

**Introduction:**

Outside Creek School is a K-8 school serving 100-112 students in a rural community. Founded in 1864, Outside Creek School District is one of the oldest districts in the county.

**LEA:** Outside Creek Elementary

**Contact:** Derrick Bravo, Superintendent, dbravo@outsidecreek.org, (559)747-0710

**LCAP Year:** 2016-17

***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?

Involvement Process	Impact on LCAP

1. Outside Creek School outlined a plan to actively involve the stakeholders in the development of the Local Control Accountability Plan (LCAP). The involvement included but was not limited to:

- Parent--Community informal and formal surveys and Parent Conferences in both English and Spanish
- Staff Surveys (Classified, Certificated, County Services)
- Outside Creek Board Meetings
- Tulare County Office of Education Administration Meetings

2. Outside Creek School outlined a plan to actively involve the stakeholders in the development of the Local Control Accountability Plan (LCAP). The involvement included but was not limited to:

- Parent--Community Informal Surveys (Spring 2016)
- Parent Conferences in both English and Spanish (Fall 2015, Spring 2016)
- Students Informal Surveys performed by Staff (2015-2016)
- Classified and Certified Staff Informal Surveys (Spring 2016)
- Family Services Informal Survey (Spring 2016)
- Outside Creek Board Meetings (March 3, 2016; May 19, 2016; June 2, 2016)
- Parent and Staff Survey (March 18, 2016)
- Tulare County Office of Education Superintendent Meetings (2015-16)
- Tulare County Office of Education Business Manager Meetings (2015-16)

3. Outside Creek School made the following information available to stakeholders:

Data

CST for all groups--3 years

CELDT results

Reclassification Rates

Suspension and Expulsion Rates

Accelerated Reader Levels

Involved stakeholders provided input and as a result, it has been determined our efforts should be focused on the following state priorities:

1. Pupil Achievement (Priority 4)
2. Other Pupil Outcomes (Priority 8)
3. Pupil Engagement (Priority 5)

<p>STAR Reading Levels</p> <p>K-1 Assessment Levels</p> <p>Report Cards</p> <p><u>Resource</u></p> <p>School Safety Plan</p> <p>Staff Meeting: Disussed the 15-16 LCAP and staff members made suggestions</p> <p>Staff Survey</p> <p>Parent Survey</p> <p>Board Meeting</p>	
<p><b>Annual Update:</b></p> <p>Outside Creek determined that the methods used to communicate to stakeholders have been effective. Outside Creek will continue to involve stakeholders using these methods.</p>	<p><b>Annual Update:</b></p> <p>Outside Creek continues to focus our resources on Pupil Achievement. Laptops were purchased and internet accessibility was greatly enhanced in order to provide our students with better comfortability to computer use. Because the standardized testing is completed on the computers, computer literacy could provide our students with opportunity to increase achievement.</p>

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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

**Actions/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?

<b>GOAL:</b>	#1: All students will read at or above grade level according to local and state assessments, including assessments aligned with CCSS	Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 _7 X 8 Local: N/A
<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. 12% ELA proficiency according the California Smarter Balance Assessment (2014-15).</li> <li>2. 30% (3/10) 8th graders placed into Advanced English Class according to reading and writing levels.</li> <li>3. 51% DIBELS proficiency (K-7)</li> <li>4. 27% GE proficiency STAR reading assessment</li> <li>5. 29% Reclassification rate (8/28)</li> <li>6. 100% of teachers are appropriately assigned.</li> </ol>	

<b>Goal Applies to:</b>	<b>Schools:</b> Outside Creek School Grades: All		
<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	1. 3% growth ELA proficiency according to California Smarter Balance Assessment 2. 8th grade students who are proficient on CCSS assessments (7th grade) to be place in Advanced English high school class (Goal: 40% of students). 3. 3% expected growth on DIBELS 4. 3% expected growth on district reading assessment (i.e. STAR) 5. Maintain or exceed 30% reclassification rate 6. Maintain 100% rate of teachers appropriately assigned		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
The district will provide 2-3 instructional aides to support all students in K-3 and meet with small groups in grades 4-8 including ELLs to ensure state-adopted standards are met. This action will include maintaining and improving the reclassification rate.	School-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$59,000 LCFF S/C Salaries and Benefits  \$25,000 Title I Salaries

<p>The school will purchase a reading software program (i.e. Accelerated Reader/STAR, Lexia) to address the reading needs of all students including English Learners.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10000 LCFF S/C Instructional Supplies</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. 2% growth ELA proficiency according to California Smarter Balance Assessment</li> <li>2. 8th grade students who are proficient on CCSS assessments (7th grade) to be placed in Advanced English high school class (Goal: 40% of students)</li> <li>3. 2% expected growth on DIBELS</li> <li>4. 2% expected growth on district reading assessment (i.e. STAR)</li> <li>5. Maintain or exceed 30% reclassification rate</li> </ol>
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<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
<p>The district will provide 2-3 instructional aides to support all students in K-3 and meet with small groups in grades 4-8 including ELLs to ensure state-adopted standards are met. This action will include maintaining and improving the reclassification rate.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$59,000 LCFF S/C Salaries and Benefits  \$25,000 Title I Salaries</p>

<p>The school will purchase a reading software program (i.e. Accelerated Reader/STAR, Lexia) to address the reading needs of all students including English Learners.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10000 LCFF S/C Instructional Supplies</p>
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**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. 2% growth ELA proficiency according to California Smarter Balance Assessment</li> <li>2. 8th grade students who are proficient on CCSS assessments (7th grade) to be placed in Advanced English high school class (Goal: 40% of students)</li> <li>3. 2% expected growth on DIBELS</li> <li>4. 2% expected growth on district reading assessment (i.e. STAR)</li> <li>5. Maintain or exceed 30% reclassification rate</li> </ol>
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<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
<p>The district will provide 2-3 instructional aides to support all students in K-3 and meet with small groups in grades 4-8 including ELLs to ensure state-adopted standards are met. This action will include maintaining and improving the reclassification rate.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$59,000 LCFF S/C Salaries and Benefits  \$25,000 Title I Salaries</p>

<p>The school will purchase a reading software program (i.e. Accelerated Reader/STAR, Lexia) to address the reading needs of all students including English Learners.</p>	<p>School-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>\$10000 LCFF S/C Instructional Supplies</p>
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<b>GOAL:</b>	#2: Develop and implement CCSS delivered to the students by appropriately qualified teachers, increase student achievement in CCSS ELA and Math, and provide access to a broad course of study, including field trips, music, and PE.		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 X 8 Local: Implementation of state standards
<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. 80% implementation of CCSS aligned curriculum in the classroom</li> <li>2. 12% ELA Smarter Balance proficiency; 14% Math Smarter Balance proficiency</li> <li>3. 100% teacher appropriately assigned</li> </ol>		
<b>Goal Applies to:</b>	<b>Schools:</b>	Outside Creek School Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. The school will implement 90% of CCSS/ELD aligned curriculum/materials in the classroom</li> <li>2. 3% ELA Smarter Balance and Math Smarter Balance proficiency growth</li> <li>3. Maintain 100% appropriately assigned teachers</li> <li>4. Provide each class access to a field trip</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
#1 The school will provide after-school tutoring and instruction over holiday break in ELA and Math to students who are identified in need of intervention, including ELLs.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5000 LCFF S/C Salaries and Benefits  \$1000 LCFF S/C Instructional Materials

The school will provide professional development to the certificated staff and administration in CCSS ELA and Math.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$3000 LCFF S/C Training, mileage, sub pay
The school will provide the teachers with curriculum that support the Common Core standards.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$2000 LCFF S/C Supplemental materials  \$8000 LCFF S/C Textbooks
The school will provide Summer School to all students who are identified in need of interventions, including ELLs.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$7000 LCFF S/C Salaries
The school will provide access to a board course of study, including a field trip for each class, music, and PE programs.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$4000 :LCFF S/C Supplies and Transportation
<b>LCAP Year 2</b>			

Expected Annual Measurable Outcomes:	1. The school will implement 100% of CCSS/ELD aligned curriculum/materials aligned curriculum in the classroom 2. 3% ELA Smarter Balance and Math Smarter Balance proficiency growth 3. Maintain 100% appropriately assigned teachers 4. Provide each class access to a field trip		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 The school will provide after-school tutoring and instruction over holiday break in ELA and Math to students who are identified in need of intervention, including ELLs.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5000 LCFF S/C Salaries and Benefits  \$1000 LCFF S/C Instructional Materials
The school will provide professional development to the certificated staff and administration in CCSS ELA and Math.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$3000 LCFF S/C Training, mileage, sub pay
The school will provide the teachers with curriculum that support the Common Core standards.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$2000 LCFF S/C Supplemental materials  \$8000 LCFF S/C Textbooks



<p>The school will provide Summer School to all students who are identified in need of interventions, including ELLs.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7000 LCFF S/C Salaries</p>	
<p><b>LCAP Year 3</b></p>				
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. The school will implement 100% of CCSS/ELD aligned curriculum/materials in the classroom</li> <li>2. 3% ELA Smarter Balance and Math Smarter Balance proficiency growth</li> <li>3. Maintain 100% appropriately assigned teachers</li> <li>4. Provide each class access to a field trip</li> </ol>			
<p><b>Actions/Services</b></p>		<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>The school will provide after-school tutoring and instruction over holiday break in ELA and Math to students who are identified in need of intervention, including ELLs.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5000 LCFF S/C Salaries and Benefits  \$1000 LCFF S/C Instructional Materials</p>	

The school will provide professional development to the certificated staff and administration in CCSS ELA and Math.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$3000 LCFF S/C Training, mileage, sub pay
The school will provide the teachers with curriculum that support the Common Core standards.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$2000 LCFF S/C Supplemental materials  \$8000 LCFF S/C Textbooks
The school will provide Summer School to all students who are identified in need of interventions, including ELLs.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$7000 LCFF S/C Salaries

<b>GOAL:</b>	#3: All students, including subgroups, will have modern technology (laptops or computers) and reliable internet connection throughout the school.		Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 _7 X 8 Local: Implementation of state standards	
<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. 15 3-year old laptops, 35 &lt;3-year old laptops, 5 modern tablets</li> <li>2. 60% of students can simultaneously use laptops for Smarter Balance Assessment</li> <li>3. Internet connection is currently reliable</li> <li>4. Each class has functioning projectors and document cameras</li> </ol>			
<b>Goal Applies to:</b>	<b>Schools:</b>	Outside Creek School		
		Grades: All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. The school will have 50 modern laptops for students to complete online assessments</li> <li>2. The school will have the technological capacity to complete CAASPP testing on school site consistently</li> <li>3. The school will maintain consistent internet access for CCSS tools and assessments</li> <li>4. The school will have functioning projectors and document cameras for classroom instruction</li> </ol>			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>The school will update network infrastructure, and internet service and connections, including a modern ASA, routers, and switches.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4600 LCFF S/C (\$2400 Vast, \$1200 TCOE, \$1000 hardware)</p>
<p>The school will provide technology maintenance support, including personnel to troubleshoot network and computers to all students and staff.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1000 LCFF S/C Salary and Benefits</p>
<p>The school will purchase 20 more laptops, software, and mobile carts for student access to the internet</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$18000 LCFF S/C (\$15000 laptops, \$2000 mobile cart, \$1000 software)</p>
<p>The school will provide functioning projectors and document cameras for classroom instruction.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500 LCFF S/C Supplies</p>
<p><b>LCAP Year 2</b></p>			

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. The school will have 50 modern laptops for students to complete online assessments</li> <li>2. The school will have the technological capacity to complete CAASPP testing on school site consistently</li> <li>3. The school will maintain consistent internet access for CCSS tools and assessments</li> <li>4. The school will have functioning projectors and document cameras for classroom instruction</li> </ol>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The school will update network infrastructure, and internet service and connections, including a modern ASA, routers, and switches.	School-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$4600 LCFF S/C (\$2400 Vast, \$1200 TCOE, \$1000 hardware)
The school will provide technology maintenance support, including personnel to troubleshoot network and computers to all students and staff.	School-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$1000 LCFF S/C Salary and Benefits
The school will purchase 20 more laptops, software, and mobile carts for student access to the internet	School-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$18000 LCFF S/C (\$15000 laptops, \$2000 mobile cart, \$1000 software)

**LCAP Year 3**

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. The school will have 50 modern laptops for students to complete online assessments</li> <li>2. The school will have the technological capacity to complete CAASPP testing on school site consistently</li> <li>3. The school will maintain consistent internet access for CCSS tools and assessments</li> <li>4. The school will have functioning projectors and document cameras for classroom instruction</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The school will update network infrastructure, and internet service and connections, including a modern ASA, routers, and switches.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$4600 LCFF S/C (\$2400 Vast, \$1200 TCOE, \$1000 hardware)
The school will provide technology maintenance support, including personnel to troubleshoot network and computers to all students and staff.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1000 LCFF S/C Salary and Benefits

<p>The school will purchase 20 more laptops, software, and mobile carts for student access to the internet</p>	<p>School-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>\$18000 LCFF S/C (\$15000 laptops, \$2000 mobile cart, \$1000 software)</p>
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<b>GOAL:</b>	#4: Outside Creek will provide families with support, opportunities to participate in school activities and ensure parental behavior is conducive to school learning and school achievement.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: Family and Community
<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. Parents' conference attendance is at 95%. Outside Creek identifies the need to maintain and increase parents' conference attendance and school-event attendance and participation. "Parents" include parents of unduplicated and special needs students.</li> <li>2. Outside Creek's policy is to have visitors sign in the school office upon entering school campus to ensure proper tracking of visitors on campus. There is approximately 80% rate of visitors checking in to the school office.</li> <li>3. There is a need to foster parents' behavior to be conducive to the school learning environment.</li> </ol>		
<b>Goal Applies to:</b>	<b>Schools:</b>	Outside Creek	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Parent (Including parents of unduplicated and special needs students) conferences attendance will be at least 96%.</li> <li>2. Outside Creek will have at least 90% visitor sign-ins. Parents' behavior will be conducive to school learning environment.</li> </ol>		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
	<b>Budgeted Expenditures</b>		



<p>1. The school will provide parent-student events to address and develop the value of school attendance.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$400 LCFF S/C Instructional supplies</p>	
<p>The school will provide a family services worker, who will communicate to parents regarding school learning, and educational support (parent classes), and home visits.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6000 LCFF S/C Salary and Benefits</p>	
<p><b>LCAP Year 2</b></p>				
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>1. Parent (Including parents of unduplicated and special needs students) conferences attendance will be at least 96%. 2. Outside Creek will have at least 90% visitor sign-ins. Parents' behavior will be conducive to school learning environment.</p>			
<p><b>Actions/Services</b></p>		<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>1. The school will provide parent-student events to address and develop the value of school attendance.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$400 LCFF S/C Instructional supplies</p>	

<p>The school will provide a family services worker, who will communicate to parents regarding school learning, and educational support (parent classes), and home visits.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6000 LCFF S/C Salary and Benefits</p>	
<p><b>LCAP Year 3</b></p>				
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>1. Parent (Including parents of unduplicated and special needs students) conferences attendance will be at least 96%. 2. Outside Creek will have at least 90% visitor sign-ins. Parents' behavior will be conducive to school learning environment.</p>			
<p><b>Actions/Services</b></p>		<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>1. The school will provide parent-student events to address and develop the value of school attendance.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$400 LCFF S/C Instructional supplies</p>	
<p>The school will provide a family services worker, who will communicate to parents regarding school learning, and educational support (parent classes), and home visits.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6000 LCFF S/C Salary and Benefits</p>	

<b>GOAL:</b>	#5: Outside Creek School believes student achievement is influenced by a student's attendance and behavior. Therefore, the school will focus efforts to maintain or increase student attendance, and a positive and safe school climate.		Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 _8 Local: N/A
<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. Outside Creek's attendance rate is 95%</li> <li>2. There were 24 (23%) truant students in 2015-2016</li> <li>3. Middle school dropout rate is 0%</li> <li>4. Pupil suspension rate is 3%</li> <li>5. Pupil expulsion rate is 0%</li> <li>6. Principal and staff will monitor attendance and school climate data</li> </ol>		
<b>Goal Applies to:</b>	<b>Schools:</b>	Outside Creek	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Outside Creek's expected growth of 1% attendance rate (95% to 96%)</li> <li>2. Outside Creek will have less than 20% of students being truant</li> <li>3. Maintain 0% middle school dropout rate</li> <li>4. Maintain 5% or less suspension rate</li> <li>5. Maintain 2% or less expulsion rate</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>The school will provide Family Services worker who will identify truant students, handle the truancy reporting process, and communicate with families of truant students.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2000 LCFF S/C Salary and Benefits</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Outside Creek's expected to maintain 96% attendance rate</li> <li>2. Outside Creek will have less than 18% of students being truant</li> <li>3. Maintain 0% middle school dropout rate</li> <li>4. Maintain 5% or less suspension rate</li> <li>5. Maintain 2% or less expulsion rate</li> </ol>
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>The school will provide Family Services worker who will identify truant students, handle the truancy reporting process, and communicate with families of truant students.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2000 LCFF S/C Salary and Benefits</p>

**LCAP Year 3**

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Outside Creek's expected growth of 1% attendance rate (96% to 97%)</li> <li>2. Outside Creek will have less than 18% of students being truant</li> <li>3. Maintain 0% middle school dropout rate</li> <li>4. Maintain 5% or less suspension rate</li> <li>5. Maintain 2% or less expulsion rate</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>The school will provide Family Services worker who will identify truant students, handle the truancy reporting process, and communicate with families of truant students.</p>	<p>School-wide Grades: All</p>	<p>X All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>\$2000 LCFF S/C Salary and Benefits</p>

<b>GOAL:</b>	#6: The school facilities are maintained in good repair pursuant to Education Code section 17002 (d).		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local: School Culture and Climate
<b>Identified Need:</b>	School facilities need to be in good repair to including but not limited to the following items:  Trees need maintainence.Playground courts need maintenance. Playground equipment has cracks and worn layers (E.C. 17002 (Q)). Bathroom faucets has visible staining and the a button does not emit reasonable amount of water (E.C. 17002 (L)). Bathroom is lacking toilet stall door. Cafeteria roof leaked water during the rainy season. School buildings' paint is faded. Classrooms need more electrical plugs. Visible infestation of pests in cafeteria at night. Cafeteria floor is warping.		
<b>Goal Applies to:</b>	<b>Schools:</b>	Outside Creek	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	The facilities mentioned in the actions will be in "good repair" according to evaluation by maintenance director and superintendent		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
The school will provide tree maintenance to prevent branches from being a hazard.	School-wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$8000 LCFF S/C Repairs

<p>The school will install a gate fence to provide vehicle access to school-event parking. This access will prevent damage to basketball courts and volleyball courts.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4000 LCFF S/C Facilities</p>
<p>The school will repair the playground structure from cracks, deterioration, and fill the playground with safe floor material.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9000 LCFF S/C Facilities</p>
<p>The school will update the restroom faucets, bathroom door, and walls.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5019 LCFF S/C Facilities</p>
<p>The school will repair and reseal the school buildings' roofs.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3000 LCFF S/C Facilities</p>

<p>The school buildings will be repainted to look presentable to the students and community.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5000 LCFF S/C Facilities</p>
<p>The school will install new electrical plugs in the buildings as needed.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2000 LCFF S/C Repairs</p>
<p>The school will repair the cafeteria, including portions of the floor and the baseboards.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4000 LCFF S/C Facilities</p>
<p>The school will repair and repaint the basketball and four square courts</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4000 LCFF S/C Repairs</p>
<p><b>LCAP Year 2</b></p>			



<b>Expected Annual Measurable Outcomes:</b>	#1 The facilities mentioned in the actions will be in "good repair" according to evaluation Metrics: Formal evaluations by maintenance director and superintendent		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
The school will provide tree maintenance to prevent branches from being a hazard.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$8000 LCFF S/C Repairs
The school will repair the playground structure from cracks, deterioration, and fill the playground with safe floor material.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$9000 LCFF S/C Facilities
The school will repair the cafeteria, including portions of the floor and the baseboards.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$4000 LCFF S/C Facilities

<p>The school will repair and reseal the school buildings' roofs.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3000 LCFF S/C Facilities</p>
<p>The school buildings will be repainted to look presentable to the students and community.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9000 LCFF S/C Facilities</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>#1 The facilities mentioned in the actions will be in "good repair" according to evaluation Metrics: Formal evaluations by maintenance director and superintendent</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>The school will provide tree maintenance to prevent branches from being a hazard.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$8000 LCFF S/C Repairs</p>

The school will repair the playground structure from cracks, deterioration, and fill the playground with safe floor material.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$9000 LCFF S/C Facilities
The school will repair and reseal the school buildings' roofs.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$3000 LCFF S/C Facilities
The school buildings will be repainted to look presentable to the students and community.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$2000 LCFF S/C Facilities
The school will repair the cafeteria, including portions of the floor and the baseboards.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$4000 LCFF S/C Facilities

## 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?

<b>Original Goal from prior year LCAP:</b>	All students will read at or above grade level according to local and state assessments, including assessments aligned with CCSS.		Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	Outside Creek School  Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	1. 3% expected growth on DIBELS 2. 3% expected growth on STAR assessment 3. 2% expected growth on CCSS aligned report cards 4. Maintain at least 70% 8th grade student placed in advanced English high school class. 5. Maintain at least 60% 8th grade students at or above grade level SRA 6. Reclassify 9 students		Actual Annual Measurable Outcomes: 1. 51% (48/94) at benchmark on DIBELS/San Diego Quick Assessment 2. 27% at GE on STAR assessment 3. Not measured due to inconsistent grading 4. 30% of 8th grade students placed in Advanced English high school class 5. 50% 8th grade students at or above grade level on SRA 6. Reclassified 8 of 28 (28.6%) ELL students
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
The school will purchase Accelerated Reader/STAR program to address the reading needs of all students included English learners.	\$2000 LCFF S/C Supplies	The school purchased the Accelerated Reader/STAR program to address the reading needs of all students.	\$0 LCFF S/C \$1,593.25 Microsoft voucher

<b>Scope of service:</b>	School-wide Grades: All		<b>Scope of service:</b>	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The district will provide two instructional aides to support all students in grades k-3 and meet with small groups grade 4-8 including ELLs to ensure state-adopted standards are met. This action will include improving the reclassification rate of ELLs.		\$20,000 LCFF S/C  \$40,000 (Title 1) Salary and Benefits	The school hired two instructional aides.	\$21500 LCFF S/C Wages  \$15,967.20 Medical Benefits (Non LCFF S/C)	
<b>Scope of service:</b>	School-wide Grades: All		<b>Scope of service:</b>	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, servivces, and expenditures</b>	Because instructional aides have been effective, the school is planning to hire an additional instructional aide. The school is planning on implementing Lexia Core 5 instead of the Accelerated Reader program, because Accelerated Reader program was not being used frequently by teachers.				

<b>Original Goal from prior year LCAP:</b>	Develop and implement students CCSS in the classrooms provided by appropriately qualified teachers and increase student achievement in CCSS ELA and Math.		Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	Outside Creek School	
	Grades:	All	
Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. CAASPP results from 2014-15 testing will set baseline for future years' growth</li> <li>2. The school will implement as estimated 75% CCSS curriculum in classrooms (25% growth)</li> <li>3. 50% of students will achieve proficiency in CCSS Math and ELA curriculum</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. CAASPP 14-15 baseline was 12% ELA proficiency and 14% Math proficiency.</li> <li>2. CCSS implemented 75% in the classrooms.</li> <li>3. 21% of students achieved proficiency in CCSS Math and ELA according to local assessments and requirements for "scholar."</li> </ol>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
The school will provide After-School Tutoring and instruction over holiday break ELA and Math students who are identified in need of intervention, including ELLs.	<p>\$5000 LCFF S/C Salaries and Benefits</p> <p>\$1000 LCFF S/C Instructional Materials</p>	<p>The school providing after-school tutoring in the Fall and Spring.</p> <p>While the tutoring was offered to all students, since the 2/3 grade teacher was the after-school teacher, mainly students from 2/3 including English learners attended.</p>	<p>\$1590 LCFF S/C Salaries and Benefits (53 hours)</p> <p>\$0 LCFF S/C Instructional Materials</p>

<b>Scope of service:</b>	School-wide  Grades: All		<b>Scope of service:</b>	School-wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The school will provide professional development to the certificated staff and admin in CCSS ELA and Math		\$4000 LCFF S/C Training and mileage and sub pay	Three teachers attended the CCSS Writing Workshop, one teacher attended the Google Toolkit, and one teacher attended the Number Talks 3-5, one teacher attended "Kindergarten Day".  The CCSS Writing Workshop affected the curriculum in grades 2/3, 6/7, and 8. The Google Toolkit affected grades 6-8. The Number Talks 3-5 affected the 4/5 grade. "Kindergarten Day" affected the students in K/1.	CCSS Writing Workshop: \$1,950  Google Toolkit: \$350  Number Talks 3-5: \$175  Kindergarten Day: \$0  TOTAL: \$2,475 LCFF S/C	
<b>Scope of service:</b>	School-wide  Grades: All		<b>Scope of service:</b>	School-wide  Grades: All	



<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
The school will provide the teachers with supplemental materials that support the Common Core standards.		\$5000 LCFF S/C Instructional Materials	Teachers purchased supplemental materials through various organizations including "Teachers Pay Teachers".	\$0 LCFF S/C
<b>Scope of service:</b>	School-wide  Grades: All		Scope of service:	School-wide  Grades: All
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

<p>The school will provide Summer School to all students who are identified in need of intervention, including ELLs.</p>		<p>\$5000 LCFF S/C Salaries and benefits</p>	<p>The school provided thirteen days of summer school for students of all grades.</p>		<p>4-8 Teacher: \$1300 K-4 Teacher: \$1300 Teacher Aide K/1: \$900 Teacher Aide 4-8: \$900 Materials: \$0 TOTAL: \$4400 LCFF S/C Salaries</p>
<p><b>Scope of service:</b></p>	<p>School-wide Grades: All</p>		<p>Scope of service:</p>	<p>School-wide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p><b>What changes in actions, servivces, and expenditures</b></p>		<p>The school determined after-school instruction and tutoring, the CCSS supplemental material, and the summer school program was effective. Therefore, the school will continue to provide after-school instruction and tutoring, as well as continue to provide CCSS supplemental material for the teachers to use in the classroom. The school is also expanding the summer school program to include the implementation of teacher aides.</p>			

<b>Original Goal from prior year LCAP:</b>	All students, including subgroups, will have modern technology (computers or laptops) and reliable internet connection throughout the school	Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 _7 X 8 Local:
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Goal Applies to:	Schools:	Outside Creek School		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>1. The school will have 35 students laptops so that full classrooms can complete online assessments</p> <p>2. The school will have the technological capacity to complete CAASPP testing on school site</p> <p>3. All students will have consistent access to the internet to access CCSS assessments</p>		Actual Annual Measurable Outcomes:	<p>The school purchased 20 laptops, thus the school has 15 three year-old laptops, and 40 new laptops.</p> <p>The school was able to complete state CAASPP testing on site.</p> <p>Internet was reliable throughout the year.</p>
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
The school will update network infrastructure and internet connections, including a modern ASA, routers, and switches.	\$10,000 LCFF S/C Technology	<p>School purchased router.</p> <p>School purchased TCOE internet connection.</p> <p>School installed Vast Networks fiber internet and made monthly payments.</p> <p>The technology serviced all students K-8. In particular, CAASPP assessments were completed on-site due to accessibility to laptops and sufficient internet access.</p>	<p>Router: \$695.37</p> <p>TCOE Internet: \$1,200</p> <p>Vast Networks Fiber Monthly (Aug-June): \$2,200</p> <p>Vast Network Fiber Install (Includes prorate July): \$164.52</p> <p>TOTAL: \$4,259.89 LCFF S/C</p>	

<b>Scope of service:</b>	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The school will provide technology maintenance support, including personnel to troubleshoot network and computers to all students and staff.		\$2000 LCFF S/C Service	The school provided in-house technology maintenance support to repair laptops. No personnel was needed to troubleshoot the network.  The laptops serviced by the staff helped ensure the maximum amount of computers were available for use by all students K-8.	\$0 LCFF S/C	
<b>Scope of service:</b>	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

The school will purchase 20 more laptops, software, and mobile carts for students access to the internet.		\$21,000 LCFF S/C Instructional Supplies	School purchased 33 laptops.  School purchased Microsoft Office software.  School purchased one laptop mobile storing cart.  The technology serviced all student K-8. In particular, CAASPP assessments were completed on-site due to accessibility to laptops and sufficient internet access.		\$16,479.15 LCFF S/C
<b>Scope of service:</b>	School-wide  Grades: All		<b>Scope of service:</b>	School-wide  Grades: All	
X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
School will purchase new projectors and document cameras.		\$1,000 LCFF S/C Instructional Supplies	The school purchased one (1) IPEVO document camera to replace a malfunctioning camera.		\$142.94 LCFF S/C
<b>Scope of service:</b>	School-wide  Grades: All		<b>Scope of service:</b>	School-wide  Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, servivces, and expenditures</b></p>	<p>The school implemented the planned actions and services. The actions and services were found to be effective. The school will continue to purchase new laptops (10 or more in 16-17), while continuing to provide fiber internet connection. The school will continue to pruchase document cameras and projectors as needed.</p>	

<b>Original Goal from prior year LCAP:</b>	Families will be provided with support, opportunities to participate in school activities and ensure parental behavior conducive to school learning and student achievement.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	Outside Creek School  Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>1. Parent conference attendance will grow by 1% to 96%.</p> <p>2. Outside Creek will have 10% growth in visitor sign-ins (80% total). There is need for parents' behavior to be conducive to the school learning environment because there were three incidents that disrupted the school environment.</p> <p>3. Outside Creek will lessen the amount of parent incidents disrupting the school environment to 2 maximum.</p>	Actual Annual Measurable Outcomes:	<p>1. Parent conference attendance rate was 96%.</p> <p>2. Visitor sign-in rate increased to approx. 80%. Parents were conducive to the school learning environment.</p> <p>3. There were no parent incidents that disrupted the learning environment.</p>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
The school will provide parent-students events to address and develop the value of school attendance.	\$400 LCFF S/C Instructional Supplies	The school provided a Back-to-School Night, Fall Festival, a parent-student basketball game, a Christmas program, Fine Arts Night, and Graduation. Funds were used for staff wages and materials.	\$400 LCFF S/C Salaries  \$200 LCFF S/C Supplies



<b>Scope of service:</b>	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The school will provide family services and communicate to parents regarding school learning, and educational support (parent classes), and home visits.		\$5000 LCFF S/C Salary and Benefits	The school provided family services mainly through a family services employee.		\$5000 LCFF S/C Salary and Benefits (TCOE contract)
<b>Scope of service:</b>	School-wide Grades: All		Scope of service:	School-wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The school will have an employee be a parent liaison to help communicate with parents all opportunities available to them and listen to their concerns.		\$1000 LCFF S/C Salary and Benefits	The school provided an employee who acted as a parent liaison.		\$1000 LCFF S/C Salary and Benefits

<b>Scope of service:</b>	School-wide Grades: All		Scope of service:	School-wide Grades: All	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<b>What changes in actions, services, and expenditures</b>	<p>The school found the actions and services were effective at meeting the goal. The school combined the duties of parent liaison with the duties of the family services worker. An instructional aide also assisted with parent liaison duties. The school found the services to be effective. The school will continue to provide a family services worker to communicate with the families.</p>				

<b>Original Goal from prior year LCAP:</b>	The school believes student achievement is influenced by a student's attendance rate. Therefore the school will focus efforts to maintain or increase the student attendance rate.		Related State and/or Local Priorities: _1 _2 _3 _4 X5 X6 _7 _8 Local:	
Goal Applies to:	Schools:	Outside Creek School		
	Grades:	All		
Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Outside Creek's expected growth is 1% from (94% to 95%) as recorded on attendance rosters.  After conducting survey, 80% of parents will believe the school is safe.  Suspend < 5 students and sustain 0 student expulsion rate.	Actual Annual Measurable Outcomes:	1. Attendance was 95%.  2. Informal survey resulted in at least 80% of parents believing school is safe.  3. Suspended 3 students. 0 students expelled.  Other: Truancy rate is 23%	
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
TCOE Family Service/Truancy will identify truant students and communicate with families.	\$2000 LCFF S/C Salary and Benefits	The school provided a family service employee who was responsible for truancy.	\$2000 LCFF S/C Salaries and Benefits (TCOE contract)	
<b>Scope of service:</b>	School-wide  Grades: All	<b>Scope of service:</b>	School-wide  Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p><b>What changes in actions, servivces, and expenditures</b></p>	<p>The school found the actions and services to be effective. The family services worker acted as the truancy monitor. The school will continue to provide the family services worker who acts as the truancy monitor who will continue to focus on student attendance</p>
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<p><b>Original Goal from prior year LCAP:</b></p>	<p>School facilities are maintained in good repair pursuant to Education Code section 17002(d)</p>	<p>Related State and/or Local Priorities: X 1 <input 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 Local:</p>
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Goal Applies to:	Schools:	Outisde Creek School	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>1. The Facilities mentioned in the action will be in "good repair" according to evaluation</p> <p>Metric: Formal evaluation by maintenance director and superintendent.</p>		<p>Actual Annual Measurable Outcomes:</p> <p>1. The school repaired two exterior water faucets.</p> <p>3. The school repaired the interior surface carpet of the 8th grade classroom.</p> <p>5. The school repaired the the wooden braces and the rain gutter.</p> <p>Others: The school replaced the water pump in our well. The school pruned and removed tree branches to ensure student safety. The school replaced the campus survelliance cameras.</p>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
The school will provide student access to water through exterior faucets.	\$1200 LCFF S/C Facilities	The school repaired one exterior dual water fountain by student restrooms.	Refinish faucets: \$125 Reinstall and new parts: \$400 TOTAL: \$525 LCFF S/C

<b>Scope of service:</b>	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The school will clean the grease trap pipes of the sanitary sewer system.		\$2000 LCFF S/C Facilities	The school cleaned the grease trap pipes in 2014-15 school year. The school did not have to clean the grease trap pipes during the 2015-16 school year.		\$0 LCFF S/C
<b>Scope of service:</b>	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The school will repair the interior surface carpet of the 8th grade classroom.		\$6000 LCFF S/C Facilities	The school replaced the 8th grade and office carpet.		\$4,684.91 LCFF S/C
<b>Scope of service:</b>	School-wide Grades: All		Scope of service:	School-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The school will repair the playground structure from cracks, deterioration, and fill the playground with safe floor material.		\$7327 LCFF S/C Facilities	To date, the school has received recommendations on how to update our playground structure, but has not completed the action.		\$9435 LCFF S/C (To be completed by 6/30/16 or during the 16-17 school year)
<b>Scope of service:</b>	School-wide  Grades: All		<b>Scope of service:</b>	School-wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The school will repair the wooden braces under the rain gutters		\$3000 LCFF S/C Facilities	The school repaired the wooden braces under the rain gutter.		\$1,956 LCFF S/C
<b>Scope of service:</b>	School-wide  Grades: All		<b>Scope of service:</b>	The school replaced the rain gutter and the facial boards under the rain gutter.  Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The school will repair the school driveway by resealing the pavement and repairing the sliding fence.		\$3000 LCFF S/C facilities	The school has not implemented this action.		\$3000 LCFF S/C (To be completed by 6/30/16 or during the 16-17 school year)
<b>Scope of service:</b>	School-wide  Grades: All		Scope of service:	School-wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The school will resurface the basketball courts and fix cement cracks on the court.		\$7000 LCFF S/C Facilities	The school has not implemented this action to date.		\$11500 LCFF S/C (To be completed by 6/30/16 or during the 16-17 school year)



<b>Scope of service:</b>	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Repair and update campus surveillance cameras.		\$1990 LCFF S/C Facilities	The school replaced the campus surveillance cameras.		\$1990 LCFF S/C
<b>Scope of service:</b>	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The school will update the water well pump and pipes.		\$5000 LCFF S/C Facilities	The school updated the water well pump and pipes.		\$6,711.40 LCFF S/C
<b>Scope of service:</b>	School-wide Grades: All		Scope of service:	School-wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>The school will provide water and water well maintenance.</p>		<p>\$3000 LCFF S/C Facilities</p>	<p>The school provided clean water to the students by maintaining the water quality through testing. The school provided bottled water when the test results showed presence of coliform.</p>	<p>Water Testing: \$2291.00 LCFF S/C</p> <p>Bottled Water (CenCal): \$207.10 LCFF S/C</p> <p>TOTAL: \$2,498.10 LCFF S/C</p>
<p><b>Scope of service:</b></p>	<p>School-wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>School-wide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>The school will install electrical plugs in the building.</p>		<p>\$1000 LCFF S/C Facilities</p>	<p>The school installed an electrical plug in Room 1.</p>	<p>\$400 LCFF S/C</p>

<b>Scope of service:</b>	School-wide Grades: All		<b>Scope of service:</b>	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The school will provide HVAC maintenance and repairs		\$5000 LCFF S/C Facilities	The school provided HVAC and refrigeration maintenance.		HVAC maintenance contract: \$2,654.96  HVAC repairs (Jack's): \$631.75  HVAC repairs (Andy's): \$791.00  TOTAL: \$4,077.71 LCFF S/C
<b>Scope of service:</b>	School-wide Grades: All		<b>Scope of service:</b>	School-wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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The school will regularly maintain the cafeteria refrigerators.		\$1000 LCFF S/C Facilities	The school provided regular maintenance on the cafeteria refrigerators and installed a fan for the cafeteria pantry room.		Refrigeration: \$355.27 Fan: \$0 (donation) TOTAL: \$355.27 LCFF S/C
<b>Scope of service:</b>	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, servivces, and expenditures</b>	The school completed all the actions and services, except the resurfacing of the basketball court and the updating of playground structure. The school is looking at acquiring more bids for resurfacing the court and refreshing the playground structures. The school will continue to monitor the facilities so that they are in "good repair." These actions are included in the 16-17 LCAP.				

### 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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	179044
Because Outside Creek School is K-8 with 104 students, the LCAP goals address all pupils as the unduplicated percentage is 81%. While in some cases, there are no foreseeable needs in increasing the amount of funding to address each particular action of each goal, the percentages by which services for unduplicated pupils will be increased by the same proportion as those funds being used for all pupils. The supplemental and concentration funds will continue to focus and support the student achievement in all subjects as measured by the appropriate measures.	

- 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.

24.42	%
Using the calculation tool provided by the state, Outside Creek School District has calculated that it will receive \$179,044 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 24.42%. Outside Creek has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2016-17 supplemental and Concentration Grant funding for qualifying purposes.	

**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).