Introduction:

LEA: Children's Community Charter School   **Contact (Name, Title, Email, Phone Number):** Emily Mullins, Principal, emullins@paradiscccs.org, (530) 877-2227   **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

Children's Community Charter School is a direct-funded, K-8 charter school that has been in operation since August 1996. We have approximately 230 students. Approximately 82% of our students are white, 11% are Hispanic/Latino and 5% list Two or More races or Other. Approximately 40% of our students are Socioeconomically Disadvantaged. We are a STEAM school, placing an emphasis on Science, Technology, Engineering, the Arts, and Mathematics. English-Language Arts is woven into all subject areas. We are a parent participation school, which means that parents partner with staff to deliver high quality instruction and learning experiences. Parents volunteer time both in and out of the classroom to assist in achieving our vision and goals.

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
Children's Community Charter School has used a variety of methods to elicit feedback from our stakeholders. Our process has included the following:	
General Membership Meeting on 8/26/15	This process, although not specific to our LCAP, allowed us to engage with our stakeholders and inform them of our school goals. We shared our LCAP goals, actions, & services and solicited volunteers to serve on the Leadership Committee, which met monthly to review our progress toward our LCAP goals. Parents were provided with information about the LCAP and how to access it

LCAP Committee Meetings on 10/2/15, 10/29/15, 12/4/15, 1/22/16, 4/8/16, 4/22/16, 5/6/16 and 6/2/16
LCAP Snapshot made available to all committee members and the larger school community in order to track progress towards LCAP goals.

Schools survey sent out to stakeholders, including students, in February 2016 via email and Facebook link. Hard copies of the survey were also handed out at the Valentine's Day Music Performance, along with a QR code to link to the online survey. A Leadership Committee member engaged with stakeholders, requesting that they complete the school survey.

Draft submitted to CCCS Staff and Leadership Committee for final comment prior to June board meeting.

Adopted by CCCS Board of Directors on June 13, 2016

on our webpage.

At each meeting the committee reviewed progress towards goals and suggested modifications. An LCAP Snapshot was developed so that committee members could engage with the heart of the LCAP document (goals, actions, & services, and Annual Measurable Outcomes for this school year) in an easier manner.

The following emerged as priorities according to survey results (listed in order of importance):
Highly Trained Teachers
Extra Support for Struggling Students
Hands-on Learning Activities/Project-Based Learning
Science & Engineering
Access to Technology
Class Size Reduction in Grades K-3
Art
Parent Involvement
Music
Healthy Options in the Snack Shack
Drama

Annual Update:

We had a greater rate of participation with our LCAP Committee. We had several dedicated stakeholder members who provided a great deal and support and input.

The LCAP was posted on the school website and this link was referenced in multiple emails and communication in the beginning of the year. Stakeholders were strongly encouraged to read the document and become familiar with the goals and actions within.

The LCAP Snapshot was made available to the school community. This condensed version of the larger LCAP document allowed our goals, actions &

Annual Update:

We will continue to maintain transparency with our LCAP and inform parents on how to access and undertand the document.

The feedback from our stakeholders has been positive in response to the LCAP Snapshot. It allows them to views our current goals and progress in a nutshell,

services, and progress towards the Annual Measurable Outcomes to be more easily accessible to our stakeholders. This information was also shared with the board during regular updates throughout the year.

The 2014-2015 SARC was published to our web page for stakeholder review in January 2016.

School surveys completed by stakeholders, including students, were reviewed carefully.

as opposed to combing through 54 pages of the LCAP document.

The top two priorities for our stakeholders are Highly Trained Teachers and Extra Support for Struggling Students. Because of this, our LCAP will continue to earmark funding for professional development and make this a priority. We will specifically focus our attention on professional development in math, as our test scores indicate more than half of our students are not proficient. We will also earmark funds toward our intervention programs, including the addition of a certificated teacher to oversee our Intervention program and make recommendations for improvement,

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Goal #1: CCCS will continue to develop and refine units, lessons and common assessments to reflect the Common Core State Standards and Next Generation Science Standards	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Implementation of Common Core State Standards

Goal Applies to:	Schools:
	Applicable Pupil Subgroups:	All students including low income, English Learners, Foster Youth, and students with disabilities

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	PRIORITY 1: BASIC SERVICES Maintain 100% compliance of student accessibility of State Standards aligned instructional materials as measured by William's review or district self-assessment PRIORITY 2: IMPLEMENTATION OF STATE STANDARDS 100% of teachers will participate in CCSS and/or NGSS training 100% of teachers will implement CCSS aligned instruction in ELA and Math Implementation of ELD standards (not relevant as we do not currently have EL students) PRIORITY 7: COURSE ACCESS 100% of students are placed in grade level appropriate course offerings as identified by our SIS

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide staff training in Common Core, NGSS, and best teaching practices	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	$95 per FTE (14) for cost of sub up to 3 days 1000-1999: Certificated Personnel Salaries Base LCFF $3,990 $500 per FTE (14) for professional development 5000-5999: Services And Other Operating Expenditures Base LCFF $7,000

		_ Other Subgroups: (Specify)	
Implementation of K-8 Reciprocal Teaching and other strategies to increase comprehension and higher-level questioning	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase additional supplemental materials 4000-4999: Books And Supplies Base LCFF $1,200
Administer NWEA MAP assessments in math, reading, and language to students in grades 2-8 to measure student progress towards mastery of Common Core State Standards	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$11 per student 4000-4999: Books And Supplies Base LCFF $2,178
Lead Teacher to support implementation of CCSS, NGSS, and provide coaching and staff feedback based on classroom observations	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$3,500 stipend 1000-1999: Certificated Personnel Salaries Base LCFF $3,500 10 sub days for peer observation at $100 per day 1000-1999: Certificated Personnel Salaries Base $1,000
Purchase instructional materials and curriculum aligned to the CCSS and NGSS and provide staff training	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Common Core aligned ELA curriculum for K-8 4000-4999: Books And Supplies Base $0 (pilot program) Staff development and training to support implementation 5800: Professional/Consulting Services And Operating Expenditures Base $3,000 Consumables for K-8 Go Math 4000-4999: Books And Supplies Base $8,000 Engineering curriculum & materials 4000-4999: Books And Supplies Base $3,000

LCAP Year 2: 2017-2018

| Expected Annual Measurable Outcomes: | PRIORITY 1: BASIC SERVICES

Maintain 100% compliance of student accessibility of State Standards aligned instructional materials as measured by William's review or district self-assessment

PRIORITY 2: IMPLEMENTATION OF STATE STANDARDS

100% of teachers will participate in CCSS and/or NGSS training

100% of teachers will implement CCSS aligned instruction in ELA and Math

Implementation of ELD standards (not relevant as we do not currently have EL students)

PRIORITY 7: COURSE ACCESS

100% of students are placed in grade level appropriate course offerings as identified by our SIS |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide staff training in Common Core, NGSS, and best teaching practices		X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$95 per FTE (14) for cost of sub up to 3 days 1000-1999: Certificated Personnel Salaries Base $3,990 $500 per FTE (14) for professional development 5800: Professional/Consulting Services And Operating Expenditures Base $7,000
Implementation of K-8 Reciprocal Teaching and other strategies to increase comprehension and higher-level questioning		X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase additional supplemental materials 4000-4999: Books And Supplies Base $1,200

Administer NWEA MAP assessments in math, reading, and language to students in grades 2-8 to measure student progress towards mastery of Common Core State Standards		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$11 per student 5000-5999: Services And Other Operating Expenditures Base $2,178
Lead Teacher to support implementation of CCSS, NGSS, and provide coaching and staff feedback based on classroom observations		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$3,500 stipend 1000-1999: Certificated Personnel Salaries Base $3,500 10 sub days for peer observation at $100 per day 1000-1999: Certificated Personnel Salaries Base $1,000
Purchase instructional materials and curriculum aligned to the CCSS and NGSS and provide staff training		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff development and coaching support for ELA and Math curriculum 5800: Professional/Consulting Services And Operating Expenditures Base $5,000 Consumables for ELA 4000-4999: Books And Supplies Base $5,000 Consumables for Go Math 4000-4999: Books And Supplies Base $8,000 Engineering curriculum and materials 4000-4999: Books And Supplies Base $3,000

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	PRIORITY 1: BASIC SERVICES Maintain 100% compliance of student accessibility of State Standards aligned instructional materials as measured by William's review or district self-assessment PRIORITY 2: IMPLEMENTATION OF STATE STANDARDS 100% of teachers will participate in CCSS and/or NGSS training 100% of teachers will implement CCSS aligned instruction in ELA and Math Implementation of ELD standards (not relevant as we do not currently have EL students) PRIORITY 7: COURSE ACCESS 100% of students are placed in grade level appropriate course offerings as identified by our SIS

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide staff training in Common Core, NGSS, and best teaching practices	ALL	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$95 per FTE (14) for cost of sub up to 3 days 1000-1999: Certificated Personnel Salaries Base $3,990 $500 per FTE (14) for professional development 5800: Professional/Consulting Services And Operating Expenditures Base $7,000
Implementation of K-8 Reciprocal Teaching and other strategies to increase comprehension and higher-level questioning	ALL	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase additional supplemental materials 4000-4999: Books And Supplies Base $1,200

Administer NWEA MAP assessments in math, reading, and language to students in grades 2-8 to measure student progress towards mastery of Common Core State Standards	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$11 per student 4000-4999: Books And Supplies Base $2,178
Lead Teacher to support implementation of CCSS, NGSS, and provide coaching and staff feedback based on classroom observations	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$3,500 stipend 1000-1999: Certificated Personnel Salaries Base $3,500 10 sub days for peer observation at $100 per day 1000-1999: Certificated Personnel Salaries Base $1,000
Purchase instructional materials and curriculum aligned to the CCSS and NGSS and provide staff training	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	NGSS aligned science curriculum 4000-4999: Books And Supplies Base $3,000 Staff development and coaching support for ELA and Math curriculum 5800: Professional/Consulting Services And Operating Expenditures Base $5,000 Consumables for ELA 4000-4999: Books And Supplies Base $5,000 Consumables for Go Math 4000-4999: Books And Supplies Base $8,000 Engineering curriculum and materials 4000-4999: Books And Supplies Base $3,000

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

GOAL 2:	Goal #2: CCCS will provide a high-quality, engaging learning environment with an emphasis on STEAM (Science, Technology, Arts, Engineering, and Mathematics) in order to support students in achieving grade level benchmarks and developing 21st Century Skills	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need: Increase the percentage of students who score Proficient or above in English Language Arts and Math on the SBAC assessment; Student exposure to VAPA

Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	All students including low income, English Learners, Foster Youth, and students with disabilities

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	PRIORITY 4: STUDENT ACHIEVEMENT

PRIORITY 4: STUDENT ACHIEVEMENT

Increase by 5% the percentage of students that score at a level 3 or 4 on the SBAC summative assessments

Maintain over 80% proficiency in CST Science for grades 5 and 8

80% of students in kindergarten and 1st grade will be proficient in reading as measured by the Rigby assessment

80% of students in kindergarten and 1st grade will be proficient in math as measured by summative curriculum assessments

60% of students in each grade level will meet their MAP growth goals from Fall to Spring in grades 2-8

60% of students will score at or above the Norm Grade Level RIT in MAP in grades 2-8

60% of middle school students will maintain a 3.0 or above GPA

Increase score on Academic Performance Index (not relevant as API has been suspended for 2015-2016)

Share of students that are college-and-career ready (not relevant since we are a K-8 school)

Share of ELs that become English Proficient (not relevant as we do not currently have EL students)

EL reclassification rate (not relevant as we do not currently have EL students)

Share of students that pass AP exams with a 3 or higher (not relevant since we are a K-8 school)

Share of students determined to be prepared for college by the EAP (not relevant since we are a K-8 school)

PRIORITY 5: STUDENT ENGAGEMENT

Maintain at least a 96% attendance rate

Maintain chronic absenteeism rate of less than 8%

Maintain 0% middle school dropout rate

High school dropout rates (not relevant since we are a K-8 school)

High school graduation rates (not relevant since we are a K-8 school)

PRIORITY 8: OTHER STUDENT OUTCOMES

60% of 5th and 7th grade students will meet the fitness standards on the Physical Fitness Test

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Renew assessment software license and utilize reading assessment materials to measure growth in reading and math in grades K-2	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ESGI software for grades K-1 4000-4999: Books And Supplies Base $800
Provide a high quality intervention program by increasing services and access to intervention materials Employ a full-time certificated Lead Intervention Teacher to assist in program development, implementation, data analysis, and student support	ALL	X All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional classified staffing for targeted students 2000-2999: Classified Personnel Salaries Supplemental $24,000 Additional certificated staffing for targeted students 1000-1999: Certificated Personnel Salaries Supplemental $80,000 Supplemental intervention and support materials 4000-4999: Books And Supplies Supplemental $4,000
Employ part-time instructional technology staff to support infrastructure and technology	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	IT support 5000-5999: Services And Other Operating Expenditures Base $18,000
Maintain high quality visual and performing arts program, including fine art, music, and drama	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	Music Teacher 2000-2999: Classified Personnel Salaries Base $18,000 VAPA Supplies 4000-4999: Books And Supplies Supplemental $8,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain high quality science program with a hands-on, project based learning approach	ALL	X All ----------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Science materials 4000-4999: Books And Supplies Base $20,000
Ensure that targeted students are optimally prepared to learn by providing healthy snacks. Employ classified staff to coordinate food services.	ALL	X All ----------- OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Healthy snacks 4000-4999: Books And Supplies Supplemental $4,000 Additional classified staffing to coordinate food services 2000-2999: Classified Personnel Salaries Supplemental $18,000
Purchase and upgrade technology and curriculum for student use. Explicitly teach keyboarding to students in all grade levels.	ALL	X All ----------- OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology and Software 4000-4999: Books And Supplies Supplemental $40,000
Additional classified staffing to lower class sizes in middle school PE	ALL	X All ----------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	PE Specialist 2000-2999: Classified Personnel Salaries Base 7,500.00

		(Specify)	
Purchase PE supplies	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PE Supplies 4000-4999: Books And Supplies Base $1500

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	PRIORITY 4: STUDENT ACHIEVEMENT

PRIORITY 4: STUDENT ACHIEVEMENT

Increase by 5% the percentage of students that score at a level 3 or 4 on the SBAC summative assessments

Maintain over 80% proficiency in CST Science for grades 5 and 8

80% of students in kindergarten and 1st grade will be proficient in reading as measured by the Rigby assessment

80% of students in kindergarten and 1st grade will be proficient in math as measured by summative curriculum assessments

60% of students in each grade level will meet their MAP growth goals from Fall to Spring in grades 2-8

60% of students will score at or above the Norm Grade Level RIT in MAP in grades 2-8

60% of middle school students will maintain a 3.0 or above GPA

Increase score on Academic Performance Index (not relevant as API has been suspended for 2015-2016)

Share of students that are college-and-career ready (not relevant since we are a K-8 school)

Share of ELs that become English Proficient (not relevant as we do not currently have EL students)

EL reclassification rate (not relevant as we do not currently have EL students)

Share of students that pass AP exams with a 3 or higher (not relevant since we are a K-8 school)

Share of students determined to be prepared for college by the EAP (not relevant since we are a K-8 school)

PRIORITY 5: STUDENT ENGAGEMENT

Maintain at least a 96% attendance rate

Maintain chronic absenteeism rate of less than 8%

Maintain 0% middle school dropout rate

High school dropout rates (not relevant since we are a K-8 school)

High school graduation rates (not relevant since we are a K-8 school)

PRIORITY 8: OTHER STUDENT OUTCOMES

	60% of 5th and 7th grade students will meet the fitness standards on the Physical Fitness Test		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Renew assessment software license and utilize reading assessment materials to measure growth in reading and math in grades K-2	ALL	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ESGI software for grades K-1 4000-4999: Books And Supplies Base $800
Provide a high quality intervention program by increasing services and access to intervention materials Employ a full-time certificated Lead Intervention Teacher to assist in program development, implementation, data analysis, and student support	ALL	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional classified staffing for targeted students 2000-2999: Classified Personnel Salaries Supplemental $26,000 Additional certificated staffing for targeted students 1000-1999: Certificated Personnel Salaries Supplemental $80,000 Supplemental intervention and support materials 4000-4999: Books And Supplies Supplemental $4,000
Employ part-time instructional technology staff to support infrastructure and technology	ALL	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Base $19,000
Maintain high quality visual and performing arts program, including fine art, music, and drama	ALL	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth	Music Teacher 2000-2999: Classified Personnel Salaries Base $10,800 VAPA Supplies 4000-4999: Books And Supplies Supplemental $8,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain high quality science program with a hands-on, project based learning approach	ALL	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Science Materials 4000-4999: Books And Supplies Base $10,000
Ensure that targeted students are optimally prepared to learn by providing healthy snacks. Employ classified staff to coordinate food services.	ALL	X All – – – – – – – – – – – – OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Healthy snacks 5000-5999: Services And Other Operating Expenditures Supplemental $4,000 Additional classified staffing to coordinate food services 2000-2999: Classified Personnel Salaries Supplemental $22,000
Purchase and upgrade technology and curriculum for student use. Explicitly teach keyboarding to students in all grade levels,	ALL	X All – – – – – – – – – – – – OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology and Software 4000-4999: Books And Supplies Supplemental $28,000
Additional classified staffing to lower class sizes in middle school PE	ALL	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	2000-2999: Classified Personnel Salaries Base

		(Specify)	
Purchase PE supplies	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base $1500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	PRIORITY 4: STUDENT ACHIEVEMENT
	Increase by 5% the percentage of students that score at a level 3 or 4 on the SBAC summative assessments
	Maintain over 80% proficiency in CST Science for grades 5 and 8
	80% of students in kindergarten and 1st grade will be proficient in reading as measured by the Rigby assessment
	80% of students in kindergarten and 1st grade will be proficient in math as measured by summative curriculum assessments
	60% of students in each grade level will meet their MAP growth goals from Fall to Spring in grades 2-8
	60% of students will score at or above the Norm Grade Level RIT in MAP in grades 2-8
	60% of middle school students will maintain a 3.0 or above GPA
	Increase score on Academic Performance Index (not relevant as API has been suspended for 2015-2016)
	Share of students that are college-and-career ready (not relevant since we are a K-8 school)
	Share of ELs that become English Proficient (not relevant as we do not currently have EL students)
	EL reclassification rate (not relevant as we do not currently have EL students)
	Share of students that pass AP exams with a 3 or higher (not relevant since we are a K-8 school)
	Share of students determined to be prepared for college by the EAP (not relevant since we are a K-8 school)
	PRIORITY 5: STUDENT ENGAGEMENT
	Maintain at least a 96% attendance rate
	Maintain chronic absenteeism rate of less than 8%
	Maintain 0% middle school dropout rate
	High school dropout rates (not relevant since we are a K-8 school)
	High school graduation rates (not relevant since we are a K-8 school)
	PRIORITY 8: OTHER STUDENT OUTCOMES

60% of 5th and 7th grade students will meet the fitness standards on the Physical Fitness Test			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Renew assessment software license and utilize reading assessment materials to measure growth in reading and math in grades K-2	ALL	X All -------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ESGI software for grades K-1 4000-4999: Books And Supplies Base $800
Provide a high quality intervention program by increasing services and access to intervention materials. Employ a full-time certificated Lead Intervention Teacher to assist in program development, implementation, data analysis, and student support	ALL	X All -------- OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional classified staffing for targeted students 2000-2999: Classified Personnel Salaries Supplemental $28,000 Additional certificated staffing for targeted students 1000-1999: Certificated Personnel Salaries Supplemental $80,000 Supplemental intervention and support materials 4000-4999: Books And Supplies Supplemental $4,000
Employ part-time instructional technology staff to support infrastructure and technology	ALL	X All -------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Base $20,000
Maintain high quality visual and performing arts program, including fine art, music, and drama	ALL	X All -------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Music Teacher 2000-2999: Classified Personnel Salaries Base $10,800 VAPA Supplies 4000-4999: Books And Supplies Supplemental $8,000

		_ Other Subgroups: (Specify)	
Maintain high quality science program with a hands-on, project based learning approach	ALL	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Science Materials 4000-4999: Books And Supplies Base $10,000 $22,000
Ensure that targeted students are optimally prepared to learn by providing healthy snacks. Employ classified staff to coordinate food services.	ALL	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Healthy Snacks 5000-5999: Services And Other Operating Expenditures Supplemental $4,000 Additional classified staffing to coordinate food servces 2000-2999: Classified Personnel Salaries Supplemental $22,000
Purchase and upgrade technology and curriculum for student use. Explicitly teach keyboarding to students in all grade levels,	ALL	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology and Software 4000-4999: Books And Supplies Supplemental $28,000
Additional classified staffing to lower class sizes in middle school PE	ALL	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Base

Purchase PE supplies	ALL	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base $1500

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

GOAL 3:	Goal #3: CCCS will foster a school culture based on mutual respect, communication, high behavioral and academic expectations, a strong home-school collaboration, and attention to student safety and emotional well-being	Related State and/or Local Priorities: 1 X 2 _ 3 X 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need: Sustain positive school culture and relationships among all stakeholders; Sustained parent involvement
Goal Applies to:	Schools:
	Applicable Pupil Subgroups: All students including low income, English Learners, Foster Youth, and students with disabilities

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	PRIORITY 1: BASIC SERVICES
	Maintain 0% rate of teacher mis-assignments
	Maintain exemplary/good overall facilities rating as measured by the FIT report
	PRIORITY 3: PARENTAL INVOLVEMENT
	50% of parents will complete the annual school survey
	Maintain a 90% rate of satisfaction with school safety
	Increase the number of parents who attend parent meetings, workshops, and school events
	PRIORITY 6: SCHOOL CLIMATE
	Maintain 0% student expulsion rate
	Maintain less than 2% student suspension rate
	85% of students will report feeling safe at school, as measured by annual student survey
	100% of reported incidents of bullying will be addressed by administration
	70% of students will report that the school climate is positive, as measured by annual student survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide child care and food during parent meetings and workshops	ALL	X All _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Child care and food 5000-5999: Services And Other Operating Expenditures Supplemental $1,000
Provide incentives for parent volunteers	ALL	X All _ _ _ _ _ _ _ _ _ _ OR:	Parent volunteer incentives 4000-4999: Books And Supplies Base $2,000

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to implement anti-bullying and character education curriculum in all grade levels	ALL	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Curriculum support 4000-4999: Books And Supplies Base $500
Employ lunchtime supervision	ALL	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified staff- Lunchtime supervision 2000-2999: Classified Personnel Salaries Base 7,500.00
Establish and maintain a positive culture surrounding testing for students, including incentives for meeting goals.	ALL	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Incentives for Students 4000-4999: Books And Supplies Base $2,000
	ALL	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth	

			_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:	PRIORITY 1: BASIC SERVICES Maintain 0% rate of teacher mis-assignments Maintain exemplary/good overall facilities rating as measured by the FIT report PRIORITY 3: PARENTAL INVOLVEMENT Increase by 5% the number of parents completing annual school surveys Maintain a 90% rate of satisfaction with school safety Increase the number of parents who attend parent meetings, workshops, and school events PRIORITY 6: SCHOOL CLIMATE Maintain 0% student expulsion rate Maintain less than 2% student suspension rate 85% of students will report feeling safe at school, as measured by annual student survey 100% of reported incidents of bullying will be addressed by administration 70% of students will report that the school climate is positive, as measured by annual student survey			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide child care and food during parent meetings and workshops		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Child care and food 5000-5999: Services And Other Operating Expenditures Supplemental $1,000

		_ Other Subgroups: (Specify)	
Provide incentives for parent volunteers		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Incentives for parent volunteers 5000-5999: Services And Other Operating Expenditures Base $2,000
Continue to implement anti-bullying and character education curriculum in all grade levels		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Curriculum support 4000-4999: Books And Supplies Base $500
Employ lunchtime supervision		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Base $3,000
Continue to implement anti-bullying and character education curriculum in all grade levels	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Curriculum Support 4000-4999: Books And Supplies Base $500

Establish and maintain a positive culture surrounding testing for students, including incentives for meeting goals.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Incentives for Students 4000-4999: Books And Supplies Base $2,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	PRIORITY 1: BASIC SERVICES
	Maintain 0% rate of teacher mis-assignments
	Maintain exemplary/good overall facilities rating as measured by the FIT report
	PRIORITY 3: PARENTAL INVOLVEMENT
	Increase by 5% the number of parents completing annual school surveys
	Maintain a 90% rate of satisfaction with school safety
	Increase the number of parents who attend parent meetings, workshops, and school events
	PRIORITY 6: SCHOOL CLIMATE
	Maintain 0% student expulsion rate
	Maintain less than 2% student suspension rate
	85% of students will report feeling safe at school, as measured by annual student survey
	100% of reported incidents of bullying will be addressed by administration
	70% of students will report that the school climate is positive, as measured by annual student survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide child care and food during parent meetings and workshops	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Child care and food 5000-5999: Services And Other Operating Expenditures Supplemental $1,000
Provide incentives for parent volunteers	ALL	X All OR:	Parent Volunteer Incentives 5000-5999: Services And Other

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Operating Expenditures Base $2,000
Continue to implement anti-bullying and character education curriculum in all grade levels	ALL	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Curriculum Support 4000-4999: Books And Supplies Base $500
Employ lunchtime supervision	ALL	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Base $3,000
Establish and maintain a positive culture surrounding testing for students, including incentives for meeting goals.	ALL	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Incentives for Students 4000-4999: Books And Supplies Base $2,000

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Goal #1: CCCS will continue to develop and refine units, lessons and common assessments to reflect the Common Core State Standards and Next Generation Science Standards	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:
	Applicable Pupil Subgroups: All students including low income, English Learners, Foster Youth, and students with disabilities

Expected Annual Measurable Outcomes:	PRIORITY 1: BASIC SERVICES Maintain 100% compliance of student accessibility of State Standards aligned instructional materials as measured by William's review or district self-assessment PRIORITY 2: IMPLEMENTATION OF STATE STANDARDS 100% of teachers will participate in CCSS and/or NGSS training 100% of teachers will implement CCSS aligned instruction in ELA and Math Implementation of ELD standards (not relevant as we do not currently have EL students) PRIORITY 7: COURSE ACCESS 100% of students are placed in grade level appropriate course offerings as identified by our SIS	Actual Annual Measurable Outcomes:	All CCCS students had access to Common Core aligned instructional materials. CCCS uses the California GO Math curriculum in grades K-8 and teachers align ELA and Science instruction to the standards. 100% of teachers participated in staff development to further their knowledge of the Common Core State Standards and Next Generation Science Standards. Staff development took place both on and off site. The school provided release time and paid the fees for staff to attend training off campus. 100% of teachers have implemented CCSS and NGSS and are working hard to align lessons and assessments. Observations by the Principal and Lead Teacher show that teachers are working hard to align instruction and are reflecting on lessons in an effort to continuously improve. The principal met with all teachers in September and again in January to review goals and progress towards meeting CCSS for grade level by end of the year. 100% of students are placed in grade level appropriate course offerings. Students who are performing below grade level are receiving Tier 1 or Tier 2 intervention services.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide staff training in Common Core, NGSS, and best teaching	$95 per FTE (12) for cost of sub up	CCCS Staff attended several conferences and workshops throughout	Substitute Teachers 1000-1999:

practices	to 3 days 1000-1999: Certificated Personnel Salaries Base LCFF $3,420 $500 per FTE (12) for professional development 5000-5999: Services And Other Operating Expenditures Base LCFF $6,000	the year, including: EngagED, Project Based Learning, Learning-Focused Conversations, Behavior Boot Camp, Project WET, Better Together: California Teachers Summit, Art of Education, Kim Sutton Math, Northern California Writing Project, and Dr. Jean. In addition, minimum day Fridays allowed the staff time to collaborate on best practices and state standards.	Certificated Personnel Salaries Base 1045.00 Professional Development 5000-5999: Services And Other Operating Expenditures Base 3470.00
Scope of Service ALL X All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** ALL X All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implementation of K-8 Reciprocal Teaching and other strategies to increase comprehension and higher-level questioning	Purchase additional supplemental materials 4000-4999: Books And Supplies Base LCFF $1,200	The Leadership Committee determined on 10/29/15 that a refresher was needed; . Planning the time for this was challenging as our Fridays are all full! We were able to squeeze in a refresher on 3/7/16. An additional book was purchased for our new Intervention Teacher. Teachers used a variety of resources to increase comprehension and higher-level thinking throughout the year.	4000-4999: Books And Supplies Base 94.32
Scope of Service ALL X All		**Scope of Service** ALL X All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Administer NWEA MAP assessments in math, reading, and language to students in grades 2-8 to measure student progress towards mastery of Common |Core State Standards	$11 per student 5000-5999: Services And Other Operating Expenditures Base LCFF $2,000	This year we added MAP for Primary Grades and 2nd grade is now testing 2 times a year. We considered adding K and 1 next year but at this point decided to stick with alternative assessments for those grade levels. MAP testing was administered in September and March. Some teachers opted to give the assessment in November as well. MAP scores and growth reports were analyzed after each administration. Next year will see an increased focus on using the MAP data for intervention and a parent training component written in to one of our LCAP goals. We want parents and students to buy in to the valuable data that MAP provides. Our MAP data showed a need for increased profiiency in both ELA and Math. Next year's LCAP reflects that with an ELA curriculum adoption and professional development in both the implementation of the ELA curriculum and advanced implementation of the Go Math curriculum.	4000-4999: Books And Supplies Base 2166.27
Scope of Service ┆ ALL X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils		Scope of Service ┆ ALL X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Lead Teacher to support implementation of CCSS, NGSS, and provide coaching and staff feedback based on classroom observations	$3,500 stipend 1000-1999: Certificated Personnel Salaries Base LCFF $3,500	This position morphed somewhat from the original intention. Our Lead Teacher was utilized more to cover classes than she was to coach and provide feedback to teachers. However, she was able to serve as a mentor to a beginning teacher. The Leadership Committee agreed that this is an important position and that research consistently shows the benefits of peer coaching. Because she was only able to observe in the afternoons due to her kindergarten schedule, she was unable to observe teachers during core academic time. Because of this, we decided to modify the LCAP next year to include the funding of 10 release days for our Lead Teacher to observe and have follow-up conversations with staff.	1000-1999: Certificated Personnel Salaries Base $3,500
Scope of Service ALL X All – – – – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All – – – – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase instructional materials and curriculum aligned to the CCSS and NGSS and provide staff training	Common Core aligned writing curriculum 4000-4999: Books And Supplies Base $2,000 Staff development and training to	We purchased the Units of Study writing curriculum. Teachers reported that without professional development (which was unavailable) it was daunting to implement. While some teachers	CC Aligned writing curriculum 4000-4999: Books And Supplies Base 1441.98 Go Math and math manipulatives

	support implementation 5800: Professional/Consulting Services And Operating Expenditures Base $3,000	have used bits and pieces the majority are holding on to it until later. It was determined that our focus really needs to be on developing expertise with our math curriculum before we jump into something of that magnitude.	4000-4999: Books And Supplies Base 8,068.75
			Engineering curriculum 4000-4999: Books And Supplies Base 1198.69
	Consumables for K-8 Go Math 4000-4999: Books And Supplies Base $4,000	We purchased the Go Math curriculum consumables and continued to implement in all grade levels. The need for professional development was consistently brought up. We have scheduled a date for next school year and this is written into next year's LCAP goals.	
	Engineering curriculum and materials 4000-4999: Books And Supplies Base $3,000		
		We purchased 3 Engineering units for grades 1st-3rd. Our science teacher purchased a variety of science materials.	
Scope of Service ALL X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We have added the funding of ten release days for our Lead Teacher to engage in peer coaching and feedback. We have also researched and selected an ELA curriculum to adopt to support our students in attaining proficiency in ELA standards and to align our instruction in this area. We have set up professional development in math for next year in response to a need for greater student achievement in math.		

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

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

Original GOAL 2 from prior year LCAP:	Goal #2: CCCS will provide a high-quality, engaging learning environment with an emphasis on STEAM (Science, Technology, Arts, Engineering, and Mathematics) in order to support students in achieving grade level benchmarks and developing 21st Century Skills	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	All students including low income, English Learners, Foster Youth, and students with disabilities

Expected Annual Measurable Outcomes:	PRIORITY 4: STUDENT ACHIEVEMENT Increase by 1% the number of students that score at a level 3 or 4 on the SBAC summative assessments Maintain over 80% proficiency in CST Science for grades 5 and 8 Increase by 1% the reading performance of students in grades K-2, as measured by Rigby/IRI reading assessments and BPST Increase by 1% the percentage of students in grades K-2 who receive a 3 on their report card in math, as measured by classroom assessments Increase by 1% the percentage of students who meet MAP growth goals from Fall to Spring in grades 3-8 Increase by 5% the percentage of middle school students who maintained a 3.0 or above GPA Increase score on Academic Performance Index (not relevant as API has been suspended for 2015-2016) Share of students that are college-and-career ready (not relevant since we are a K-8 school) Share of ELs that become English Proficient (not relevant as we do not currently have EL students) EL reclassification rate (not relevant as we do not currently have EL students)	Actual Annual Measurable Outcomes:	PRIORITY 4: STUDENT ACHIEVEMENT In the 2014-2015 school year, 34% of our students scored a 3 or 4 in ELA and 21% scored a 3 or 4 in Math. At the time of board adoption of our LCAP, we do not have the data from the SBAC. In the 2014-2015 school year, 75% of our 5th grade students and 85% of our 8th grade students were proficient in science. At the time of board adoption of our LCAP, we do not have the data for this school year. 2014-2015 K-2 Reading Data K: 82% 1: 82% 2: 83% 2014-2015 K-2 Math Data K: 86% 1: 95% 2: 92% 2015-2016 K-2 Reading Data K: 64% (goal not met) 1: 77% (goal not met) 2: 86% (goal met) 2015-2016 K-2 Math Data K: 82% (goal not met) 1: 91% (goal not met) 2: 92% (goal not met)

Share of students that pass AP exams with a 3 or higher (not relevant since we are a K-8 school)

Share of students determined to be prepared for college by the EAP (not relevant since we are a K-8 school)

PRIORITY 5: STUDENT ENGAGEMENT

Increase attendance rate by .25%

Decrease chronic absenteeism rate by .25%

Maintain 0% middle school dropout rate

High school dropout rates (not relevant since we are a K-8 school)

High school graduation rates (not relevant since we are a K-8 school)

PRIORITY 8: OTHER STUDENT OUTCOMES

Establish a baseline for percentage of 7th & 8th grade students in California Junior Scholarship Federation

Increase by 1% the percentage of 5th and 7th grade students meeting fitness standards on the Physical Fitness Test

In 2014-2015, the average percentage of students who met their MAP growth goals in math was 31%. In 2015-2016, the average was 41%, an increase of 10%. The 2014-2015 percentage for reading was 49% and the 2015-2015 average was 58%, an increase of 9%.

In 2014-2015, the average percentage of students who maintained a 3.0 or above GPA over the year was 62%. In 2015-2015 the average was 63%. Although we increased by 1%, we did not meet our stated goal.

PRIORITY 5: STUDENT ENGAGEMENT

In 2014-2015 our attendance rate was 96.14%. The rate for 2015-2016 is 95.73%. We did not meet our goal.

In 2014-2015 our chronic absenteeism rate was 7.52%. The rate for 2015-2016 is 7.33%. Although it is lower, we did not meet our goal.

We have maintained a 0% middle school dropout rate.

PRIORITY 8: OTHER STUDENT OUTCOMES

We had 10 middle school students in CJSF (14%).

Data from the 2015-2016 Physical Fitness Test will be available in September 2016.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase assessment software program and reading assessment materials to measure growth in reading in grades K-2	Rigby Reading Assessment Kits 4000-4999: Books And Supplies Base $800	MAP licenses renewed for grades 3-8. We purchased additional licenses for grade 2 (MAP for Primary Grades). The ESGI software program was purchased for grades K-2.	ESGI 4000-4999: Books And Supplies Base 525.00
	ESGI Software for grades K-2 4000-4999: Books And Supplies Base $800		Reading Inventory- E Books 4000-4999: Books And Supplies Base 99.95
	Informal Reading Inventory books 4000-4999: Books And Supplies Base $150		

Scope of Service	ALL		Scope of Service	ALL	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Provide a high quality intervention program by increasing services and access to intervention materials	Additional classified staffing for targeted students 2000-2999: Classified Personnel Salaries Supplemental $22,000 Additional certificated staffing for targeted students 1000-1999: Certificated Personnel Salaries Supplemental $16,000 Supplemental intervention and support materials aligned to CCSS (if available) 4000-4999: Books And Supplies Supplemental $4,000 After school tutoring pogram 1000-1999: Certificated Personnel Salaries Supplemental $15,000		At the beginning of the year, it was decided that we needed a full-time Intervention Teacher to oversee our intervention program and provide additional services. A job description was created and the position was flown. In January, a teacher was hired. This position has been instrumental to our success. Our Intervention Teacher visited a neighboring school to observe their intervention program. She immediately began to make changes to our program, including the creation of progress reports, a master list of intervention students, and a tracking flow chart to ensure that students did not fall through the cracks. The Moby Max intervention program was used in Middle School. Lori Gaines trained staff during staff on 11/13/15. A few other grade levels used it as well. We continued to provide additional certificated and classified staffing to support students. We implemented a before and after school tutoring program.	Classified staff- Instructional Paraprofessional for targeted students 2000-2999: Classified Personnel Salaries Supplemental 23,665.71 Certificated staff- targeted students 1000-1999: Certificated Personnel Salaries Supplemental 32,568.10 Supplemental Intervention supplies and support materials 4000-4999: Books And Supplies Supplemental 3,492.58 After school tutoring program 1000-1999: Certificated Personnel Salaries Supplemental 1,545.00	

		We purchased additional intervention materials to support our program such as Read Naturally, Curriculum Associates and Barton.	
Scope of Service — ALL X All - - - - - - - - - - OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service — ALL X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Employ part-time instructional technology staff to support infrastructure and technology	20 hours per week x 40 weeks 2000-2999: Classified Personnel Salaries Base $17,000	We employed part time IT staff throughout the year. We ran into a few glitches with technology throughout the year but overall things have been smooth.	Classified IT salaries 2000-2999: Classified Personnel Salaries Base 15,427.54 IT Consultants 5000-5999: Services And Other Operating Expenditures Base 1,402.46
Scope of Service — ALL X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service — ALL X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain high quality visual and performing arts program, including fine art, music, and drama	Music Teacher 2000-2999: Classified Personnel Salaries Base $10,800 VAPA Supplies 4000-4999: Books And Supplies Supplemental $8,000	K-5 students received an hour of music instruction a week. Middle school students were offered three electives throughout the year: Music Appreciation, Recording, and Choir. Our students had two performances. MusicPlay curriculum was purchased in	Music Teacher 2000-2999: Classified Personnel Salaries Base 8,793.75 VAPA Supplies 4000-4999: Books And Supplies Supplemental 6,231.88

		the beginning of the year fro grades K-5. Middle School drama electives were offered in fall, winter, and spring. Students performed "10 Ways to Survive a Zombie Apocolypse" on 10/30/15 and "The Stinky Cheese Man and Other Fairly Stupid Tales" on 5/26/16. Our art program continues to excel and student work is published on Artsonia. We purchased a variety of art, music, and drama supplies throughout the year to enhance our programs.	
Scope of Service ALL X All - - - - - - - - - - - - - OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain high quality science program with a hands-on, project based learning approach	Science materials 4000-4999: Books And Supplies Base $10,000	Our school continues to excel in science and provide a top-notch program. We have purchased a variety of science materials throughout the year to support instruction in all grade levels. Our teachers are implementing the Next Generation Science Standards.	Science materials 4000-4999: Books And Supplies Base 236.49
Scope of Service X All - - - - - - - - - - - - - OR:		Scope of Service ALL X All - - - - - - - - - - - - - OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Ensure that targeted students are optimally prepared to learn by providing healthy snacks	Healthy snacks 4000-4999: Books And Supplies Supplemental $4,000 Additional classified staffing to coordinate food services 2000-2999: Classified Personnel Salaries Supplemental $22,000	This has been an ongoing focus area and a system of trial and error as we determine the best way to ensure that our targeted students are fed. We purchased tubs to be kept in each classroom, which are stocked with healthy foods. Teachers kept track of students who were given food if they did not have a snack. We also provided food to students in the before and after school intervention groups. We hired a classified employee to coordinate our food services.	Healthy Snacks 4000-4999: Books And Supplies Supplemental 889.44 Classified staff for food service 2000-2999: Classified Personnel Salaries Supplemental 12,335.00
Scope of Service ALL X All - - - - - - - - - - - - - - - OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase and upgrade technology and curriculum for student use	Technology 4000-4999: Books And Supplies Supplemental $28,000	26 additional chromebooks were purchased in the beginning of the year. IPad was purchased for Resource/Intervention. The Board approved licenses for Minecraft EDU The school entered into a contract with	Technology 4000-4999: Books And Supplies Supplemental 13,832.45

		Theresa Lightle from BCOE for Educational Technology Support. Loaner chromebooks were made available for students to check out. It was determined that we need a process to ensure kids know that this is available.	
Scope of Service ALL X All - - - - - - - - - - - - - - OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The addition of a Lead Intervention Teacher is a change we made in the middle of the year that has been written in to our LCAP for next year. This position is invaluable to our goal of improving our intervention program and raising student achievement. This was a fairly large added expenditure. We also determined that we need to explicitly teach keyboarding skills to our students and added this goal to our 2016-2017 LCAP. Our team felt that students who were not proficient in keyboarding struggled on the SBAC essay portions, as well as on classroom assignments that involved typing. Keyboarding is a skill that students will need to be successful in the 21st century.		

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

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

Original GOAL 3 from prior year LCAP:	Goal #3: CCCS will foster a school culture based on mutual respect, communication, high behavioral and academic expectations, a strong home-school collaboration, and attention to student safety and emotional well-being	Related State and/or Local Priorities: 1 X 2 _ 3 X 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	All students including low income, English Learners, Foster Youth, and students with disabilities

Expected Annual Measurable Outcomes:	PRIORITY 1: BASIC SERVICES Maintain 0% rate of teacher mis-assignments Maintain exemplary/good overall facilities rating as measured by the FIT report PRIORITY 3: PARENTAL INVOLVEMENT Increase by 5% the number of parents completing annual school surveys Maintain a 90% rate of satisfaction with school safety Increase the number of parents who attend parent meetings, workshops, and school events PRIORITY 6: SCHOOL CLIMATE Maintain 0% student expulsion rate Maintain less than 1% student suspension rate Establish a baseline for percentage of students in grades 3-8 who feel safe at school, as measured by annual student survey Establish a baseline for number of reported incidents of bullying on campus	Actual Annual Measurable Outcomes:	PRIORITY 1: BASIC SERVICES We have maintained a rate of 0% of teacher mis-assignments. We have maintained exemplary/good overall facilities ratings as measured by the FIT report. PRIORITY 3: PARENT INVOLVEMENT In 2014-2015, 18% of our families completed the school survey. This year, we had 41% complete the survey. This is an increase of 23%, well over our goal of 5%. 100% of the parents who completed our school survey felt that our school is safe. School Meetings and events were well attended. Most events had a greater turnout than the previous year. General Membership Meeting 2014-2015: 84 famiiies 2015-2016: 66 families New Family Orientation 2014-2015: 19 families 2015-2016: 29 families PRIORITY 6: SCHOOL CLIMATE We have maintained a 0% expulsion rate

| | Our suspension rate increased this year as a result of some challenging student behaviors. Our team agreed that it is not necessarily a bad thing that our suspension rate increased as it ultimately helped the school climate. Our suspension rate is 4.35%.

91% of our K-3rd grade students and 99% of 4th-8th grade students feel that the school is safe

We had four reported cases of bullying on campus. All reported cases were investigated by administration. |
|---|---|

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide child care and food during parent meetings and workshops	Child care and food 5000-5999: Services And Other Operating Expenditures Supplemental $3,000	Child care was provided during Back to School Night and the General Membership Meeting.	Child care 5000-5999: Services And Other Operating Expenditures Supplemental 100.00
Scope of Service   ALL

X All
OR:
X Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | | Scope of Service   ALL

X All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | |
| Provide incentives for parent volunteers | Parent volunteer incentives 5000-5999: Services And Other Operating Expenditures Base $2,000 | Gift cards were given to parents as a thank you for going above and beyond in their volunteer efforts. The staff hosted a Parent Appreciation BBQ at the end of the year and purchased CCCS logo cups as a token of appreciation for our parent volunteers. | Parent Incentives 4000-4999: Books And Supplies Base 1,335.84

Parent Incentives 5000-5999: Services And Other Operating Expenditures Base 50.00 |
| Scope of Service   ALL | | Scope of Service   ALL | |

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to implement anti-bullying and character education curriculum in all grade levels	Curriculum support 4000-4999: Books And Supplies Base $500	One of our middle school teachers purchased anti-bullying curriculum and used it in his class. This complemented discussions about behavior and bullying. We had a CSUC Intern who provided weekly lessons in Wise Skills to students in grades 1-3 and Second Step to Kindergarten. Each month we had a Wise Skill which was the school wide focus. At the end of each month a student from each grade level was selected who exhibited excellence in that particular Wise Skill. The students were recognized at a special school wide assembly.	Curriculum support 4000-4999: Books And Supplies Base 59.99
Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Hire additional lunchtime supervision/detention coordinator	6 hour per week x 38 weeks @ $10 hour 2000-2999: Classified Personnel Salaries Base $2,280	We hired a lunchtime yard duty. Later in the year, we increased her hours to include yard duty before school.	Lunch time supervision /detention coordinator 2000-2999: Classified Personnel Salaries Base 5,150.00

Scope of Service	ALL		Scope of Service	ALL	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	It was determined that more education was necessary regarding bullying and how to report instances of bullying. This education will be provided to both parents and students. We will create and post a video to our stakeholders about bullying. We also determined that we needed to establish and maintain a positive school culture in regards to testing and accountability. We need students to buy-in to their assessment results and be more motivated to succeed. We want them to understand the value of assessments and help them to understand how they are used to inform instruction and open up doors for them in the future. We added this as a goal for next year.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$120,113

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 a full-time intervention teacher and increased amount of support staff, healthy snacks provided at no charge, 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 food. Additionally, research on our targeted students shows a need for increased academic support as well as the need for access to enrichment programs such as art, music, and drama. Many of our targeted students cannot afford to enroll in enrichment programs after school. In addition, to ensure college and career readiness, we must provide all students with a high quality program that includes a robust science & engineering program support in mastering common core standards, and access to technology.

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.

2.0	%

CCCS anticipates serving approximately 60 low-income, foster youth, or English Learners in the 2016-2017 school year. This is a proportionality rate of 2%. All pupils defined in Ed Code section 42238.01 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, increase targeted intervention services, increase support staff, provide healthy snacks to targeted students, purchase and upgrade technology and curriculum, provide child care and food during parent meetings, and continue to invest in a high-quality STEAM educational program that will benefit all students.

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).

01-13-15 [California Department of Education]