

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

Introduction:

LEA: Children's Community Charter School **Contact (Name, Title, Email, Phone Number):** Emily Mullins, Principal, emullins@paradisecchs.org, (530) 877-2227 **LCAP Year:** 2014-2015

Local Control and Accountability Plan and Annual Update Template

Children's Community Charter School is a K-8 charter school that has been in operation since August 1996. We have approximately 230 students. Approximately 84% of our students are white, 6% are Hispanic/Latino and 7% list Two or More races. Approximately 28% of our students are Socioeconomically Disadvantaged.

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

| Involvement Process | Impact on LCAP |
|---|---|
| Children’s Community Charter School has used a variety of methods to elicit feedback from our stakeholders. Our process has included the following: | |
| Initial communication to entire parent, student, and staff community through weekly email in January 2014. | Formed an LCAP Advisory Meeting, consisting of principal, business officer, two teachers, a board member, and a parent |
| Bi-weekly meetings of LCAP Advisory Meeting In February and March. | Brainstormed local priorities, needs, and goals |
| General Membership Meeting on March 25, 2014 to share the process of developing the LCAP with our stakeholders and share initial list brainstormed by LCAP Advisory Committee. A Survey Monkey was developed and sent out following this meeting to solicit additional items to add to the brainstormed list. The survey was also posted on our school website. There was also a page for parents to list their ideas in the school office. | |
| On March 31, the LCAP Advisory Committee met to analyze survey results and categorize identified needs and local priorities. A second Survey Monkey was sent out to stakeholders asking them to prioritize the goals and needs according to importance. The survey was also posted on our school website. | Additional items were added to the brainstormed list |
| On April 7th, the LCAP Advisory Committee met to analyze the survey results. | 5-10 local priorities, goals and needs were listed in each of the three state categories according to stakeholder input through Survey Monkey |

| Involvement Process | Impact on LCAP |
|--|---|
| <p>A final survey was sent to stakeholders asking them to rank the 5-10 priorities in order of importance. The survey was also posted on our school website.</p> | <p>The following emerged as priorities and needs according to survey results:</p> <ul style="list-style-type: none"> Highly Trained Teachers (support and professional development for implementation of Common Core State Standards and Smarter Balanced Assessments) Smaller class sizes Hands-on learning Cutting-edge technology Fine Arts Music Improved relationships between all stakeholders Increased intervention Community Involvement, Service Learning, Field Trips |
| <p>Monthly updates to the governing board on the LCAP development process.</p> | |
| <p>Throughout the process, regular updates on the LCAP development process were sent out via weekly email to all stakeholders.</p> | |
| <p>Draft submitted to CCCS Staff for comment on May 23, 2014.</p> | |
| <p>Adopted by CCCS Board of Directors on June 20, 2014.</p> | |

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|---|--|--|--|---|--|--|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-2015 | Year 2: 2015-2016 | Year 3: 2016-2017 | |
| <p>Need: Implementation of Common Core State Standards</p> <p>Metric: SBAC benchmark scores established in 2014-2015; NWEA assessments; classroom observations; Lessons, units and common assessments that reflect the Common Core Standards; Implementation of Common Core Integrated Math in grades 6-8</p> | <p>Goal #1: CCCS will continue to develop and refine units, lessons and common assessments to reflect the new Common Core standards and provide staff training on best teaching practices</p> | <p>All students including low income, English Learners, Foster Youth, and students with disabilities</p> | <p>School-wide</p> | <p>Results from samples of student work and assessments that reflect Common Core standards</p> <p>Results from the SBAC 2014-2015 assessment will establish the baseline</p> | <p>Improve from baseline by 1%</p> | <p>Improve from baseline by 2%</p> | <p>Priority 2 Implementation of State Standards</p> <p>Priority 4 Pupil Achievement</p> | |
| <p>Need: Increase the percentage of students who score Proficient or above in English Language Arts and Math on the SBAC assessment</p> <p>Metric: SBAC benchmark scores established in 2014-2015; NWEA</p> | <p>Goal #2: Establish baseline from 2014-2015 SBAC</p> | <p>All students including low income, English Learners, Foster Youth, and students with disabilities</p> | <p>School-wide</p> | <p>Results from the AYP, API, and 2014-2015 SBAC</p> <p>Increase attendance rate by 1%</p> | <p>Improve from baseline by 1%</p> <p>Increase attendance rate by 1%</p> | <p>Improve from baseline by 2%</p> <p>Increase attendance rate by 1%</p> | <p>Priority 2 Implementation of State Standards</p> <p>Priority 4 Pupil Achievement</p> <p>Priority 5 Pupil Engagement</p> | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|--|--|--|-------------------------------------|---|---|---|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-2015 | Year 2: 2015-2016 | Year 3: 2016-2017 | |
| assessments; School attendance rates | | | | | | | | |
| Need: STEAM education Metric: STEAM rubric, Statewide assessment data (CST Science for grades 5 and 8), Technology and Art portfolios and rubrics; Go Math assessments | Goal #3: Develop a school-wide STEAM (Science, Technology, Engineering, Arts, Math) program | All students including low income, English Learners, Foster Youth, and students with disabilities | School-wide | | Develop and implement K-8 rubric outlining learning outcomes in each of the five STEAM areas | Refine K-8 rubric outlining learning outcomes in each of the five STEAM areas | Refine K-8 rubric outlining learning outcomes in each of the five STEAM areas | Priority 4 Pupil Achievement |
| Need: Sustain positive school culture and relationships among all stakeholders Metric: School surveys, school attendance rates, suspension rates, middle school dropout rates, high school dropout rates (not applicable), high school graduation rates (not applicable), school facilities in good repair per SARC | Goal #4: Continue to foster a school culture based on mutual respect, communication, high behavioral and academic expectations, and support | All students including low income, English Learners, Foster Youth, and students with disabilities | School-wide | | Annual surveys of students, parents and staff compared on an annual basis Increase attendance rate by 1% Decrease chronic absenteeism by 1% Decrease suspension rate by 1% | Annual surveys of students, parents and staff compared on an annual basis Increase attendance rate by 1% Decrease chronic absenteeism by 1% Decrease suspension rate by 1% | Annual surveys of students, parents and staff compared on an annual basis Increase attendance rate by 1% Decrease chronic absenteeism by 1% Decrease suspension rate by 1% | Priority 5 Pupil Engagement Priority 1 Basic |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|--|--|--|-------------------------------------|--|--|--|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-2015 | Year 2: 2015-2016 | Year 3: 2016-2017 | |
| | | | | | Maintain exemplary rating on overall facility rate on SARC | Maintain exemplary rating on overall facility rate on SARC | Maintain exemplary rating on overall facility rate on SARC | |
| Need: Increase parent participation and input Metric: Parent Participation logs, School surveys | Goal #5: Increase parent participation in classroom, school events, and membership meetings Increase the number of parents completing school surveys | All students including low income, English Learners, Foster Youth, and students with disabilities | School-wide | | Parent participation logs; meeting agendas and sign-in sheets; annual parent surveys compared on an annual basis | Parent participation logs; meeting agendas and sign-in sheets; annual parent surveys compared on an annual basis | Parent participation logs; meeting agendas and sign-in sheets; annual parent surveys compared on an annual basis | Priority 6 School Climate Priority 3 Parental Involvement |
| Need: Adoption of instructional materials aligned to the Common Core State Standards and provide staff training Metric: SARC | Goal #6: Adopt instructional materials aligned to the Common Core State Standards and provide staff training | All students including low income, English Learners, Foster Youth, and students with disabilities | School-wide | | Adopt California version of Go Math for grades K-8 and provide staff training to facilitate successful implementation and program fidelity Maintain 100% rate for Highly Qualified teachers | Adopt Common Core aligned writing curriculum Maintain 100% rate for Highly Qualified teachers | Adopt Common Core aligned English Language Arts curriculum Maintain 100% rate for Highly Qualified teachers | Priority 1 Basic |

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source? | | |
|--|--|---|--|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-2015 | Year 2: 2015-2016 | Year 3: 2016-2017 |
| Goal #1: CCCS will continue to develop and refine units, lessons and common assessments to reflect the new Common Core standards and provide staff training on best teaching practices | Priority 2 Implementation of State Standards Priority 4 Pupil Achievement | Common Core training through BCOE and other professional developers | | | \$90 per FTE (12) for cost of sub up to 3 days 1000-1999: Certificated Personnel Salaries Base LCFF \$3,240 | \$90 per FTE (12) for cost of sub up to 3 days 1000-1999: Certificated Personnel Salaries Base LCFF \$3,240 | \$90 per FTE (12) for cost of sub up to 3 days 1000-1999: Certificated Personnel Salaries Base LCFF \$3,240 |
| | | | | | \$500 per FTE (12) for professional development 5000-5999: Services And Other Operating Expenditures Base LCFF \$6,000 | \$500 per FTE (12) for professional development 5000-5999: Services And Other Operating Expenditures Base LCFF \$6,000 | \$500 per FTE (12) for professional development 5000-5999: Services And Other Operating Expenditures Base LCFF \$6,000 |
| | | Implementation of K-8 Reciprocal Teaching strategies to increase comprehension and higher-level questioning; Purchase text "Reciprocal Teaching at Work" by Lori Oczkus for all staff members as a book in common to drive instruction. | | | \$40 per book plus supplemental materials 4000-4999: Books And Supplies Base LCFF \$600 | Purchase additional supplemental materials 4000-4999: Books And Supplies Base LCFF \$600 | Purchase additional supplemental materials 4000-4999: Books And Supplies Base LCFF \$600 |
| | | Purchase NWEA MAP assessments in Math, Reading, and Language Arts for students in grades 3-8 to measure student progress towards mastery of Common Core State Standards | | | \$10 per student plus teacher training 5000-5999: Services And Other Operating Expenditures Base LCFF \$4,000 | \$10 per student 5000-5999: Services And Other Operating Expenditures Base LCFF \$2,500 | \$10 per student 4000-4999: Books And Supplies Base LCFF \$1,740 |
| | | Lead Teacher to support implementation of Common Core State standards, support the use of Reciprocal Teaching strategies, and provide coaching and staff feedback based on classroom observations | | | \$3,500 stipend 1000-1999: Certificated Personnel Salaries Base LCFF \$3,500 | \$3,500 stipend 1000-1999: Certificated Personnel Salaries Base LCFF \$3,500 | \$3,500 stipend 1000-1999: Certificated Personnel Salaries Base LCFF \$3,500 |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source? | | |
|---|---|---|--|--|--|--|--|
| | | | | | LCAP YEAR Year 1: 2014-2015 | Year 2: 2015-2016 | Year 3: 2016-2017 |
| Goal #2: Establish baseline from 2014-2015 SBAC | Priority 2 Implement ation of State Standards | Purchase Rigby benchmark reading assessment programs | | | Purchase 2 kits at \$350 each plus supplemental materials 4000-4999: Books And Supplies Base LCFF \$1,200 | Purchase 2 at \$350 each plus supplemental materials 4000-4999: Books And Supplies Base LCFF \$1,200 | Purchase 2 at \$350 each plus supplemental materials 4000-4999: Books And Supplies Base LCFF \$1,200 |
| | Priority 4 Pupil Achieveme nt | Purchase Informal Reading Inventory books | | | Purchase 2 at \$100 each 4000-4999: Books And Supplies Base LCFF \$200 | Purchase 2 at \$100 each 4000-4999: Books And Supplies Base LCFF \$200 | Purchase 2 at \$100 each 4000-4999: Books And Supplies Base LCFF \$200 |
| | Priority 5 Pupil Engagemen t | Increase intervention services for students below grade level benchmark | | | Additional classified staffing for targeted students 2000-2999: Classified Personnel Salaries Supplemental LCFF \$20,000 3000-3999: Employee Benefits Additional certificated staffing for targeted students 1000-1999: Certificated Personnel Salaries Supplemental LCFF \$12,000 | Additional classified staffing for targeted students 2000-2999: Classified Personnel Salaries Supplemental LCFF \$22,000 3000-3999: Employee Benefits Additional certificated staffing for targeted students 1000-1999: Certificated Personnel Salaries Supplemental LCFF \$16,000 | Additional classified staffing for targeted students 2000-2999: Classified Personnel Salaries Supplemental LCFF \$24,000 3000-3999: Employee Benefits Additional certificated staffing for targeted students 1000-1999: Certificated Personnel Salaries Supplemental LCFF \$18,000 |
| Goal #3: Develop a school-wide STEAM (Science, Technology, Engineering, Arts, Math) program | Priority 4 Pupil Achieveme nt | Purchase materials from "Engineering is Elementary" for grades 1-5 | | | Purchase 3 units at \$400 each plus supplemental materials 4000-4999: Books And Supplies Base LCFF \$2,000 | Purchase 3 units at \$400 each plus supplemental materials 4000-4999: Books And Supplies Base LCFF \$2,000 | Purchase 3 units at \$400 each plus supplemental materials 4000-4999: Books And Supplies Base LCFF \$2,000 |
| | | Hire part-time instructional technology staff | | | 20 hours per week x 40 weeks 2000-2999: Classified Personnel Salaries Base LCFF \$16,000 | 20 hours per week x 40 weeks 2000-2999: Classified Personnel Salaries Base LCFF \$17,000 | 20 hours per week x 40 weeks 2000-2999: Classified Personnel Salaries Base LCFF \$18,000 |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source? | | |
|---|--|---|--|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-2015 | Year 2: 2015-2016 | Year 3: 2016-2017 |
| | | | | | | | Professional development cost plus teacher stipend of \$100/day 5000-5999: Services And Other Operating Expenditures Base LCFF \$2,000 |
| Goal #4: Continue to foster a school culture based on mutual respect, communication, high behavioral and academic expectations, and support | Priority 5 Pupil Engagement Priority 1 Basic | Purchase Peacebuilders Anti-Bullying Curriculum for K-8 | | | \$500 for anti-bullying curriculum 4000-4999: Books And Supplies Base LCFF \$500 | \$500 for anti-bullying curriculum 4000-4999: Books And Supplies Base LCFF \$500 | \$500 for anti-bullying curriculum 4000-4999: Books And Supplies Base LCFF \$500 |
| Goal #5: Increase parent participation in classroom, school events, and membership meetings Increase the number of parents completing school surveys | Priority 6 School Climate Priority 3 Parental Involvement | Provide child care and food during parent workshops and general membership meetings Provide incentives for parent volunteers Hold 2 general membership meetings and 2 parent workshops a year | | | \$3,000 to provide child care and food during parent workshops 5000-5999: Services And Other Operating Expenditures Supplemental LCFF \$3,000 | \$3,000 to provide child care and food during parent workshops 5000-5999: Services And Other Operating Expenditures Supplemental LCFF \$3,000 | \$3,000 to provide child care and food during parent workshops 5000-5999: Services And Other Operating Expenditures Supplemental LCFF \$3,000 |
| | | | | | \$1,000 for volunteer incentives 5000-5999: Services And Other Operating Expenditures Base LCFF \$1,000 | \$1,000 for volunteer incentives 5000-5999: Services And Other Operating Expenditures Base LCFF \$1,000 | \$1000 for volunteer incentives 5000-5999: Services And Other Operating Expenditures Base LCFF \$1,000 |
| | | | | | \$1,000 for cost of venue 5000-5999: Services And Other Operating Expenditures Base LCFF \$1,000 | \$1,000 for cost of venue 5000-5999: Services And Other Operating Expenditures Base LCFF \$1,000 | \$1,000 for cost of venue 5000-5999: Services And Other Operating Expenditures Base LCFF \$1,000 |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source? | | |
|--|---|---|--|--|---|--|---|
| | | | | | LCAP YEAR Year 1: 2014-2015 | Year 2: 2015-2016 | Year 3: 2016-2017 |
| Goal #6: Adopt instructional materials aligned to the Common Core State Standards and provide staff training | Priority 1 Basic | Purchase curriculum for grades K-8 (math in Year 1, Writing in Year 2, ELA in Year 3) | | | \$8,500 for K-8 Go Math student and teacher materials 4000-4999: Books And Supplies Base LCFF \$8,500 | \$4,000 to purchase Common Core aligned writing curriculum for K-8 4000-4999: Books And Supplies Base LCFF \$4,000 | \$8,500 for K-8 ELA Common-Core aligned student and teacher materials 4000-4999: Books And Supplies Base LCFF \$8,500 |
| | | Provide staff training to support implementation | | | \$3,000 for staff training 5000-5999: Services And Other Operating Expenditures Base LCFF \$3,000 | \$3,000 for staff training 5000-5999: Services And Other Operating Expenditures Base LCFF \$3,000 | \$3,000 for staff training 5000-5999: Services And Other Operating Expenditures Base LCFF \$3,000 |

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

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source? | | |
|--|---|--|--|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-2015 | Year 2: 2015-2016 | Year 3: 2016-2017 |
| Goal #1: CCCS will continue to develop and refine units, lessons and common assessments to reflect the new Common Core standards and provide staff training on best teaching practices | Priority 2 Implementation of State Standards Priority 4 Pupil Achievement | Purchase supplemental intervention materials to support academic development | | | \$10,000 to purchase supplemental intervention and support materials 4000-4999: Books And Supplies Supplemental \$10,000 | \$4,000 to purchase Common Core aligned intervention program 4000-4999: Books And Supplies Supplemental \$4,000 | |
| Goal #2: Establish baseline from 2014-2015 SBAC | Priority 2 Implementation of State Standards Priority 4 Pupil Achievement | Increased intervention services | | | Additional classified staffing for targeted students 2000-2999: Classified Personnel Salaries Supplemental \$20,000 3000-3999: Employee Benefits | Additional classified staffing for targeted students 2000-2999: Classified Personnel Salaries Supplemental \$22,000 3000-3999: Employee Benefits | Additional classified staffing for targeted students 2000-2999: Classified Personnel Salaries Supplemental \$24,000 3000-3999: Employee Benefits |
| | | Increased support staff | | | Additional certificated staffing for targeted students 1000-1999: Certificated Personnel Salaries Supplemental \$12,000 | Additional certificated staffing for targeted students 1000-1999: Certificated Personnel Salaries Supplemental \$16,000 | Additional certificated staffing for targeted students 1000-1999: Certificated Personnel Salaries Supplemental \$18,000 |
| | Ensure that targeted students are optimally prepared to learn by providing healthy snacks | Priority 5 Pupil Engagement | | | Provide healthy snacks to targeted students 5000-5999: Services And Other Operating Expenditures Supplemental \$6,012 | Provide healthy snacks to targeted students 5000-5999: Services And Other Operating Expenditures Supplemental \$6,000 | Provide healthy snacks to targeted students 5000-5999: Services And Other Operating Expenditures Supplemental \$6,000 |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source? | | |
|--|--|---|--|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-2015 | Year 2: 2015-2016 | Year 3: 2016-2017 |
| Goal #3: Develop a school-wide STEAM (Science, Technology, Engineering, Arts, Math) program | Priority 4 Pupil Achievement | Purchase and upgrade technology and curriculum for student use | | | Purchase and upgrade technology and curriculum for student use in classrooms 4000-4999: Books And Supplies Supplemental \$28,000 | Purchase laptops for students to check out 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000 | Purchase laptops for students to check out 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000 |
| Goal #4: Continue to foster a school culture based on mutual respect, communication, high behavioral and academic expectations, and support | Priority 5 Pupil Engagement Priority 1 Basic | Identify students to attend after school support program | | | Teachers will identify students based on need 1000-1999: Certificated Personnel Salaries Supplemental \$10,000 | Teachers will identify students based on need 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000 | Teachers will identify students based on need 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000 |
| Goal #5: Increase parent participation in classroom, school events, and membership meetings Increase the number of parents completing school surveys | Priority 6 School Climate Priority 3 Parental Involvement | Provide child care and food during parent workshops and general membership meetings | | | \$3,000 to provide child care and food during parent workshops 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000 | \$3,000 to provide child care and food during parent workshops 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000 | \$3,000 to provide child care and food during parent workshops 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000 |
| Goal #6: Adopt instructional materials aligned to the Common Core State Standards and provide staff training | Priority 1 Basic | | | | | | |

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Children's Community Charter School anticipates receiving \$89,012 in Supplemental funding in 2014-15. Research consistently shows that student performance is increased by nutrition and appropriate support. Supplemental funds will be spent on increased support services for targeted students, including an increased amount of support staff, healthy snacks provided at no charge, support for students after school, and parent support throughout the year. One of the barriers that many parents face when school events are held is the inability to pay for child care. Supplemental funds will be spent on child care during parent meetings as well as a provided meal. Additionally, research on our targeted students shows a need for supplemental vocabulary intervention and increased academic support. CCCS will expend \$89,012 in Supplemental funds this fiscal year.

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

Children's Community Charter School anticipates serving approximately 60 low income pupils, foster youth or English learners in the 2014-15 school year. This is a proportionality rate of 1.89%. All pupils defined in Ed Code section 42238.01 (low income, English learners and/or foster youth) are less than 40% of the school's total population and are fully included in all academic programs schoolwide. CCCS will purchase supplemental intervention materials (\$10,000), increase targeted intervention services (\$20,000), increase support staff (\$12,000), provide free healthy snacks to targeted students (\$6,012), purchase and upgrade technology and curriculum (\$28,000), provide afterschool support program (\$10,000) and deliver childcare and food for parent workshops and meetings (\$3,000). Additional academic support programs established in schoolwide goals will assist pupils defined in Ed Code section 42238.01.

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