repair. We completed plans for construction and renovation of Spring Creek Matanzas. Construction will begin this summer and continue next year.</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 11 from prior year LCAP:	Provide access to full range of classes for all students – English, math, social studies, science, visual & performing arts, health, library, PE.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Spring Creek Matanzas Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Maintain	Actual Annual Measurable Outcomes: All students in grades K-6 have access to a full range of classes.	
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Review class schedules and student report cards to ensure all students have access to all course offerings		No additional costs to LCFF Funding	Reviewed class schedules and student report cards and ensured all students have access to all course offerings
Scope of Service	School-wide		Scope of Service
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All
OR:			OR:
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> 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?	All students in grades K-6 have access to a full range of classes. Parents also requested that we consider ways that we can offer challenging curriculum for all students. We have hired a GATE teacher who will assist teachers in providing a challenging curriculum to all students.		



**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 12 from prior year LCAP:	Increase Physical Fitness of students	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Spring Creek Matanzas Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Physical Fitness Test Grade 5 -70% Met 5/6 Standards	Actual Annual Measurable Outcomes: Physical Fitness Test Grade 5 -76.2% Met 5/6 Standards	
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide at least 200 minutes of physical education every 10 school days (1-6)	No additional costs to LCFF Funding	Provided at least 200 minutes of physical education every 10 school days (1-6)	No additional costs to LCFF Funding
Scope of Service: School-wide  <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School-wide  <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide at least 400 minutes of physical education every 10 school days (7-8)	No additional costs to LCFF Funding	Provided at least 400 minutes of physical education every 10 school days (7-8)	No additional costs to LCFF Funding
Scope of Service: School-wide		Scope of Service: 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)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Physical Fitness Test: in 2014-15: Grade 5 - 63.2% met 5/6 Standards. In order to improve physical fitness of students we will provide additional professional development in physical education to staff, and purchase and create primary PE carts so primary classes can have easy access to PE materials.		

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:	\$
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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.

<table border="1"><tr><td></td><td>%</td></tr></table>		%
	%	

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	2,327,987.27	0.00	2,484,184.00	2,533,277.00	47,481.00	5,064,942.00
Base	0.00	0.00	63,848.00	64,870.00	0.00	128,718.00
LCFF	2,254,129.27	0.00	2,344,262.00	2,390,051.00	47,481.00	4,781,794.00
Supplemental	73,858.00	0.00	76,074.00	78,356.00	0.00	154,430.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	2,327,987.27	0.00	2,420,336.00	2,468,407.00	47,481.00	4,936,224.00
0000: Unrestricted	2,327,987.27	0.00	2,420,336.00	2,468,407.00	47,481.00	4,936,224.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	2,327,987.27	0.00	2,420,336.00	2,468,407.00	47,481.00	4,936,224.00
0000: Unrestricted	LCFF	2,254,129.27	0.00	2,344,262.00	2,390,051.00	47,481.00	4,781,794.00
0000: Unrestricted	Supplemental	73,858.00	0.00	76,074.00	78,356.00	0.00	154,430.00

**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).