



LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Century Community Charter School		
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[2017-20 Plan Summary](#)

THE STORY

Briefly describe the students and community and how the LEA serves them.

Century Community Charter School (CCCS) is an independent charter school, chartered by Lennox School District. We are the home of the Bears. CCCS is located in Inglewood, California. Now the future home of the Los Angeles Rams and Chargers. Inglewood is an urban city in the county of Los Angeles. Its residents are 44.6 African American and 49.2 Hispanic.

Century Community Charter School is currently in its 13th operational year at the same location. CCCS has a student population of 450 students consisting of 90% being Hispanic and 9% being African American. 80% of our students qualify for free or reduced lunch, 33% are English language learners, and we have 9% of our student population receiving special education services.

CCCS is a common core standards driven project based learning community. All of our teachers design their own curriculum based on the standards addressed. We are Positive Behavior Intervention and Support (PBIS) school.

CCCS's Core Values reflect best practices researched in high performing schools that consistently produce well-educated, urban students prepared to enter and succeed in post-secondary education. CCCS believes that learning occurs best through:

- Small Learning Environment
- Student Engagement
- Increased Time on Learning
- Instructional Delivery that Benefits English Language Learners · Rigorous Standards
- Integrated Technology
- Principal Leadership
- Highly Qualified Teachers
- Parents as Partners

CCCS ultimately strives to create a dynamic and highly responsible educational environment; and to promote a safe learning community through:

- a) School-wide discipline plan that ensures students conduct themselves in a manner that represents the school;
- b) Instruction in conflict-resolution/anger-management strategies;
- c) Effective teaching methods;
- d) Strictly enforced rules and procedures create order;
- e) Identification of at risk-students;
- f) Family support of the rules, policies, procedures, and educational program; g) Strict adherence to a uniform dress code;
- h) Extracurricular student involvement.

CCCS strives to create a dynamic educational environment that focuses on quality educational experience, fosters educational excellence, promotes the use of innovative curriculum, accommodates the demands of a diverse student population, integrates technological resources and cultivates personal, intellectual, social, physical and emotional growth and responsibility.

Because we are the home of the Bears, we have adopted a Den system. CCCS Dens promote the sense of family within the school community. There are five Dens, and each Den has unique traits the students are expected to embody.

The five Dens are:

*Missionary: LOVING, COMPASSIONATE, SACRIFICIAL, EMPATHETIC, SUPPORTIVE, FAIR

*Luminary: LEADERS, RESPONSIBLE, RESPECTFUL, INDEPENDENT, INSPIRATIONAL, LOVERS OF LEARNING

*Visionary: DREAMERS, CREATIVE, COURAGEOUS, UNAFRAID, CURIOUS, BRAVE

*Dignitary: HONEST, INTEGRITY, DETERMINED, ORGANIZED, MOTIVATED, AMBITIOUS

*Revolutionary: INNOVATIVE, ENTREPRENEURIAL, DYNAMIC, RISK-TAKERS, FOCUSED, JUSTICE SEEKERS

CCCS Mission:

Our Mission is to provide middle school-aged students a safe, secure, and positive learning environment that facilitates the growth and development of urban students beginning with the sixth grade. Our students will be empowered with the ability to read, write, speak and calculate with clarity in order to excel in a 21st century global society. Century Community Charter School (CCCS) enables students to become self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which the targeted students will be held to high academic and behavioral standards. CCCS is driven to operate a school that will significantly outperform other public schools in the surrounding areas in preparing our students to succeed in secondary and post-secondary education.

CCCS is striving to be its version of "better":

CCCS has the belief that every child will succeed when the entire community does WHATEVER it takes using SYSTEMATIC approaches that are DATA DRIVEN while CONTINUALLY EVALUATING US.



LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Century Community Charter School is highlighting the following:

*CCCS will use College Success Services, lead by Dr. Victor Rios and Mr. Jaime Carias. College Success Services provides parents and students at CCCS a model, tools, and encouragement to develop the resilience and persistence to achieve success. College Success Services coaches families on how to create a plan of action to surpass obstacles they will encounter in the future. CCCS will have a series of workshops hosted by CSS as well as parent training institutes. CSS will also take our high need students through Project Grit. Project GRIT (Generating Resilience to Inspire Transformation) tells the story of an inspiring curriculum developed for young people who have been left behind. Project GRIT aims to inspire educators on how to develop programming that can positively impact the lives of the lives of the young people they serve.

*We enter PBIS Tier 2 where we will utilize the established interventions:

- Tier 2 Interventions
- Alternatives To Suspension
- Behavior Contract
- Behavior Intervention Plan (BIP)
- Structured Breaks
- Check In Check Out (CICO)
- Classroom Management Support
- Counselor Referral
- Daily Behavior Form
- Forced Choice Reinforcement Survey
- Functional Behavior Assessment (FBA)

Individual & Visual Schedules
Mentoring
Non-Verbal Cues & Signals
Organizational Tools
Peer Tutoring
Response To Intervention (RTI)
Reward System
Self Monitoring
Sensory Tools
Social Stories
Teach Conflict Resolution Skills
Teach Coping Skills
Teach Relationship Skills
Teach Relaxation Techniques
Teach Social Skills
The Praise Game

*CCCS will extend our experience in New York, at the the Harlem Children's Zone: 2017-18 will find our staff back at HCZ to tour the charter schools to observe the model we are attempting to emulate. CCCS has created our own "Pipeline" after our initial visit to HCZ during the 2016-17 school year. CCCS Pipeline includes several data driven initiatives to challenge, inspire, and organize our entire school community to be its absolute best.

*Den Activity Days are calendared on most of our minimum days. On these days students will represent their Dens by participating in a variety of activities designed to challenge the students physically and/or mentally. Only students eligible will be permitted to participate. Eligibility is determined by meeting the established GPA, adhering to our uniform policy, not having any referrals for a period of time, and coming to school on time. Students ineligible will have the opportunity to complete homework during the activity time.

*Our after school program (Better Bears Program-BBP) will be re-worked for the 2017-18 school year to correspond with the refocusing on the emphasis of homework. CCCS plans to lessen the time spent on homework, and thereby make homework more meaningful. This will also allow students to participate in clubs and enrichments that are rooted in the school curriculum.

*CCCS will employ a full-time therapist to meet our school's increasing need for mental health support for our students and their families. Our therapist will provide the school with therapeutic sessions for students and families, as well as provide the staff with professional development.



REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Below are the results from our survey of CCCS parents and students:
 The Alliance for the Study of School Climate Quality Analytic Assessment Instrument was completed by the parent, student, and teacher participants. The primary function of the ASSC SCAI is to provide a mirror with which those within an individual school may explore the quality of their school's climate. It provides a scoring procedure that allows for a highly valid and reliable indicator of the quality of school climate across 8 dimensions. These dimensions include the following: (1) physical environment; (2) teacher interactions; (3) student interactions; (4) leadership and decisions; (5) discipline and management; (6) learning and assessment; (7) attitude and culture; and (8) community. All responses were anonymous. The items scores will range between 5.0 (high) to 1.0 (low).

GREATEST PROGRESS

CCCS received scores ranging from 4.21 to 4.95 in the area of "The School is Welcoming" This includes the areas: * welcoming to outsiders * staff/students ownership of appearance * staff and students respect the custodian * Graffiti is rare * school is perceived as welcoming * school sends out regular communication * athletic events and fine arts are well attended *

CCCS received scores ranging from 3.50 to 4.95 in the area of "Safe Learning Environment" This includes the areas: * students feel a sense of community * students accept zero tolerance of put downs * many students attend school events * most students feel safe from violence * What it takes to get a good grade is clear * feel motivated and in control of learning * class dialogue is high-order thinking*

CCCS received scores ranging from 3.80 to 4.95 in the area of "Inclusive Learning Environment" This includes the areas:

* Students feel part of a community.* Expectation that bullying is unacceptable. * Teachers have high expectations for all. * Students feel comfortable talking to adults * Adults provide strategies to deal with student stress. *Feel like I am growing as a person. *Teachers create a sense of belonging.*

CCCS received scores ranging from 3.50 to 4.95 in the area of "Student Need for Student Role Models" This includes the areas: * Students understand "put downs not Okay. * "Popular" students are respectful of others. * There are positive roles models that I look up to.* Students do not tolerate hurtful/abusive language. * Students speak about school in proud/positive. * Most students feel listened to or have a voice. * Most students feel they owe school debt*

CCCS received scores ranging from 3.80 to 4.70 in the area of "Student Discipline Policy-Making Empowerment" This includes the areas:

*Behavioral expectations are clear. * Most teachers use effect discipline strategies.* Students have some say in making the rules. *If feel a sense of belonging and community. *Students do not tolerate hurtful/abusive language. *Students speak about school in proud/positive. *Most students feel listened to or have a voice. *Most students feel they owe school debt *

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??CCCS received scores ranging from 3.80 to 4.56 in the area of "Student Opportunities for Self-Reflection" This includes the areas:

*Instruction is dynamic, involving, & challenging. * Discussions encourage thinking critically & process concepts. * Subjectmatterinclassin-dept *Behavioral expectations are clear.* Students have some say in making the rules in my class. * Teacher-student interactions supportive & respectful. * In most classes, I feel a sense of belonging.*

In SUMMARY: The staff at CCCS has worked very hard to ensure that our school climate is safe, welcoming, inclusive, rigorous, fair, and loving. The survey reveals that we are well on our way to being great in these areas. Our lowest scores were in one or two areas in each category, and primarily from our 7th graders. The survey cause administration to talk to a representation from the 7th grade to find out how we can improve in the areas they scored us lower than other stakeholders. The conversation prompted administration to move some teachers around and begin to strategize to ensure student involvement in decisions.

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Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

CCCS needs to demonstrate the most improvement in the following areas:

- *Math achievement, primarily in the 8th grade
- *Parent connection to their child's academic achievement
- *Better supports for our students mental health and wellness

The steps being taken for the improvement in these areas are:

- * In math- All students not meeting the basic skill benchmark will attend summer bootcamp to work on basic skills (multiplication, addition, subtraction, and division), intervention specialist will provide extra support for those "cusp" students, Dr. Avery (School Board Member), CSULA professor will work closely with our math and science departments to ensure the departments are utilizing real world connections to increase student's interest and confidence in math, focus on decreasing student anxiety as it relates to math.
- * Parent connections- parents are going to receive increased services from College Success Services, parents are going to be trained on how to assist other parents needing support
- *Student's mental health- hiring FT therapist to provide CCCS students the tools to cope with stressful stressful situations, provide support to families, provide professional developments, and include a connection to the community with the hopes of forming a community wrap around team.

GREATEST NEEDS



Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

TBD

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$3,679,852
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,510,829.57

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$4,170,100 Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Our facilities will be in good repair.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% of repairs and/or improvements will be complete. With 100% of the repairs being complete, this contributes to a safe environment the CCCS community can be proud of.

ACTUAL

Of all the planned repairs and improvements expected to be completed by the end of the 2016-17 school year, only two improvements were not complete. This makes for 98% of all repairs and improvements complete.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED

- Stairs downstairs in the basement resurfaced
- Major painting of the interior walls and bathrooms
- Doors stripped and painted
- Railing stripped and painted
- Classroom desk and chairs in 5 different classes
- Office desks/furniture

ACTUAL

The stairs were resurfaced with a heavy duty rubber coating, which prevents wear and tear as well as decreases the opportunities for slips and falls

Bathrooms downstairs were painted and the boy's restroom received new tiles and partitions downstairs

The 5 classrooms received new student desks and chairs

Classroom & office organization furniture
 Stipend for facilities manager to oversee all improvements throughout the year and coordinate

Two offices (principal and assistant principal) received new sofas. This created a more welcoming office environment for parents and visitors.
 There was no office organization furniture purchased.
 The facilities manager received his stipend for his work done to oversee all the work done over the summer.

Expenditures

BUDGETED
 Resurfacing of the stairs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 11,000
 Major painting of the interior walls and bathrooms 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 9,200
 Classroom desk and chairs in 5 different classes 4000-4999: Books And Supplies Supplemental and Concentration 46,000
 Classroom & office organization furniture 4000-4999: Books And Supplies Concentration 10,000
 Stipend for facilities manager to oversee all improvements throughout the year and coordinate 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000

ESTIMATED ACTUAL
 Resurfacing of the stairs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,295
 Major painting of the interior walls and bathrooms 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 8,275
 Classroom desk and chairs in 5 different classes 4000-4999: Books And Supplies Supplemental and Concentration 42,245
 Classroom & office organization furniture 4000-4999: Books And Supplies Concentration 4,317
 Stipend for facilities manager to oversee all improvements throughout the year and coordinate 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000

Action **2**

Actions/Services

PLANNED
 Carpet replaced in one classroom
 Carpet repaired and cleaned throughout
 Door closures X 20

ACTUAL
 The carpet was replaced in one classroom that was frayed and a tripping hazard
 Carpets were cleaned as well
 The purchase of the door closures was postponed until the following school year.

Expenditures

BUDGETED
 The carpet was replaced in one classroom that was frayed and a tripping hazard
 Carpets were cleaned as well
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,200
 Door closures X 20 3,842

ESTIMATED ACTUAL
 The carpet was replaced in one classroom that was frayed and a tripping hazard
 Carpets were cleaned as well
 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration
 Door closures X 20 0

Action **3**

Actions/Services

PLANNED	ACTUAL
Electrical work – outlets and light switches	Electrical work – outlets and light switches
Gym walls painted and pressure washing exterior	Gym walls painted and pressure washing exterior
Floors stripped and waxed	Floors stripped and waxed
New stalls in the boy's restroom	New stalls in the boy's restroom
BUDGETED	ESTIMATED ACTUAL
Electrical work – outlets and light switches 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000	Electrical work – outlets and light switches 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,553
Gym walls painted and pressure washing exterior 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,200	Gym walls painted and pressure washing exterior 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,050
Floors stripped and waxed	Floors stripped and waxed
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,500	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,360
New stalls in the boy's restroom 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 7,775	New stalls in the boy's restroom 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 7,000

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The combined actions and services of this goal, as implemented, provided for a school that is not only well maintained, but also safe for all stakeholders. CCCS has moved away from putting bandages on parts of the facility in need of repair or upgrade. Our facility manager has worked closely with our landlord to ensure all repairs are done with quality materials that will endure the test of time.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The attention to the needed upgrades and repairs has been very effective and is proven in our school survey. Parents, students and staff are proud of their school facility and believe it is a safe place.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were only a couple of items not complete during the 2016-17 school year. Rather than getting the safe locks on the classroom doors we invested instead in video cameras in the hallways of CCCS. Any other difference was not significant.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal has not been changed only the actions have been modified. Bleachers are going to be added to the gymnasium, new tables and chairs are being purchased for student and family events that will held in the gym. The 2017-18 school year will be school year we purchase and install the safety locks for each of the classrooms and offices.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Families will have multiple opportunities to learn how to be active participants in their child's education and develop and maintain healthy communication with their child and school's community.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Twice a year families will take a connectedness survey. 75% or above will report connectedness to the school community.

ACTUAL

Our families took a school climate/connectedness survey in October 2016 that survey revealed that our parents/families feel very connected to the CCCS community. Parents rated us as follows 5-1, 5 being excellent:
 School is welcoming- 4.50
 School sends out regular communication-4.80
 I feel a sense of belonging-4.40

A second survey was taken in June 2017:
 100% of the parents surveyed responded YES to the following questions:
 **"Do you feel welcomed at your child's school?"
 * "Do you feel CCCS offers workshops, meetings, and resources that help you become more active in your child's education?"
 **"Do you feel that CCCS does a good job at communicating with you about your child's education and progress?"

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED
<p>Family Intervention meeting/workshops/Parent Academy</p> <p>Family Nights (Art, Math, ELA, Social Studies, and Science)</p> <p>General Parent Meetings</p> <p>New Parent Orientation</p> <p>Schoolmint for enrollment ease electronically</p>
<p>BUDGETED</p> <p>Schoolmint for enrollment ease electronically 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,000</p>

ACTUAL
<p>The principal and assistant principal lead intervention meetings with the parents of students underachieving academically.</p> <p>The science department hosted a Science Family Night where families explored hands-on science activities. They built balloon powered cars together, tested hypotheses on have many marbles could their foil boats hold, build playing card structures, and had an opportunity to search the sky for the moon and various planets through high powered telescopes.</p> <p>The new parent orientation was held in August of 2016</p> <p>CCCS purchased schoolmint to modernize our enrollment process as well expedite our lottery process. Prospective families submitted their applications online, and received email correspondences updating them on the process. The lottery was done electronically for the first time. Parents were able to view their child's name on a large computer screen in our front office. The names were then posted outside on the school doors. This was an exciting day!</p>
<p>ESTIMATED ACTUAL</p> <p>Schoolmint for enrollment ease electronically 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,275</p>

Action **2**

Actions/Services

PLANNED
<p>State of the union provides the families with budget information, LCAP goal progress, CCSS information, allows for questions in an open forum</p> <p>Fundraising efforts for the student activities</p>
<p>BUDGETED</p> <p>Fundraising efforts for the student activities 10,000</p>

ACTUAL
<p>State of the union provides the families with budget information, LCAP goal progress, CCSS information, allows for questions in an open forum</p> <p>Fundraising efforts for the student activities</p>
<p>ESTIMATED ACTUAL</p> <p>Fundraising efforts for the student activities 11,869</p>

Action **3**

Expenditures

<p>Fundraising efforts for the student activities 10,000</p>
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<p>Fundraising efforts for the student activities 11,869</p>
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Actions/Services

PLANNED
Literacy materials
Latino literacy teacher stipends
Parent Coordinator to maintain direct connection to school and parents
BUDGETED
Latino Literacy materials 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 400
Stipend for Latino Literacy Instructors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8,000
Parent Coordinator 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000

ACTUAL
The Latino Literacy Project was run by six of our trained staff members. There was four different programs through the year, two per semester. Parents of all grades (6-8) met once a week, read together, learned strategies to promote literacy in their home, created scrapbooks that embraced their cultures, learned about higher education and the process to help their child achieve it. Parents were very thankful for the opportunities to build relationships with other parents but most importantly, strengthen the relationships with their children.
ESTIMATED ACTUAL
Latino Literacy materials 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,077
Stipend for Latino Literacy Instructors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8,000
Parent Coordinator 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000

Action **4**

Actions/Services

PLANNED
Parents as Leaders (PAL's)
PAL's Coordinator
College Success Services / GRIT/ Parent Academy

ACTUAL
Parents As Leaders (PAL's) is a group of parents that meet once a month to discuss ways to build a stronger community towards a common goal: all children will succeed. PAL's worked tirelessly to also be part of our schools environment by bringing their culture to life. They planned activities, cooked, brainstormed and discussed ways to have more parents involved in some way. They strongly believe that working together will simply provide more opportunities for success for all students. They have developed relationships with other parents and look forward to finding new ways to develop their leadership skills and strengthening our community.
College Success Services (CSS) provided Parent workshops throughout the year (2 per semester), a teacher Professional Development and a student assembly. The Parent Workshops focuses on creating a college going environment at home for our students, having a growing mindset, and the importance of parent support in their child's life and education. All Parent workshops were held both in English

and Spanish simultaneously. Parents received a book, written by the facilitators, they had "homework" and read the book through the year. Teachers learned about the great opportunity and responsibility they have as an educator. They learned how a teacher can turn a child's life around simply by caring and letting the child know that they have their support. Overall, CSS was an amazing success.

ESTIMATED ACTUAL

PAL's coordinator 5,000
 College Success Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 19,700

Expenditures

BUDGETED
 PAL's 500
 PAL's coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000
 College Success Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 16,500

Action **5**

Actions/Services

PLANNED
 English Learners Advisory Committee (ELAC)

CELDT Coordinator

ACTUAL

Parents of English Learners meet throughout the year and learned about their child's current levels in the following skills: Speaking, Listening, Reading and Writing. They learned about strategies to use at home in order to strengthen and develop the skills necessary to improve their overall California English Language Development Test (CELDT) test and provide a better opportunity for Reclassification. With these strategies, parents learned about programs such as Achieve 3000, which they can access in their native language and be able to see their child's progress in reading and comprehension. As part of this committee we, conducted a reclassification ceremony for all students who reclassified and a "next steps" meeting for those students that did not. After attending the California Association for Bilingual Education (CABE) conference, the CELDT coordinator reported back with important information regarding ways in which we plan to support our English Learners, the new test (ELPAC) and ways to prepare for next school year.

ESTIMATED ACTUAL

ELAC 4000-4999: Books And Supplies Supplemental and Concentration 360

Expenditures

BUDGETED
 ELAC 4000-4999: Books And Supplies Supplemental and Concentration 500
 CELDT Coordinators 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6K

CELDT Coordinators 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6,000

Action **6**

Actions/Services

<p>PLANNED Parent Volunteer Opportunities Parent Volunteer Recognition</p>

<p>ACTUAL</p>

Action **7**

Actions/Services

<p>PLANNED Advisory Potluck Community Games Wheel Spin Wednesday Volunteer Opportunities</p>
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<p>ACTUAL</p>

Action **8**

Actions/Services

<p>PLANNED Parent Handbook Teleparent, ParentSquare, Newsletters, Website End of year Parent Reflection</p>
<p>BUDGETED</p>

<p>ACTUAL As Century Community Charter School strives to strengthen communication with all parents, Teleparent, ParentSquare, School Newsletter and School Website are methods of communication that allows them to stay inform and connected at all times. Teleparent continues to be important when sending automated phone calls as reminders, news as well as in case of emergencies. ParentSquare is an amazing program that allows for two way communication in which parents receive text and emails.It is used to notify them of classroom information, school news, flyers, pictures, reminders for meetings and workshops, newsletter, field trips and emergencies. Our Newsletter goes home every Wednesday with the student. parents are informed of events happening that week, messages from the teachers and office staff as well as a looking ahead section to keep them informed. Our website provides information about our school, access to teachers/ staff email, websites, homework, newsletter, board information, culture and climate and all documents as they relate to our school and compliance.</p> <p>ESTIMATED ACTUAL</p>

Expenditures

teleparent/blackboard 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,750
 Parentsquare 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,000

teleparent/blackboard 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,750
 Parentsquare 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,000

Action **9**

Actions/Services

PLANNED
 Translation Services
 Translation

ACTUAL
 CCCS wants to maintain clear communication to all of our family members. We translate all documents going home to parents. Most quick translation is done by our staff. Documents that may require more time and attention we outsource our translation services.

BUDGETED
 Translation Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,591
 Translation 4,000

ESTIMATED ACTUAL
 Translation Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1200
 Translation 0

Action **10**

Actions/Services

PLANNED
 Special Education Workshops (stipend for Dr. Gordon)
 Special Education Coordinator (Stipend Ms. Garcia)

ACTUAL
 Century Community Charter School conducted a 10 week, once a month, Special Education Parent series of Workshops to teach parents about their rights, their child's rights and have discussions about the Individual Education Plan (IEP) process and purpose. Parents were very thankful and grateful to have the opportunity to have their questions answered by Dr. Gordon, our school psychologist. They also appreciated the fact that all workshops were translated. Parents learned from each others experiences and strategies as they relate to their children and their concerns. Parents, receive certificates of participation for their dedication and support in their child's education.

BUDGETED
 Stipend for Psychologist leading Sped Parent Workshops 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000
 Stipend for Sped Parent Workshop Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,000

ESTIMATED ACTUAL
 Stipend for Psychologist leading Sped Parent Workshops 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000
 Stipend for Sped Parent Workshop Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,000

Expenditures

BUDGETED

ESTIMATED ACTUAL

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CCCS has paid close attention to including our parents in the school community. We know that when parents/caregivers understand their role is vital, the child is more successful. The actions and services were implemented by way of parent meetings and notifications via our newsletter, ParentSquare, and our automated phone service (Blackboard). Parent square allows parents to receive messages immediately via text and/or email. The principal and assistant have an open door policy to our parents. Parents are listened to readily and welcomed to volunteer in a variety of ways.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/ services used/provided to achieve this goal were very successful overall. All of the workshops provided were very helpful to our community. Parents had many options and opportunities to participated in workshops and meetings in order to learn how to be active participants in their child's education and develop and maintain healthy communication with their child and school's community. Parents felt that their needs were addressed through the different workshops and appreciated the schools effort to continue to provide these services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was very difference between what was budget and actually spent as it relates to this goal. 4K was budget for translation but was not necessary as we did much of translation in-house. There was a slight variance between budgeted and actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As we continue to create a community in which parents feel welcomed, take advantage of the resources and opportunities we provide, and become active participants in their child's education; we have added to our actions in order to further meet our goal. We are developing a Mental Health Plan to help our families with counseling and resources when going through difficult situations. Through a Parent Involvement Survey we will gather data from parents regarding workshops such as technology, ESL classes, GED classes, Fitness and Nutrition, Immigration, Computer Skills, Financial Literacy, First Aid and Effective Families Strategies. The goal is that these workshops assist parents with their needs, confidence in their strengths, personal growth and empower them to motivate their children through their own example. Helping families create a college going culture is very important to our community. We have contracted with College Success Services for the following school year. They will provide 3 different services: Parent Workshops (2/ semester), Project Generating Resilience to Inspire Transformation (GRIT) for struggling students, and Parent Academy for parent leaders. CCCS will also provide opportunities for parents to collaborate more with staff members through monthly Den Parent Meetings, Family Nights and staff lead and subject matter specific workshops.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Century Community Charter School will have a culture and climate that is positive and promotes positive student behavior, attendance, and student academic achievement.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

6th graders will have 47% of students on the GPA Board
 7th graders will have 49% of students on the GPA Board *Students on the GPA board means they have a 3.0 or
 8th graders will have 43% of students on the GPA Board above

Report cards and discipline referrals. The percentage of students at a 2.5 or above will be at 56% for 6th graders, 57% for 7th graders and 50% for 8th graders. There will not be more than 45 referrals (includes BBP) per month. Our ADA will be maintained at 97% or higher. Of students that are chronically tardy, 25% of those will come to school on time (measured 2x's per year)
 Student survey will report that 80% are connected to the school community.

ACTUAL

6th graders have 45% of students on the GPA board
 7th graders have 53% of students on the GPA board
 8th graders have 61% of students on the GPA board
 Our 6th graders entered the school year very low skilled, and they lacked the motivation and drive to succeed. They have since shown growth and maturity overall. Many of our underachieving students will enter the 2017-18 school year on contract that includes guidelines for growth

6th graders have 74% of students at a 2.5 or higher
 7th graders have 74% of students at a 2.5 or higher
 8th graders have 82% of students at a 2.5 or higher
 CCCS students are working hardest he classroom, and feel it is important to achieve academically. Our students receive incentives for their achievement and positive behavior, and it is believed this contributes to their overall growth and achievement

Our goal was to not have more than 45 referrals in a month (includes our after school program -BBP) There were two months where we didn't meet this goal.
 Referral report by month: *** over the 45 referral count

September.....	23
October.....	42
November.....	54***
December.....	28
January.....	26
February.....	42



March..... 46***
April..... 21
May..... 44

The PBIS team met with the staff about utilizing more intervention strategies to assist our students with chronic behavior issues. Some of these students were referred to our school therapist.

CCCS ADA is at 98%

Tardies to school continue to be a problem for some of our students. The students who were chronically tardy did not improve in their timeliness.

Of our students responding to our school survey 95% of our students feel very connected to the school community. The areas where students stated a disconnect

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

<p>PLANNED Student of the Week recognition (5 students receive certificates each week) Student of the Month 5 students receive a certificate and SOM drawstring bag Awards ceremonies at semester for students with a 3.0 and above</p>	<p>ACTUAL Students were recognized weekly. These students received certificates teachers created and distributed during our Wednesday morning assembly. Student of the Month 5 students receive a certificate and SOM drawstring bag Awards ceremonies at semester for students with a 3.0 and above</p>
<p>BUDGETED 0</p>	<p>ESTIMATED ACTUAL student rewards 4000-4999: Books And Supplies Supplemental and Concentration 360</p>

Expenditures

Action **2**

Actions/Services

<p>PLANNED PBIS implementation through LACOE PBIS ticket pulling (2x's per month) Attendance clerk stipend Big Ticket Event for students who kept their PBIS tickets all school year (participate in a special event) SWIS discipline data tracking system SWIS data entry clerk</p>	<p>ACTUAL PBIS implementation through LACOE PBIS ticket pulling (2x's per month) Attendance clerk stipend Did not do the BIG TICKET event, but rather we had a Bear Bash for students with no referrals and no uniform violations SWIS discipline data tracking system SWIS data entry clerk</p>
<p>BUDGETED PBIS implementation through LACOE 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000</p>	<p>ESTIMATED ACTUAL PBIS implementation through LACOE 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000</p>

Expenditures

Attendance clerk stipend
 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000
 SWIS discipline data tracking system 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 500
 SWIS data entry clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000

Attendance clerk stipend
 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000
 SWIS discipline data tracking system 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 500
 SWIS data entry clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000

Action **3**

Actions/Services

PLANNED
 Uniforms for students to feel a sense of pride in self and school
 GPA Board recognition

BUDGETED
 Uniforms for students to feel a sense of pride in self and school 4000-4999: Books And Supplies Supplemental and Concentration 3,500

ACTUAL
 Uniforms for students to feel a sense of pride in self and school
 We included in this category:
 school ID's
 Den patches/logos
 Den polos
 Full uniform

ESTIMATED ACTUAL
 Uniforms for students to feel a sense of pride in self and school 4000-4999: Books And Supplies Supplemental and Concentration 10,016.21

Action **4**

Actions/Services

PLANNED
 Sock hops (decorations and music)
 School Wide Service projects
 F.O.R Club (Friends of Rachel) promotes connections among students despite differences

BUDGETED
 0

ACTUAL
 Sock hops (decorations and music)
 School Wide Service projects
 F.O.R Club (Friends of Rachel) promotes connections among students despite differences

ESTIMATED ACTUAL
 0

Action **5**

Actions/Services

PLANNED
 Clubs/enrichments

ACTUAL
 CCCS has a full sports program run after school through the Foundation for Interscholastic Youth Association (FIYA)

	<p>Sports</p> <p>BUDGETED Team Uniforms 4000-4999: Books And Supplies Supplemental and Concentration 1000 Team fees 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,900</p>	<p>Uniforms were purchased as well as team membership.</p> <p>ESTIMATED ACTUAL Team uniforms 4000-4999: Books And Supplies Supplemental and Concentration 831.61 Team Fees 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,465</p>
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Action **6**

<p>Actions/Services</p> <p>PLANNED</p> <p>Athletic Director Stipend</p> <p>Advisories/Character Traits</p> <p>College Success Services (awaiting proposal)</p>	<p>BUDGETED Athletic Director Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,500</p>	<p>ACTUAL</p> <p>Athletic Director Stipend</p> <p>ESTIMATED ACTUAL Athletic Director Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3,000</p>
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Action **7**

<p>Actions/Services</p> <p>PLANNED</p> <p>Community service projects with advisory classes</p> <p>Student Council</p>	<p>BUDGETED 0</p>	<p>ACTUAL</p> <p>Community service projects with advisory classes</p> <p>Student Council</p> <p>ESTIMATED ACTUAL 0</p>
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Action **8**

<p>Actions/Services</p> <p>PLANNED</p> <p>Leadership Electives</p> <p>Jeans for Autism</p> <p>Pennies for Patients</p>	<p>BUDGETED 0</p>	<p>ACTUAL</p> <p>Leadership Electives</p> <p>Jeans for Autism</p> <p>Pennies for Patients</p>
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Expenditures

BUDGETED
0

ESTIMATED ACTUAL
0

Action **9**

Actions/Services

PLANNED
Jeans for Vets

ACTUAL
Jeans for Vets

Hygienic Kits

Hygienic Kits

Blanket Collections

Blanket Collections

Expenditures

BUDGETED
0

ESTIMATED ACTUAL
0

Action **10**

Actions/Services

PLANNED
Sole for Souls

ACTUAL
CCCS utilized the services of a part-time therapist for our students needing emotional and behavior supports

After School therapist

School Counselor stipend

Our school counselor is responsible for addressing discipline issues and contacting parents as it relates to these issues during the school day

Expenditures

BUDGETED
After School therapist 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 16,000

ESTIMATED ACTUAL
After School therapist 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 14,400

School Counselor stipend
2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000

School Counselor stipend
2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000

Action **11**

Actions/Services

PLANNED
Beginning and end of the year Den Celebrations

ACTUAL
Beginning and end of the year Den Celebrations

Den Days (spirit days)

Den Days (spirit days)

Bear Bash for students without referrals or uniform violations

Bear Bash for students without referrals or uniform violations

<p>Expenditures</p> <p>BUDGETED</p> <p>Beginning and end of the year Den Celebrations</p> <p>Den Days (spirit days)</p> <p>Bear Bash for students without referrals or uniform violations</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 16,500</p>	<p>ESTIMATED ACTUAL</p> <p>Beginning and end of the year Den Celebrations</p> <p>Den Days (spirit days)</p> <p>Bear Bash for students without referrals or uniform violations</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 2,850</p>
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Action **12**

<p>Actions/Services</p> <p>PLANNED</p> <p>Den Excellence Jacket presentation 2x</p> <p>(5 students per semester)</p> <p>BUDGETED</p> <p>Den Excellence Jacket presentation 2x</p> <p>(5 students per semester)</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 2,200</p>	<p>ACTUAL</p> <p>Den Excellence Jacket presentation 2x</p> <p>(5 students per semester)</p> <p>ESTIMATED ACTUAL</p> <p>Den Excellence Jacket presentation 2x</p> <p>(5 students per semester)</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 2,200</p>
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Action **13**

<p>Actions/Services</p> <p>PLANNED</p> <p>Wolf Camp (Science and leadership camp)</p> <p>BUDGETED</p> <p>Wolf Camp (Science and leadership camp) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 35,000</p>	<p>ACTUAL</p> <p>Wolf Camp (Science and leadership camp)</p> <p>ESTIMATED ACTUAL</p> <p>Wolf Camp (Science and leadership camp) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 35,000</p>
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Action **14**

<p>Actions/Services</p> <p>PLANNED</p> <p>Mother/Daughter/Son Tea</p> <p>Reward Trips</p> <p>BUDGETED</p> <p>Mother/Daughter/Son Tea</p> <p>Reward Trips</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,000</p>	<p>ACTUAL</p> <p>Mother/Daughter/Son Tea</p> <p>Reward Trips</p> <p>ESTIMATED ACTUAL</p> <p>Mother/Daughter/Son Tea</p> <p>Reward Trips</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 11,232</p>
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Action **15**

<p>Actions/Services</p> <p>PLANNED</p>	<p>ACTUAL</p>
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Expenditures	Wheel Spin Wednesday rewards teachers and students spin as an incentive for positive behavior and school spirit
BUDGETED	0

Expenditures	Wheel Spin Wednesday rewards teachers and students spin as an incentive for positive behavior and school spirit
ESTIMATED ACTUAL	0

16

Action	PLANNED
Actions/Services	Semester Break Staff Lunch
Expenditures	Teacher/Admin/TA appreciation day

Action	ACTUAL
Actions/Services	Teacher/Admin/TA appreciation day
Expenditures	Teacher/Admin/TA appreciation day 4000-4999: Books And Supplies Supplemental and Concentration 4,000

Expenditures	BUDGETED
Expenditures	Semester Break Staff Lunch
Expenditures	500
Expenditures	Teacher/Admin/TA appreciation day 4000-4999: Books And Supplies Supplemental and Concentration 4,000

Expenditures	ESTIMATED ACTUAL
Expenditures	Semester Break Staff Lunch
Expenditures	0
Expenditures	Teacher/Admin/TA appreciation day 4000-4999: Books And Supplies Supplemental and Concentration 3,000

17

Action	PLANNED
Actions/Services	BCCLT Stipends (3Kx8)
Expenditures	BUDGETED
Expenditures	BCCLT Stipends (3Kx8) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 24,000

Action	ACTUAL
Actions/Services	BCCLT Stipends (3Kx8) Our culture and climate leadership team
Expenditures	ESTIMATED ACTUAL
Expenditures	BCCLT Stipends (3Kx8) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 24,000

18

Action	PLANNED
Actions/Services	Beginning of the year team building
Expenditures	End of the year team building

Action	ACTUAL
Actions/Services	Beginning of the year team building
Expenditures	ESTIMATED ACTUAL
Expenditures	Beginning of the year team building

Expenditures	BUDGETED
Expenditures	Beginning of the year team building
Expenditures	2,000
Expenditures	End of the year team building 4000-4999: Books And Supplies Supplemental and Concentration 2,000

Expenditures	ESTIMATED ACTUAL
Expenditures	Beginning of the year team building
Expenditures	0
Expenditures	End of the year team building 4000-4999: Books And Supplies Supplemental and Concentration 2,000

Action 19

Actions/Services	PLANNED	ACTUAL
Expenditures	Admin Retreat BUDGETED Admin Retreat 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 7,000	Admin Retreat ESTIMATED ACTUAL Admin Retreat 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,714

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The combined actions and services for this goal is what lead to the overall achievement of our students as well as their connectedness to the CCCS community. The actions were very student-centered, and highly incentivized. The students could trust that what was promised was going to be fulfilled, and with parent by-in being high the students were encouraged at home to do their best at school.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services was evident in the goals being met. Not were the goals met, but overall they were surpassed. 6th graders have 45% of students on the GPA board
 7th graders have 53% of students on the GPA board
 8th graders have 61% of students on the GPA board
 Our 6th graders entered the school year very low skilled, and they lacked the motivation and drive to succeed. They have since shown growth and maturity overall. Many of our underachieving students will enter the 2017-18 school year on contract that includes guidelines for growth
 6th graders have 74% of students at a 2.5 or higher
 7th graders have 74% of students at a 2.5 or higher
 8th graders have 82% of students at a 2.5 or higher
 CCCS students are working hardest he classroom, and feel it is important to achieve academically. Our students receive incentives for their achievement and positive behavior, and it is believed this contributes to their overall growth and achievement

Our goal was to not have more than 45 referrals in a month (includes our after school program -BBP)
 There were two months where we didn't meet this goal.
 Referral report by month: *** over the 45 referral count

September.....	23
October.....	42
November.....	54***
December.....	28
January.....	26
February.....	42
March.....	46***
April.....	21

May.....44

The PBIS team met with the staff about utilizing more intervention strategies to assist our students with chronic behavior issues. Some of these students were referred to our school therapist.

CCCS ADA is at 98%

Tardies to school continue to be a problem for some of our students. The students who were chronically tardy did not improve in their timeliness.

Of our students responding to our school survey 95% of our students feel very connected to the school community. The areas where students stated a disconnect

We were well over budget in the area of uniforms. It was decided after the initial budget to purchase more uniforms since our families were in need and many could not afford to purchase them. We were well under budget in the area of spirit days/den days, Bear Bash this is due to the fact we had a core group of parents who donated an abundance of time and resources to our special events. These parents are known as the CCCS PALS (parent as leaders). The parent commitment in this group far exceeded our expectations.

We will maintain this goal for the upcoming school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Teachers are credentialed and trained to teach our 21st Century Learners.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 90% of our teachers are credentialed.
- 80% of teachers will report via survey that they have been appropriately trained and are confident teaching the CCSS, inputting data, scoring assignments using standards based grading.
- 100% of our teachers will be evaluated once per semester and observed three times per semester
- 20% will receive on-going lesson and unit plan feedback from the Dean of Instruction and curriculum. 100% will receive on-going lesson and unit plan feedback from the department chairs.
- 100% of teachers will use and refer to accountability sheet as it relates to ELL's.

ACTUAL

Out of 18 full time teachers 12 are fully credentialed (67%). Of the 6 who are not fully credentialed, two are awaiting clearance on out of state credentials, one will be renewing an expired credential and one more will be going through BTSA in the fall. CCCS will lose one credentialed teacher, as she is going to teach at the elementary level. Her replacement has already been hired, and he is un-credentialed, but on track to be credentialed in math.

76% of teachers reported via survey that they have been appropriately trained and are confident teaching the CCSS.

67% of teachers reported via survey that they have been appropriately trained and are confident inputting data.

75% of teachers reported via survey that they have been appropriately trained and are confident using standards based grading.

100% of our teachers have been evaluated once per semester and observed three times per semester via visual walk observations and recorded walk through observations.

20% have received on-going lesson and unit plan feedback from the Dean of Instruction and curriculum. 100% have received on-going lesson and unit plan feedback from the department chairs. Teachers submit their lessons for review the Dean of Instruction and the Departments Chairs weekly for review. The Dean of Instruction and Departments Chair review and give feed back to teachers weekly. The Dean of Instructions works one on one with those teachers who new and/or in need of assistance. Department Chairs review lesson plans to ensure department uniformity and standard alignment.

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED	ACTUAL
<p>New teacher induction meeting (insight training from Assistant Principal)</p> <p>Beginning Teacher Support (BTSA)</p> <p>2 On-site BTSA coordinators</p> <p>HR Director stipend maintaining the records for teacher programs</p>	<p>Assistant Principal provided Insight Training to our new teacher and constant support throughout the year. New Teacher Meetings were held regularly throughout the year to check in, remind and guide teacher through processes, procedures, protocols, management as it relates to the school and their classroom.</p> <p>Support Provider worked with this years candidate to clear credential trough Induction Program at LACOE. Support Provider and Participating Teacher met once a week to collaborate and plan for Modules that are part of the Induction Program. There was constant communication with administration as it related to the goals for participating teacher. Both Support Provider and Teacher attended three Teacher Learning Community (TLC's) throughout the year and Support Provider attended Mentor Meetings to network and make sure program was being implemented properly.</p>
BUDGETED	ESTIMATED ACTUAL
<p>New teacher induction meeting (insight training from Assistant Principal)</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,000</p> <p>Beginning Teacher Support (BTSA)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 9,000</p> <p>2 On-site BTSA coordinators 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8,000</p>	<p>New teacher induction meeting (insight training from Assistant Principal)</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,000</p> <p>Beginning Teacher Support (BTSA)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000</p> <p>2 On-site BTSA coordinators 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8,000</p>

Expenditures

HR Director stipend maintaining the records for teacher programs 2000-2999: Classified Personnel Salaries Concentration 5,000

HR Director stipend maintaining the records for teacher programs 2000-2999: Classified Personnel Salaries Concentration 5,000

Action **2**

Actions/Services

PLANNED
Two ELL coordinators to provide on-going support and PD

ACTUAL
Our English Language Coordinators work together to provide necessary and information to all stakeholders. They provide important information to parents of English Learners through our English Learner Committee. They worked together to provide an English Language Crash Course in the summer to all English Learners in which they explained the importance of demonstrating their knowledge; working on these four skills (reading, writing, listening, and speaking) They provided Professional Development to teachers on strategies to use in the classroom to better serve our English Learners. The EL Coordinators prepared to administer the CELDT test and also work with teachers throughout the reclassification process.

Expenditures
BUDGETED
Two ELL coordinators to provide on-going support and PD 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8,000

ESTIMATED ACTUAL
Two ELL coordinators to provide on-going support and PD 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8,000

Action **3**

Actions/Services

PLANNED
Teachers will observe model teachers implementing CCSS at a training school

ACTUAL
8 teachers and 3 administrators went to the Harlem Children's Zone. We participated in a 2 day intensive training. It was during this time we learned about their implementation techniques for the many programs within their pipeline. The programs are not limited to school-based, but rather community-based as well. Upon our return CCCS is working on our own pipeline to be more inclusive of our community.

Teacher release days
California Charter School Association (CCSA) conference for school leadership

Expenditures
BUDGETED
Teachers will observe model teachers implementing CCSS at a training school
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 25,000

ESTIMATED ACTUAL
11 staff went to the Harlem Children's Zone
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 21,000

Teacher release days
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 500
California Charter School Association (CCSA) conference for school leadership
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000

Teacher release days
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 512.04
California Charter School Association (CCSA) conference for school leadership
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,819

Action **4**

Actions/Services

PLANNED
TEAL to incorporate the arts to the CCSS curriculum
Think CERCA program to promote better writing skills
VTS (visual thinking System)
Thinking maps/notes
“Think Tank” strategies training and implementation
Department chairs to facilitate curriculum use in the classroom, and assure all teachers are being held accountable
ERD’s (early release days) for training, PD’s, workshops, and meetings
BUDGETED
Think CERCA 17,000
Department chairs to facilitate curriculum use in the classroom, and assure all teachers are being held accountable
1000-1999: Certificated Personnel Salaries Supplemental and Concentration 25,000
Early Release Day Professional development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4,500

ACTUAL
Teacher’s participated in the Technology Enhanced Arts Learning (TEAL) program. Two teachers attended TEAL training and brought back strategies to use music and dance in our classroom. This information was related to our teachers through a Professional Development. Our teachers are required to incorporate TEAL (art, music, dance) in their lesson plans as a way to access students prior knowledge to make connections, encourage critical thinking, and promote conflict resolution.
Teachers were part of a Professional Development in which they learned about Visual Thinking Strategies. These strategies help teachers become more aware of their students learning, see what they have learned, provide different opportunities to demonstrate knowledge and with this, assess and modify lessons as needed.
ESTIMATED ACTUAL
Think CERCA (Cost unavailable at the time of the update)
Department chairs to facilitate curriculum use in the classroom, and assure all teachers are being held accountable
1000-1999: Certificated Personnel Salaries Supplemental and Concentration 25,000
Dr. Kathy Perez Professional development (Motivating reluctant Learners:Strategies for Success) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,924.63

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>There is an overall attempt to support all teachers in their growth and development as educators and leaders. The implementation of the actions and services allowed teachers to feel confident developing their own curriculum and teaching their curriculum to diverse learners. Our Dean of Instruction and Curriculum and the department chairs provided support and clarity to teachers. Early Release Days allowed teachers time to meet in departments to maintain clarity in professional expectations. The teachers communicated instructional support needs. Early Release Days also provided time for teachers to receive professional development from professional consultants.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>The overall effectiveness was less than anticipated. After analyzing the data it showed that teachers who felt they weren't confident utilizing backward design and teaching to the common core state standards was due to the fact that all teachers were surveyed. Elective teachers didn't receive the same comprehensive training as the core instructors, hence their response was they were not as confident.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>The differences in the budgeted amounts were not significant. At the time of this update the Think CERCA invoice was unavailable.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>The change in this goal will be include the elective teachers in more comprehensive CCSS training.</p>

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Our students will demonstrate proficiency in reading and math.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

At the end of the school year our Achieve 3000 lexile growth will be at +20 for 6-8 graders

Illuminate benchmark baseline TBD

Of EL's tested they will reclassify at 20% 6th grade 40% 7th grade 45% 8th grade
 90% of 8th graders will participate in graduation ceremony (2.0 gpa, no more than 1 D, no F's, and no U's)

For the 2016-17 school year students in the 6th, 7th, and 8th grades will demonstrate a 2% growth in ELA and Math in the percentage of students exceeding or meeting the standard on the SBAC test.

SPED population will demonstrate SBAC growth

ACTUAL

At the end of the school year our Achieve 3000 exile growth was: 6th grade + 50, 7th grade +58, and 8th grade +64

Illuminate Education is a formative assessment tool used to inform both the teacher and student about their understanding of the material presented to student throughout the year. Using these assessment tools the right way can yield an abundance of informative data. According to our initial baseline scores, our students across the board 6th-8th fell into the below and far below basic category. We know that these scores are not reflective of our students. This leads our school to believe that our teachers need further training on how to utilized Illuminate so that our data is reflective of students actual capability. This summer our ELA and Math teachers will be attending a 3 day summer institute training that will train them how to create SBAC mirrored test that meet our needs for accurate data collection, as well as how to calendar the assessments in an effort to show growth.

This year, our 6th and 7th grade English Learners exceeded the reclassification goal. 45% of our 6th grade English Learners who tested reclassified. and 43% of our 7th grade English Learners who tested reclassified. Their goals were 20% and 40% respectively. However, 40% of our 8th grade English Learners reclassified, not meeting the goal which was at 45%. As a school (grades 6-8) there was a 6% improvement on our reclassification rate from last year (15-16) to this year (16-17) going from a 38% to a 44% reclassification. As part of our Summer English Learner Crash Course, we explain to the students the reason and purpose of the California English Language Development Test. We also focused on the specific skills they are tested on. Finally, we made sure we met with parents throughout the year to share not only what we are doing as a school but what they can do at home to help with the

development and strengthening of these skills. This seems to have a great impact, specially with our 6th graders who from last year to this year made a 17% improvement in their reclassification going from a 28% reclassification (15-16) to 43% reclassification as 7th graders (16-17). Our 7th grade English Learners reclassified at a 48% last year (15-16) and at a 40% this year (16-17).

88% of our 8th graders participated in the graduation ceremony. Although we were 2% off from meeting our goal. The class 2017 exceeded our overall expectations. In that 61% of our 8th graders concluded the school year with a 3.0GPA or above, and 74% finished with a 2.5 GPA or above.

CCCS demonstrated SBAC growth in grades 7th and 8th in both ELA and Math exceeding our 2% increase goal:

7th & 8th grade in ELA: 2015-16- 7th...48% 2016-17 7th...55%
8th...45% 52%

7th & 8th grade in Math: 2015-16 7th...25% 2016-17 7th...31%
8th...18% 31%

6th grade did not demonstrate the growth. We will measure them against themselves when the 5th scores are available to us. As a way to circumvent underachievement of incoming students, CCCS is implementing a summer Bootcamp to fill in skill gaps.

SPED population will demonstrate SBAC growth 2016 Baseline:
See inform chart

SPED SBAC for 2016					
	ELA	%	MATH	%	
	exceeds/met		nearly met	exceeds/met	nearly met
6th	No info provided			No info provided	
7th	27%		9%	9%	27%
8th	8%		25%	0%	8%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

PLANNED

ACTUAL

Actions/Services

- Physically fit students/healthy students do better academically
- Scoreboard in the gym
- Gym mats
- Promethean board
- Wireless projector
- Soccer goals + nets
- Shooting "gun"
- PA system for outdoors
- Heavy ropes for exercise
- exercise bands
- jousting equipment
- plyometric box
- Turf field for athletic events outdoors

- Physically fit students/healthy students do better academically
- Scoreboard in the gym
- Gym mats
- Wireless projector
- Soccer goals + nets
- Shooting "gun"
- PA system for outdoors
- Heavy ropes for exercise
- exercise bands
- jousting equipment
- plyometric box
- Turf field for athletic events outdoors

Expenditures

BUDGETED
 Scoreboard for the gym 4000-4999: Books And Supplies Supplemental and Concentration 2,500
 Gym mats 4000-4999: Books And Supplies Supplemental and Concentration 1,072
 Promethean Board 4000-4999: Books And Supplies Supplemental and Concentration 5,174
 Wireless projector 600
 Soccer goals + nets 4000-4999: Books And Supplies Supplemental and Concentration 1,600
 Shooting "gun 4000-4999: Books And Supplies Supplemental and Concentration 230
 Heavy ropes for exercise 4000-4999: Books And Supplies Supplemental and Concentration 450
 jousting equipment 4000-4999: Books And Supplies Supplemental and Concentration 715
 PA system for outdoors 4000-4999: Books And Supplies Supplemental and Concentration 1,080
 Artificial turf 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 65,000

ESTIMATED ACTUAL
 Scoreboard for the gym 4000-4999: Books And Supplies Supplemental and Concentration 2,500
 Gym mats 4000-4999: Books And Supplies Supplemental and Concentration 1,072
 DID not purchase 0
 Wireless projector
 Soccer goals + nets 4000-4999: Books And Supplies Supplemental and Concentration 1,060
 Shooting "gun 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,000
 Heavy ropes for exercise 4000-4999: Books And Supplies Supplemental and Concentration 450
 jousting equipment 4000-4999: Books And Supplies Supplemental and Concentration 715
 PA system for outdoors 4000-4999: Books And Supplies Supplemental and Concentration 1,080
 Artificial turf 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 65,000

Action 2

Actions/Services

PLANNED
 Achieve 3000 computer based differentiated reading curriculum

ACTUAL
 Achieve 3000 computer based differentiated reading curriculum

Illuminate benchmark assessments
 Lease of 150 laptops
 Summer school for student not demonstrating academic proficiency (teacher stipends)

BUDGETED

Achieve 3000 computer based differentiated reading curriculum 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 24,000
 Illuminate benchmark assessments 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4,500
 Summer school stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 39,000

Illuminate benchmark assessments
 Lease of 150 laptops
 Summer school for student not demonstrating academic proficiency (teacher stipends)

ESTIMATED ACTUAL

Achieve 3000 computer based differentiated reading curriculum 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 25,375
 Illuminate benchmark assessments 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4,580
 Summer school stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 39,000

Action **3**

Actions/Services

PLANNED

Math/Reading Fundamentals classroom materials:

- IXL math (four classes)
- 64g Apple TV
- 20 activeexpressions
- Intervention specialist stipend
- Intervention specialist salary

BUDGETED

IXL math 4000-4999: Books And Supplies Supplemental and Concentration 1,089
 64g Apple TV 4000-4999: Books And Supplies Supplemental and Concentration 200
 Active expressions 4000-4999: Books And Supplies Supplemental and Concentration 1,780
 Intervention specialist stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000
 Intervention specialist salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 48,000

ACTUAL

Math/Reading Fundamentals classroom materials:

- IXL math (four classes)
- 64g Apple TV
- 20 activeexpressions
- Intervention specialist stipend
- Intervention specialist salary

ESTIMATED ACTUAL

IXL math 4000-4999: Books And Supplies Supplemental and Concentration 2,800
 64g Apple TV 4000-4999: Books And Supplies Supplemental and Concentration 200
 Active expressions 4000-4999: Books And Supplies Supplemental and Concentration 1,780
 Intervention specialist stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000
 Intervention specialist salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 48,000

Expenditures

Action **4**

Actions/Services

PLANNED

ELA novels
 CCSS aligned Math

ACTUAL

ELA novels
 CCSS aligned Math

- texts
- Math dimensions software license
- HP wireless printer
- Mic and speakers
- 15 lpad minis
- teacher laptop
- promethean actiview
- Promethean table for cooperative learning integration
- Activwall interactive promethean
- MacBook Pro
- Disco light
- Djembe Dru

BUDGETED

McGraw-Hill Math texts 4000-4999: Books And Supplies Supplemental and Concentration 17,000
 Math dimensions software license 4000-4999: Books And Supplies Supplemental and Concentration 29,99
 HP wireless printer 4000-4999: Books And Supplies Supplemental and Concentration 150
 Mic and speakers 4000-4999: Books And Supplies Supplemental and Concentration 570
 15 lpad minis 4,500
 teacher laptop 4000-4999: Books And Supplies Supplemental and Concentration 1,500
 promethean actiview 4000-4999: Books And Supplies Supplemental and Concentration 840
 Activwall interactive promethean 4000-4999: Books And Supplies Supplemental and Concentration 9,000
 MacBook Pro 4000-4999: Books And Supplies Supplemental and Concentration 2,500
 Djembe Dru 4000-4999: Books And Supplies Supplemental and Concentration 150

- texts
- Math dimensions software license
- HP wireless printer
- Mic and speakers
- 15 lpad minis
- teacher laptop
- promethean actiview
- Promethean table for cooperative learning integration
- MacBook Pro
- Djembe Dru

ESTIMATED ACTUAL

McGraw-Hill Math texts 4000-4999: Books And Supplies Supplemental and Concentration 21,909.83
 Math dimensions software license 4000-4999: Books And Supplies Supplemental and Concentration 29,99
 HP wireless printer 4000-4999: Books And Supplies Supplemental and Concentration 150
 Mic and speakers 4000-4999: Books And Supplies Supplemental and Concentration 570
 15 lpad minis 0
 teacher laptop Mac book pro 4000-4999: Books And Supplies Supplemental and Concentration 1,405
 promethean actiview 4000-4999: Books And Supplies Supplemental and Concentration 840
 Activwall interactive promethean 0
 MacBook Pro 4000-4999: Books And Supplies Supplemental and Concentration 1,405
 Djembe Dru 4000-4999: Books And Supplies Supplemental and Concentration 150

Action **5**

Actions/Services

PLANNED

- ALEKS math program
- Intuos tablet
- Calculators X33
- Bluetooth speaker

ACTUAL

- ALEKS math program
- Intuos tablet
- Calculators X33
- Bluetooth speaker

All classes will receive chrome books and charging stations to access technology for assignments, take benchmark assessments, prepare for SBAC assessments, and to complete summative assessments

All classes will receive chrome books and charging stations to access technology for assignments, take benchmark assessments, prepare for SBAC assessments, and to complete summative assessments

Expenditures

BUDGETED
 ALEKS math program 4000-4999: Books And Supplies Supplemental and Concentration 6,750
 Intuos tablet 4000-4999: Books And Supplies Supplemental and Concentration 200
 Calculators X33 4000-4999: Books And Supplies Supplemental and Concentration 313.50
 Bluetooth speaker 4000-4999: Books And Supplies Supplemental and Concentration 599
 Chrome books 4000-4999: Books And Supplies Supplemental and Concentration 139,000

ESTIMATED ACTUAL
 ALEKS math program 4000-4999: Books And Supplies Supplemental and Concentration 6,750
 Intuos tablet 4000-4999: Books And Supplies Supplemental and Concentration 200
 Calculators X33 4000-4999: Books And Supplies Supplemental and Concentration 313.50
 bluetooth speaker 4000-4999: Books And Supplies Supplemental and Concentration 0
 Chrome books 4000-4999: Books And Supplies Supplemental and Concentration 139,000

Action 6

Actions/Services

PLANNED
 Science department continues to implement the NGSS prior to state implementation

- 10 microscopes
- 2 promethean interactive tables
- Teacher editions for science texts
- Marker set
- Class set of scissors
- Rulers
- Storage bins
- 2 telescopes
- Math dimensions software for physics unit
- JBL speakers
- 30 calculators for 8th grade class
- yardsticks
- ipad pro
- actiview promethean

ACTUAL
 Science department continues to implement the NGSS prior to state implementation

- 10 microscopes
- 2 promethean interactive tables
- Teacher editions for science texts
- Marker set
- Class set of scissors
- Rulers
- Storage bins
- 2 telescopes
- Math dimensions software for physics unit
- JBL speakers
- 30 calculators for 8th grade class
- yardsticks
- ipad pro
- actiview promethean

Expenditures

BUDGETED
 10 microscopes 1090
 2 promethean interactive tables 4000-4999: Books And Supplies Supplemental and Concentration 20,000

ESTIMATED ACTUAL
 10 microscopes
 2 promethean interactive tables 4000-4999: Books And Supplies Supplemental and Concentration 25,000

Teacher editions for science texts 4000-4999: Books And Supplies Supplemental and Concentration 210

Teacher editions for science texts 4000-4999: Books And Supplies Supplemental and Concentration 210

Action

7

Actions/Services

PLANNED
Saturday School to with connecting to the classroom curriculum

ACTUAL
Saturday School to with connecting to the classroom curriculum

“Crash Course” for EL students to aid in reclassification efforts
ELL family Nights
Latino Literacy bringing parents together to focus on literacy for their families
CABE conference for 2 coordinators

“Crash Course” for EL students to aid in reclassification efforts
ELL family Nights
Latino Literacy bringing parents together to focus on literacy for their families
CABE conference for 2 coordinators

Expenditures

BUDGETED

“Crash Course” for EL students to aid in reclassification efforts

ESTIMATED ACTUAL

“Crash Course” for EL students to aid in reclassification efforts

1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000

1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000

Latino Literacy bringing parents together to focus on literacy for their families
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,100

Latino Literacy bringing parents together to focus on literacy for their families
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,100

CABE conference for 2 coordinators 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,000

CABE conference for 2 coordinators 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,000

Latino literacy teacher stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000

Latino literacy teacher stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000

Action

8

Actions/Services

PLANNED

85% of 8th graders will graduate:

- grade level chairs prepare students for the expectations for graduation, and conduct meeting with student-led groups
- fieldtrips for achievement incentives
- leadership elective for 7th and 8th graders
- tripod + camera
- digital camera for yearbook

ACTUAL

85% of 8th graders will graduate:

- grade level chairs prepare students for the expectations for graduation, and conduct meeting with student-led groups
- fieldtrips for achievement incentives
- leadership elective for 7th and 8th graders
- tripod + camera
- digital camera for yearbook

BUDGETED
 Expenditures 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,500
 digital camera for yearbook 4000-4999: Books And Supplies Supplemental and Concentration 1,200

ESTIMATED ACTUAL
 grade level chairs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,500
 digital camera for yearbook 4000-4999: Books And Supplies Supplemental and Concentration 1,200

Action **9**

Actions/Services

PLANNED
 After school therapist to assist students having difficulty accessing curriculum due to overwhelming risk factors
 On-going use of 2 vans to enrich the classroom experiences (maintenance)
 Transportation for all fieldtrips

ACTUAL
 After school therapist to assist students having difficulty accessing curriculum due to overwhelming risk factors
 On-going use of 2 vans to enrich the classroom experiences (maintenance)
 Transportation for all fieldtrips

Expenditures

BUDGETED
 After school therapist 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 16,000
 Transportation for all fieldtrips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 50,000

ESTIMATED ACTUAL
 After school therapist 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,860
 Transportation for all fieldtrips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 40,000

Action **10**

Actions/Services

PLANNED
 Our Special Education students will demonstrate growth academically, socially and emotionally as evidenced in their IEP goals
 • SPED director stipend oversee IEP's, assure compliance, align goals with general education curriculum, attend training and run meetings
 • 2 SPED Instructional aids + RSP teacher salary and benefits
 • Occupational therapist on consult
 • 2 SPED coordinators stipends
 • Audio books

ACTUAL
 Our Special Education students will demonstrate growth academically, socially and emotionally as evidenced in their IEP goals
 • SPED director stipend oversee IEP's, assure compliance, align goals with general education curriculum, attend training and run meetings
 • 2 SPED Instructional aids + RSP teacher salary and benefits
 • Occupational therapist on consult
 • 2 SPED coordinators stipends
 • Audio books

Expenditures

BUDGETED
 SPED director stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 15,000
 2 SPED Instructional aids + RSP teacher salary and benefits 1000-1999: Certificated Personnel Salaries SPED 103,843

ESTIMATED ACTUAL
 SPED director stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 15,000
 2 SPED Instructional aids + RSP teacher salary and benefits 1000-1999: Certificated Personnel Salaries SPED 103,843

Occupational therapist on consult 5000-5999: Services And Other Operating Expenditures SPED 5,000
 2 SPed coordinators stipends 2000-2999: Classified Personnel Salaries Supplemental and Concentration 10,000
 Audio Books 4000-4999: Books And Supplies Supplemental and Concentration 160

Occupational therapist on consult 4000-4999: Books And Supplies SPED 1,600
 2 SPed coordinators stipends 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000
 Audio books 4000-4999: Books And Supplies Supplemental and Concentration 160

Action

11

Actions/Services

PLANNED
 SBAC CAASP testing coordinator
 IT coordinator
 Electives supporting CCSS cross-curriculum connection

- Theater
- Art
- Pop-Fiction (teacher stipend)
- Creative Expression

Speaker system for music
 4 stage boxes
 vacuum
 dryerase
 clothing rack for wardrobe
 3 ipad pros
 apple TV
 scholastic art
 color printer
 sax art supplies

ACTUAL
 SBAC CAASP testing coordinator
 IT coordinator
 Electives supporting CCSS cross-curriculum connection

- Theater
- Art
- Pop-Fiction (teacher stipend)
- Creative Expression

Speaker system for music
 4 stage boxes
 vacuum
 dryerase
 clothing rack for wardrobe
 3 ipad pros
 apple TV
 scholastic art
 color printer
 sax art supplies

Expenditures

BUDGETED
 SBAC CAASP testing coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6,000
 IT coordinator 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000
 Electives supporting CCSS cross-curriculum connection 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000
 Ipad Pros 4000-4999: Books And Supplies Supplemental and Concentration 4,200

ESTIMATED ACTUAL
 SBAC CAASP testing coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6,000
 IT coordinator 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,000
 Electives supporting CCSS cross-curriculum connection 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000
 Ipad pros 4000-4999: Books And Supplies Supplemental and Concentration 4,200

Action

12

Actions/Services

PLANNED

ACTUAL

Instructional aids to support classroom instruction salary + benefits	Instructional aids to support classroom instruction salary + benefits
<p>BUDGETED Instructional aids to support classroom instruction salary + benefits 2000-2999: Classified Personnel Salaries Title I 87,343</p>	<p>ESTIMATED ACTUAL Instructional aids to support classroom instruction salary + benefits 2000-2999: Classified Personnel Salaries Title I 87,343</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have been using Achieve3000 for the past 4 years, to increase reading comprehension and lexile levels. Achieve3000 is used by the students weekly and growth is measured monthly. Illuminate assessments are used as benchmarks, formative and summative assessments. Teachers can create their own assessments or utilized the questions from the bank provided by Illuminate. Over the summer, our EL coordinators teach a Crash Course session for those students who have not be able to reclassify with the CELDT test. During this Crash course students are taught specific skills to help strengthen and development the necessary ability to reclassify.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall CCCS has shown success with providing a plethora of actions/services to support growth within our students and teachers academically, physically and mentally. For example, we have seen success academically through the use of Achieve 3000 and ALEKS, physically with the use of new exercise, gym and sports equipment, and mentally with the help of our Special Educational Services, Instructional aids, and Family/literacy Nights.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We will be providing training for our teachers this summer to better utilized Illuminate. Our expectation is, with training we will be able to better gauge the preparedness of our students for the SBAC test. We fell slightly short with reclassifying only 40% of our 8th graders. Our expectations are that next year with the help of Crash Course we will meet our goal of 45%

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We add to the measurable outcomes: For the year 2017 our Statewide School ranking will increase by 1 increment, from a 5 to a 6.
Our ranking of Similar Students will remain the same 10/10.

Stakeholder Engagement

LCAP Year

2017-18 2018-19 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Communication

* School website

Our school website includes general information regarding the LCAP.

* Weekly Newsletter

Our weekly newsletter also informs the parents/community about any pending LCAP information.

* Teleparent

A telephone "blast" is also sent out to inform the parents of meetings and updates to the LCAP planning.

* ParentsSquare

Parents also receive these messages and update through our ParentsSquare, a program that allows two-way communication with parents, via e-mail and text.

* Parent Bulletin Board

Our main office offers a parent bulletin board with a calendar and important information for the parents as it relates to meetings and upcoming events.

* Parent Volunteers Committee

This committee will focus on communicating with parents, recruiting for their engagement and involvement, and supporting the efforts of all parents to be actively participants in their child's education.

*Parent Brochure

This brochure will be a quick way for parents to learn about all the opportunities available to them at our school, encouraging their participation and support in their child's education and our community.

Parent Meetings

* LCAP update Parent Meeting

A survey was passed out to all parents in attendance; they were filled out on site, and turned in. This survey is also posted on our school website where it can be filled out and emailed to either the Principal or Assistant Principal.

* State of the Union: January 21, 2016

The new year began with a well-attended parent meeting conducted in English and Spanish. The annual State of the Union meeting included topics on the LCFF/LCAP. There were over 100 parents working groups to come up with ideas for improvement within the state priorities. Suggestions were recorded and shared with the staff.

* Intervention Meetings

Organized parent meetings to help parents learn how to access our website to locate important information such as the LCAP, newsletter, announcements, teacher's weekly's and Powerschool.

* Advisory Potluck

Families were invited to join us in a potluck in their child's advisory class in which we welcomed all to our community and set our expectations for the rest of the school year.

* English Learner Parent Meeting

Parents of English Learners met to learn about their child's levels, what the school is doing to help in their language development and what they as parents can do at home to help their child succeed. They received information as it relates to the LCAP and English Learners.

* Special Education parent Meeting

Parents of Special Education Students attended workshops lead by Dr. Gordon, our school psychologist. They learned about their rights, their child's rights and how to read their child's IEP. They received information as it relates to the LCAP and English Learners.

* Parents as Leaders (PAL's)

Parents meet twice a month to discuss and plan for parent involvement, workshops, building relationships with the community and stakeholders.

* ESL / GED

Parents will have the opportunity to take classes for personal growth. Our community will benefit from English classes and classes to guide them to receive their GED.

* Parent Den Meetings

Parents will meet and collaborate with den teachers and students regularly to help provide parents an opportunity to learn about their child's teachers, curriculum and school environment.

Parent Involvement

*Parents as Leaders (PAL's)

This team of parents has played a vital role in the determination of fundraising efforts, parent accountability for volunteering, student discipline and academic achievement. Through PAL's, parents become part of committees that target specific areas of growth in our community.

* Annual Fundraisers

Parents participate in our annual fundraisers by donating or serving at our events. They are part of the planning and execution process giving them ownership of the efforts we contribute to our community as a whole.

* Latino Literacy

Parents were invited to participate in the Latino Literacy Program. This program helps parents read with their children and develop skills at home that will help their child succeed. Parents learned that this program is provided as an opportunity to build literacy and healthy family relationships.

* Parent Academy

Parents participate in a 10-week program that will teach them leadership skills to conduct meetings and workshops at our school.

* Parent Workshops

Parents will have opportunities to be part of workshops that will teach them about the technology used at our school which will allow them to better understand their child's curriculum and progress.

Climate and Culture

* Lead Teachers

There are 5 lead teachers out of the 21 teachers on staff. The Lead teachers have demonstrated excellence in their departments. These teachers lead by example by being experts in their subject area content standards, adhering to proven management plans, creating and developing curriculum that is rigorous and standards-based, and they all have the ability to work well in a collegial environment. The Lead Teachers help to design curriculum and strategy implementation that will meet the needs of all students, while focusing on our 8 state priorities.

* Bear Culture and Climate Team

A group of 8 of our teachers are dedicated to lead the activities that help foster a culture and climate of safety, unity and pride in our school and community. The work closely with all teachers in their Den's to make sure all students and staff feel part of the CCCS family.

* Positive Behavior Intervention Support (PBIS)

PBIS is a support system implemented at CCCS to reinforce positive behavior throughout the school. CCCS is also able to track data and notice areas of concern in our school's discipline system, which we can use to document on our measurable outcomes. 6457854eif 7okm19\ . They received information as it relates to the LCAP and English Learners. y They received information as it relates to the LCAP and English Learners.

*Rachel's Challenge

Rachel's Challenge promotes a culture of kindness in our community. A presentation given to both our staff and students and our parents. This culture continuously develops through the F.O.R. Club and advisory lessons.

* Parent Den Leaders

Parents and teachers will collaborate to plan student activities and foster positive relationships within our school and community.

* Generating Resilience to Inspire Transformation (GRIT) Program

This program will be available to students who will benefit from motivational and inspirational workshops to help them with academic and personal success.

School Board

The Century Community Charter School Board is made up of CCCS parents, civic leaders, local businessmen, educators, and politicians. This group also represents our student population of Black and Hispanics. The School Board is kept apprised of all that is going on with CCCS. Our School Board provides input, asks thought provoking questions, and is solution-driven.

The above were conducted this school year. We have worked in developing more ways to get more parent input and involvement. CCCS has also made an effort in developing meetings/workshops to keep parents informed as it relates to our student target groups. Administration is working during the summer of 2016 to provide more opportunities for parents, students and staff to work towards creating a climate and culture of safety, kindness and achievement.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Communication

By having multiple ways to communicate with parents, they feel and are more connected with the school and their child's education. Parents like that they are informed and reminded of the different events, announcements and that they can be reached in case of an emergency.

Surveys and other LCAP information was promptly delivered to the parents.

Parent Meetings

Stakeholder input indicated the focus on closing the achievement gap by focusing on intervention. "Student Achievement" was reflected as the Top Priority of the eight state priorities.

While staff recorded "Parental Involvement" as the second most important state priority, the parents view "School Climate" as the second most important state priority.

There have been "Meet and Eat" meetings with parents of low achieving students to strategize and plan to meet the needs of these students. The overview included: plan for improvement, family engagement, staff support, attendance, positive behavior outcomes, and classroom engagement.

Parent Involvement

Parents were appreciative of the opportunities and information provided to them at the different meetings. They also provided feedback that was taken into consideration for future planning of the LCAP.

Climate and Culture

Teachers, Parents and Students were given and took the opportunity to continuously work towards making our community a safe environment for our students to learn in the classroom and develop life long skills to succeed in life.

Collecting data was also helpful to measure our goals and report back on the LCAP.

School board

The school board discusses, asks questions and provides feedback for the LCAP prior to approving it.

They are kept abreast of the progress of the different programs and plans in the LCAP.

Top Priorities

The following were prioritized as a result of discussions:

- Lead Teachers for core subjects
- Bear Climate and Culture Team
- Accountability in the classroom/Dean of Instruction position
- Commitment to the arts...full-time music instructor
- Parent Engagement Committee (Bear PIT)
- ELD Coordinator
- Character Development Program ...Bears Raise The Bar (BRTB)
- Early Release Days (ERD)
- Benchmark Assessment (AIMS WEB)
- Differentiated Reading program (Achieve 3000)
- PBIS

The development of more opportunities will help in the development of meetings, workshops and a climate where parents, staff and students truly understand the LCAP goals.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

- New Modified Unchanged

Goal 1

Our facilities will be in good repair and safe for all students.

[State and/or Local Priorities Addressed by this goal:](#)

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

[Identified Need](#)

High traffic areas and classrooms need updated materials to deal with the wear and tear of 12 years of operation.



EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of the repairs and/or improvements will be complete.				

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
	<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:
			<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
	<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>			<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The exterior and interior walls of the school will be painted		

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	1,450.00	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	
Amount	2,475.00	Amount		Amount	
Source	Concentration	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	
Amount	7,474.00	Amount		Amount	
Source	Concentration	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	
Amount	730.00	Amount		Amount	
Source	Concentration	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	
Amount	847.00	Amount		Amount	
Source	Concentration	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
 All Students with Disabilities [Specific Student Group(s)]

Location(s)
 All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners
 Foster Youth
 Low Income

Scope of Services

- LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

Location(s)

- All Schools
 Specific Schools:
 Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New
 Modified
 Unchanged

Material and labor for classroom carpet and rubber bases on the hallway walls

2018-19

- New
 Modified
 Unchanged

2019-20

- New
 Modified
 Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	5,299.00
Source	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	2,521.00
Source	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18 New Modified Unchanged

2018-19 New Modified Unchanged

2019-20 New Modified Unchanged

Safety locks will be installed on all doors of the interior building

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	3,000.00		
Source	Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools:

Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools:

Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

New bleachers, chairs and tables will be purchased for the gym.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 9,000.00

Source Concentration

Budget Reference 4000-4999: Books And Supplies

Amount 5666.57

Source Concentration

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount

Source

Budget Reference

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Office modules for a safe and organized office space

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount: 30,000.00

Source: Base

Budget Reference: 4000-4999: Books And Supplies

2018-19

Amount:

Source:

Budget Reference:

2019-20

Amount:

Source:

Budget Reference:

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 2

Families will have multiple opportunities to learn how to be active participants in their child's education and develop and maintain healthy communication with their child and school's community.

[State and/or Local Priorities Addressed by this goal:](#)

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

Families need to feel welcomed and supported while supporting the school's efforts in communication between school and family in order to help their children succeed.

[Identified Need](#)



EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

- New Modified Unchanged

Goal 3

Century Community Charter School will have a culture and climate that is positive and promotes positive student behavior, attendance, and student academic achievement.

[State and/or Local Priorities Addressed by this goal:](#)

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

[Identified Need](#)

Students need to feel like the belong to a special community that fosters the development of the whole person.



EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>6 th graders will have 47% of students on the GPA Board</p> <p>7 th graders will have 49% of students on the GPA Board *Students on the GPA board means they have a 3.0 or</p> <p>8 th graders will have 43% of students on the GPA Board above</p>				
<p>The percentage of students at a 2.5 or above will be at 56% for 6th graders, 57% for 7th graders and 50% for 8th graders.</p>				
<p>There will not be more than 45 referrals (includes BBP) per month.</p>				
<p>Our ADA will be maintained at 97% or higher. Of students that are chronically tardy, 25% of those will come to school on time (measured 2x's per year)</p>				
<p>Student survey will report that 80% are connected to the school community.</p>				

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Uniforms for students to feel a sense of pride in self and school
 *full uniform- vest with den patch, white button down shirt, navy blue uniform pants
 * Wednesday spirit attire- Den polos
 *Friday- Den T-shirts (earned privilege by selecting any one of the following: participation in after school enrichments, Name on the GPA board, no referrals, no uniform violations, 100% homework completion)

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 12,000
 Source Supplemental and Concentration

2018-19

Amount
 Source

2019-20

Amount
 Source

Budget Reference: 4000-4999: Books And Supplies

Budget Reference

Budget Reference

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Den Days (on minimum days) Organized by the BCCLT (8 teachers receive a stipend)
 * includes challenges between the different dens
 * student participation is earned
 * students unable to participate will go to study hall with grade level teacher providing supplemental work to assist with student achievement
 * attendance clerk stipend to monitor student attendance and incentives

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	56,000	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference		Budget Reference	
Amount	10,000	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	4000-4999: Books And Supplies	Budget Reference		Budget Reference	
Amount	5,000	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference		Budget Reference	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Positive Behavior Intervention and Support (PBIS)
 *Includes School-wide Intervention System (data tracker of referrals)
 * stipend for staff inputting data

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Amount 3,000

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures

Amount 5,000

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries

Amount 300

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Student reward trips-
 *WOLF Camp- students with a 3.5 GPA along with teacher referral of students with lower GPA's, but demonstrate leadership potential
 *Skyzone
 *Costa Rica scholarship
 *Knott's Berry farm

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	43,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Sports and enrichments contribute to students overall ability to function during the school day.
 *Athletic Director stipend
 *ASES after school program
 * I AM productions provides music lessons and theatrical performances

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Source	Amount	Source	Amount	Source
3,000	Supplemental and Concentration				
	Budget Reference		Budget Reference		Budget Reference
150,000	1000--1999: Certificated Personnel Salaries				

Source	After School Education and Safety (ASES)	Source		Source	
Budget Reference	0001-0999: Unrestricted: Locally Defined	Budget Reference		Budget Reference	
Amount	60,000	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Mental Health Program:
 * School therapist /PBIS stipend
 * School therapist for students with IEP's

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

* School counselor focusing solely on day to day discipline

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Source	Amount	Source	Amount	Source
56,000	Supplemental				
	5000-5999: Services And Other Operating Expenditures				
9000	Special Education				
	5000-5999: Services And Other Operating Expenditures				
5000	Supplemental				
	2000-2999: Classified Personnel Salaries				

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

Specific Schools:
 Specific Grade spans:

[Location\(s\)](#)

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

3 day Staff retreat:
 * the entire staff will focus on how to highlight strengths and weakness to better serve CCCS students
 * staff will have a variety of PD's during this time to reaffirm our duties and commitment to the overall culture and climate of CCCS, which contributes to the overall academic success of all students.

Harlem Children Zone Professional Development:
 *6 staff will visit the HCZ schools to further solidify and define our Pipeline

2018-19

New
 Modified
 Unchanged

2019-20

New
 Modified
 Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Amount	28,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	12,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 4

Teachers are credentialed and trained to teach our 21st Century Learners.

[State and/or Local Priorities Addressed by this goal:](#)

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

[Identified Need](#)

Students need to have well trained and highly qualified teachers preparing them for careers and college.



EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> 90% of our teachers are credentialed. 80% of teachers will report via survey that they have been appropriately trained and are confident teaching the CCSS, inputting data, scoring assignments using standards based grading. 100% of our teachers will be evaluated once per semester and observed three times per semester 20% will receive on-going lesson and unit plan feedback from the Dean of Instruction and curriculum. 100% will receive on-going lesson and unit plan feedback from the department chairs. 100% of teachers will use and refer to accountability sheet as it relates to ELL's. * 100% of teachers will utilize video taping, reflections, and Teacher ISP's to self monitor and reflect on teaching practices. 				

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
 All
 Students with Disabilities
 [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18 New Modified Unchanged

2018-19 New Modified Unchanged

2019-20 New Modified Unchanged

New Teacher induction meeting (insight training) from Assistant Principal

BUDGETED EXPENDITURES

2017-18 Amount 4,000

Source Supplemental and Concentration

2018-19 Amount

Source

2019-20 Amount

Source

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners
 Foster Youth
 Low Income

Scope of Services

- LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

Location(s)

- All Schools
 Specific Schools:
 Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New
 Modified
 Unchanged

Professional development conferences will enable educators to develop more effective practices, knowledge and skills needed to address students' major learning challenges as well as strengthen their performance levels. (CUE conference, CAFE, Science Conference, Awaken, Rachel Challenge, PBL, LACOE, CCSA, CSDC, Illuminate, DataWorks, Harlem Children Zone)

2018-19

- New
 Modified
 Unchanged

2019-20

- New
 Modified
 Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 7,000

Source Supplemental and Concentration

Amount 7,000

Source Supplemental and Concentration

Amount 690

Source Supplemental and Concentration

Amount 6,000

Source Supplemental and Concentration

2018-19

Amount

Source

Amount

Source

Amount

Source

Amount

Source

2019-20

Amount

Source

Amount

Source

Amount

Source

Amount

Source

Amount	2,000	Amount	Amount	Amount
Source	Supplemental and Concentration	Source	Source	Source
Amount	8,000	Amount	Amount	Amount
Source	Supplemental and Concentration	Source	Source	Source
Amount	3,000	Amount	Amount	Amount
Source	Supplemental and Concentration	Source	Source	Source
Amount	8,000	Amount	Amount	Amount
Amount	6,000	Amount	Amount	Amount
Source	Supplemental and Concentration	Source	Source	Source
Amount	8,000	Amount	Amount	Amount
Source	Supplemental and Concentration	Source	Source	Source

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools

Specific Schools:

Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide essential and accessible teacher/parent communication through Schoolmint, Hero, Blackboard, Parent Squared, SWIS, PowerSchool, server upgrade, license for chrome books.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 5,000

Source Supplemental and Concentration

Amount 2,200

Source Supplemental and Concentration

Amount 3,800

Source Supplemental and Concentration

Amount 1,000

Source Supplemental and Concentration

Amount 300

Amount 5,000

Source Supplemental and Concentration

Amount 15,000

Source Supplemental and Concentration

Amount 15,000

2018-19

Amount

Source

Amount

Source

Amount

Source

Amount

Source

Amount

Amount

Source

Amount

Source

Amount

2019-20

Amount

Source

Amount

Source

Amount

Source

Amount

Source

Amount

Amount

Source

Amount

Source

Amount

Source Supplemental and Concentration Source Source

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

<p>2017-18</p> <p><input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p> <p>Beginning Teacher Support (B TSA)</p>	<p>2018-19</p> <p><input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p>	<p>2019-20</p> <p><input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p>
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BUDGETED EXPENDITURES

<p>2017-18</p> <p>Amount <input type="text" value="9,000"/></p>	<p>2018-19</p> <p>Amount <input type="text"/></p>	<p>2019-20</p> <p>Amount <input type="text"/></p>
--	--	--

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18 New Modified Unchanged

2018-19 New Modified Unchanged

2019-20 New Modified Unchanged

HR Director Stipend for maintaining the records for teacher programs

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 5,000	Amount:	Amount:

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18 New Modified Unchanged

2018-19 New Modified Unchanged

2019-20 New Modified Unchanged

CELDT Coordinator

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
4,000		

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18 New Modified Unchanged

2018-19 New Modified Unchanged

2019-20 New Modified Unchanged

Two ELL coordinators to provide on-going support and PD

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
8,000		

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

New Teacher induction meeting (insight training) from Assistant Principal

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Teacher Salaries
Teacher benefits

BUDGETED EXPENDITURES

2017-18

Amount	948,400
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	224,444
Source	Base
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Our students will demonstrate proficiency in reading and math.

Goal 5

[State and/or Local Priorities Addressed by this goal:](#)

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

CCCS students need to have multiple opportunities to become more adept critical thinkers and problem solvers. They need to have a rich and well balanced curriculum that enhances all of their strengths, while promoting success in reading and math.

[Identified Need](#)



PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>		<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>		<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>		<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>		<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>		<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Physically fit students are healthy students and do better academically
 *skiz agility trainer pro
 *skiz speed hurdle pro
 *3 lbs mini medicine balls
 * Drill mat
 *gym boss timer

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 260.00

2018-19

Amount

2019-20

Amount

Source	Supplemental and Concentration	Source		Source	
Budget Reference	4000-4999: Books And Supplies	Budget Reference		Budget Reference	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Teachers will have the a variety of educational software to supplement the common core curriculum and provide data through assessments.
 *Achieve 3000 differentiated computer reading curriculum
 *Illuminate benchmark assessments

BUDGETED EXPENDITURES

2017-18

Amount 37,000

2018-19

Amount

2019-20

Amount

Source	Supplemental	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Students will have the use of educational software to supplement the common core curriculum and provide a variety of supports and practice.
 *Sumdog (math games)
 *vocabulary.com
 *IXL
 * Aleks math skill practice
 *flocabulary
 *brainpop

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	30,000		
Source	Supplemental	Source	Source
Budget Reference	4000-4999: Books And Supplies	Budget Reference	Budget Reference

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

	2017-18	2018-19	2019-20
	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Practical math and ELA classroom provided as intervention classes to our "cusp" students (on the verge of CAASP proficiency)
 *Teacher materials and furniture for the classroom
 *Intervention specialist salary
 * Intervention specialist data stipend

*Intervention class support staff

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Source	Amount	Source	Amount	Source
3,680.00	Supplemental and Concentration				
	Budget Reference				
4000-4999: Books And Supplies					
	Budget Reference				
48,000	Supplemental and Concentration				
	Budget Reference				
1000-1999: Certificated Personnel Salaries					
	Budget Reference				
13,000	Supplemental and Concentration				
	Budget Reference				
1000-1999: Certificated Personnel Salaries					
	Budget Reference				
32,000	Supplemental and Concentration				
	Budget Reference				
2000-2999: Classified Personnel Salaries					
	Budget Reference				

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

 All

 Students with Disabilities

 [Specific Student Group(s)]

Location(s)

 All Schools

 Specific Schools:

Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

Common Core project based math classrooms will have the necessary curriculum and curriculum supports *text books that are aligned to the CCSS

2018-19

- New Modified Unchanged

2019-20

- New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	15,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- All Students with Disabilities [Specific Student Group(s)]

Location(s)

- All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18 New Modified Unchanged

2018-19 New Modified Unchanged

2019-20 New Modified Unchanged

Every department will have a department chair that will work directly with the Dean of Instruction and curriculum to ensure all departments are teaching the standards based curriculum mandated by CCCS

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	35,000		
Source	Supplemental and Concentration	Source	Source
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	Budget Reference

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18 New Modified Unchanged

2018-19 New Modified Unchanged

2019-20 New Modified Unchanged

Every classroom will have the necessary technology to prepare every student for the 21st century. This will assist in activating student's ability to access information and prepare for college and careers.

BUDGETED EXPENDITURES

2017-18

Amount	120,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	12,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	450,00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The Science department continues to transition to the NGSS standards prior to full implementation. The science classes utilize project based, hands on learning opportunities to engage students in the classroom. Each class will be equipped with the necessary supplies.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 1,800.00

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The ELA classrooms use novels to connect to the common state standards. The curriculum is designed to be interactive and project based.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 10,000.00

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

All new students will be tested in basic math skills. If proficiency is not met the new students will be required to attend Summer Bootcamp.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	22,000.00
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	10,000.00
Source	Supplemental and Concentration

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	

Budget Reference 2000-2999: Classified Personnel Salaries

Budget Reference

Budget Reference

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- All Students with Disabilities [Specific Student Group(s)]

Location(s)

- All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

2018-19

- New Modified Unchanged

2019-20

- New Modified Unchanged

Students having difficulty during the regular school year will receive supplemental educational opportunities during the summer with small class sizes and a shorter day. Support staff to prepare the school for summer use. Students will be able to participate in a sports camp during the summer to keep them active and safe during the summer.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	26,000	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference		Budget Reference	
Amount	4,000	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference		Budget Reference	
Amount	12,000	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	
Amount	8,000	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference		Budget Reference	
Amount	6,000	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference		Budget Reference	
Amount	6,000	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference		Budget Reference	

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

"Crash Course" for EL students in the summer to aid in reclassification efforts

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	9,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	6,000
Source	Supplemental and Concentration

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	

Budget Reference 2000-2999: Classified Personnel Salaries

Budget Reference

Budget Reference

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- All Students with Disabilities [Specific Student Group(s)]

Location(s)

- All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

2018-19

- New Modified Unchanged

2019-20

- New Modified Unchanged

85% of 8th graders will participate in graduation ceremony:
 *grade level chairs will prepare students for the expectations for graduation, and conduct meeting with student-led groups
 *fieldtrips for achievement incentives
 *8th grade leadership class to lead the "charge" for all 8th graders to get involved in their own success.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	12,000	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference		Budget Reference	
Amount	10,000	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	
Amount	3,200	Amount		Amount	
Source	Supplemental and Concentration	Source		Source	
Budget Reference	4000-4999: Books And Supplies	Budget Reference		Budget Reference	

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Our special education students will demonstrate growth academically, socially and emotionally as evidenced in their IEP goals:
 *SpEd director stipend to oversee all IEP's, ensure compliance, align goals with general education curriculum, attend trainings and run meetings
 *2 SpEd instructional aids salary and stipends
 * RSP teacher salary
 *Edlogical for speech and language services
 *Occupational therapist

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Amount	15,000
Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	103,843
Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries And classified salaries
Amount	17,000
Source	Special Education
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

SBAC CAASP testing coordinator
IT coordinator
Student support

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Source	Amount	Source	Amount	Source
10,000	Supplemental and Concentration				
	1000-1999: Certificated Personnel Salaries				
10,000	Supplemental and Concentration				

Budget Reference 2000-2999: Classified Personnel Salaries

Budget Reference

Budget Reference

Action 16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- All Students with Disabilities [Specific Student Group(s)]

Location(s)

- All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

Electives supporting CCSS cross-curriculum connection

2018-19

- New Modified Unchanged

2019-20

- New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 15,000

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

[Estimated Supplemental and Concentration Grant Funds:](#) \$1,337,985.57

[Percentage to Increase or Improve Services:](#) 33.26%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Century Community Charter School will receive an estimated \$1,337,985.57 in supplemental and concentration grant funding. We have determined the most effective use of funds is to provide increased and improved interventions, as well provide funding to further enhance our commitment to our culture and climate. Due to the increase in our SPED population, we will hire additional support staff. As we are more focused on our reclassification efforts, there will be more money spent to support those efforts. Further, we have established funds for low-income students to provide additional academic tutoring or other supports as needed. We believe that this approach will have the greatest impact on our low-income population. These funds will directly support our SED population through ELA and Math Intervention, academic tutoring opportunities, additional curriculum/material support, test fees, etc. There has been a rise in at-risk behavior among our students, therefore CCCS has invested grant money for the use of a full-time counselor.

CCCS plans on using all of its grant funding. Due to our population of students who come from low-income households, our programs and efforts will benefit all students. There will be a focus on our ELL student population and our SPED student population as well. There is a need for more interventions for the family as a whole. These interventions include, but are not limited to: intervention meetings, workshops, computer literacy classes, Literacy classes for the parents, math family nights, home visits for our at-risks student population, enriching fieldtrips, and PBIS.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups 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 school sites?
- 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 school sites, 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?

LCAP Expenditure Summary

Funding Source	Total Expenditures by Funding Source					
	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,576,496.49	1,103,501.81	2,510,829.57	0.00	0.00	2,510,829.57
	428,232.00	16,869.00	34,300.00	0.00	0.00	34,300.00
After School Education and Safety (ASES)	6,000.00	0.00	150,000.00	0.00	0.00	150,000.00
Base	0.00	0.00	1,202,844.00	0.00	0.00	1,202,844.00
Concentration	15,000.00	9,317.00	37,012.57	0.00	0.00	37,012.57
Special Education	0.00	0.00	144,843.00	0.00	0.00	144,843.00
SPED	108,843.00	105,443.00	0.00	0.00	0.00	0.00
Supplemental	0.00	0.00	188,000.00	0.00	0.00	188,000.00
Supplemental and Concentration	931,078.49	884,529.81	753,830.00	0.00	0.00	753,830.00
Title I	87,343.00	87,343.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,576,496.49	1,103,501.81	2,510,829.57	0.00	0.00	2,510,829.57
	434,232.00	16,869.00	148,990.00	0.00	0.00	148,990.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	150,000.00	0.00	0.00	150,000.00
1000-1999: Certificated Personnel Salaries	339,843.00	338,343.00	1,322,243.00	0.00	0.00	1,322,243.00
2000-2999: Classified Personnel Salaries	132,343.00	127,343.00	91,000.00	0.00	0.00	91,000.00
3000-3999: Employee Benefits	0.00	0.00	224,444.00	0.00	0.00	224,444.00
4000-4999: Books And Supplies	305,962.49	284,930.14	263,056.57	0.00	0.00	263,056.57
5000-5999: Services And Other Operating Expenditures	327,116.00	300,756.67	311,096.00	0.00	0.00	311,096.00
5800: Professional/Consulting Services And Operating Expenditures	37,000.00	35,260.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,576,496.49	1,103,501.81	2,510,829.57	0.00	0.00	2,510,829.57
		428,232.00	16,869.00	34,300.00	0.00	0.00	34,300.00
	After School Education and Safety (ASES)	6,000.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	0.00	0.00	114,690.00	0.00	0.00	114,690.00
0001-0999: Unrestricted: Locally Defined	After School Education and Safety (ASES)	0.00	0.00	150,000.00	0.00	0.00	150,000.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	948,400.00	0.00	0.00	948,400.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	118,843.00	0.00	0.00	118,843.00
1000-1999: Certificated Personnel Salaries	SPED	103,843.00	103,843.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	236,000.00	234,500.00	255,000.00	0.00	0.00	255,000.00
2000-2999: Classified Personnel Salaries	Concentration	5,000.00	5,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	5,000.00	0.00	0.00	5,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	40,000.00	35,000.00	86,000.00	0.00	0.00	86,000.00
2000-2999: Classified Personnel Salaries	Title I	87,343.00	87,343.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	0.00	0.00	224,444.00	0.00	0.00	224,444.00
4000-4999: Books And Supplies	Base	0.00	0.00	30,000.00	0.00	0.00	30,000.00
4000-4999: Books And Supplies	Concentration	10,000.00	4,317.00	14,666.57	0.00	0.00	14,666.57
4000-4999: Books And Supplies	SPED	0.00	1,600.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	30,000.00	0.00	0.00	30,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Supplemental and Concentration	295,962.49	279,013.14	188,390.00	0.00	0.00	188,390.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	0.00	22,346.00	0.00	0.00	22,346.00
5000-5999: Services And Other Operating Expenditures	Special Education	0.00	0.00	26,000.00	0.00	0.00	26,000.00
5000-5999: Services And Other Operating Expenditures	SPED	5,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	153,000.00	0.00	0.00	153,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	322,116.00	300,756.67	109,750.00	0.00	0.00	109,750.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	37,000.00	35,260.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	68,462.57	0.00	0.00	68,462.57
Goal 2	0.00	0.00	0.00	0.00
Goal 3	457,300.00	0.00	0.00	457,300.00
Goal 4	1,321,834.00	0.00	0.00	1,321,834.00
Goal 5	663,233.00	0.00	0.00	663,233.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00
Goal 8	0.00	0.00	0.00	0.00
Goal 9	0.00	0.00	0.00	0.00
Goal 10	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.