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	Community Collaborative Charter School

Contact Name and Title	Jon Campbell Principal	Email and Phone	jon.campbell@gcccharters.org (916) 286-5161

2017-20 Plan Summary

THE STORY

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

CCCS is a K-12th grade charter school that operates multiple resource centers throughout Sacramento County in addition to its main campus at the McClellan facility. The CCCS educational program utilizes non-classroom based and independent study education as an innovative and creative full service program dedicated to meeting the needs of the whole child by partnering with community resource providers. It is the mission of CCCS to provide high quality curriculum, instructional support, and community and social resources to families and students. CCCS serves special populations that include but are not limited to a high percentage of students who are credit deficient, 5th year seniors, pregnant and parenting teens, emancipated youth, homeless youth, and English Learners. CCCS strives to create multiple pathways to meet the divergent needs of this unique student population. CCCS is committed to providing access to high quality education to students by emphasizing standards-based curriculum in creative alternative educational settings. Teachers, specialist and para educators provide instructional guidance and support, and assist in identifying student instructional needs and providing individualized educational plans. CCCS has a variety of successful academic support labs, tutoring opportunities and small classes to support students to success within their academic program. The school is based on the belief that all students can learn and achieve if the basic needs of students are being met. By facilitating access to district/social/community services and support, CCCS works with students and families to ensure that support systems are in place to meet the unique needs of at-risk-youth. To these ends, CCCS has partnered with organizations like Camp Pollock, Sacramento Food Bank and Family Services, , St. John's Program for Real Change, Next Move, Student Reach, Del Paso Regional Park, California Fish and Game, California Waterfowl, Soroptimist, Serve Partnerships Unlimited (SPU), City of Sacramento, The Effort, AmeriCorp, Women Escaping a Violent Environment (WEAVE), and La Familia Counseling center, as well as other new and developing partners. By linking social service organizations and education, CCCS is able to serve students who have been disenfranchised from the traditional school system.

CCCS is one of seven charter schools operated and overseen by Gateway Community Charters, a 501c3 non-profit charter management organization (CMO). The school is governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the bylaws. The GCC Board of Directors believes that learning best occurs when students are provided an educational program that challenges and motivates everyone to achieve their full potential.Gateway Community Charters has been in operation since 2005 in a dynamic partnership with local communities, creating innovative public school choice options, through the charter school construct. Now in their 14th year of operation, GCC serves over 4,500 TK-12th grade students within seven separate schools, six of which are fully WASC accredited charters, with a number of unique missions. Two of our seven charter schools serve predominately underserved, unserved, vulnerable and at risk youth; credit deficient, 5th year seniors, pregnant and parenting youth,

adjudicated youth, homeless, etc. GCC charter schools serve statistically significant numbers of low socioeconomic students, newcomers and English Learners. Gateway Community Charters manages a complex budget of over $50 million dollars and has maintained in excess of the required 3% reserve for each of its charter schools as well as keeping an additional reserve when needed for cash flow management all while expanding enrollment significantly each year.

CCCS Mission statement:

Mission

It is the mission of CCCS to provide high quality curriculum, instructional support, and community and social resources to families and students in our community. We do this by:

- Implementing an innovative, data-driven, Common Core-aligned curriculum that is differentiated to meet the needs of each individual student,
- Utilizing data and research-based strategies to inform, measure and monitor learning in order to identify and support with integrity the needs of all students from the most vulnerable to the highest achieving,
- Engaging parents and guardians as integral participants in their students' educational experiences,
- Providing access to district/social/community services and support, as well as mentoring opportunities,
- Building relational capacity between and amongst all school stakeholders,
- Developing social-emotional intelligence amongst students for future success.

It is our belief that all students can learn and achieve if we first ensure that students' basic needs are met. We do this by connecting community resources and student support systems which create multiple pathways to meet the divergent needs of our student populations

Vision

The vision of CCCS is to establish a personalized setting, serving a full range of students, explicitly designed to cultivate their transition to successful post-secondary educational, vocational, and personal endeavors. CCCS students will graduate with a high school diploma and will have opportunities to gain skills that will prepare them for college, career, and citizenship. CCCS provides students with:

- A high degree of personalization, mentoring, 21st Century skills, college and career readiness opportunities, and a standards-driven core curriculum;
- A vibrant and flexible learning environment that provides equal access to a core curriculum for all students by adjusting instructional methodologies to address student learning styles, interests, modalities, and college and/or career goals;
- The ability to participate in a variety of supportive core educational experiences, in addition to a variety of enrichment opportunities; may include but is not limited to Academy of Creative Arts, CTE programs, Online/Blended learning program, Service Learning, Community Impact Academy, college trips, & field trips;
- A partnership between students, parents, the community, and social services to provide students with support systems appropriate to their needs;
- A supportive, nurturing environment grounded in Capturing Kids Hearts principles that focuses on the needs, and affirms the worth, of each student.

Beliefs

CCCS provides a viable educational choice for parents and students interested in a personalized curriculum that emphasizes rigor, relationship and relevance   At CCCS all staff members serve as role models and mentors actively engaged in student education.

The CCCS program educational goals include:

- The teaching of character traits and basic life skills is evident and consistent.
- Students are aware of what they are expected to learn, know what they have learned, and know what they still need to learn.

- Students are encouraged to understand and appreciate their individual uniqueness and how their talents and abilities can be used to benefit themselves and others.
- All staff members are seen as role models and will mentor CCCS students.
- Parents/guardians are welcomed as active partners in the school and in their student's academic success.
- Community members may work with students individually and in small groups to provide mentoring and to teach students the skills and attitudes of successful employees and community members.

LCAP HIGHLIGHTS

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

The key features of our 2016 2017 LCAP are centered around goals focused on college career readiness, facilitation of a positive school community learning environment, improvement of graduation rates, and narrowing of the achievement gap for all students, specifically for our special populations.

In the area of college and career readiness, we continued implementation of our visual and performing arts program, introduce new CTE courses, provided additional college readiness workshops, additional college field trips, provided teachers with ongoing professional development, and purchase new technology utilized in the implementation in the aforementioned courses and programs. As part of our goal to create positive learning environments we continued our capturing kids hearts (CKH) implementation, continued positions dedicated for student health, and extended/increased mentoring partnership programs. In order to ensure that all students were fully supported on their path toward graduation, as well as part of our plan to narrow the achievement gap, there were a number of positions continued and created that would facilitate growth needed to make positive progress towards accomplishing all goals. The school has multiple at risk intervention specialist dedicated to providing extra interventions in the areas of attendance, academics, vocational support as well as individualized supports for students who are credit deficient toward graduation.

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.

GREATEST PROGRESS

Implementation of programs and projects aligned to our LCAP goals for the 2016-2017 school year fostered a wide range of positive gains across multiple areas of the school. The internal assessments of students utilizing the Renaissance learning assessment program showed qualifying students making an average of 92 points of growth in reading/ELA and 38 points of growth in Mathematics, current year graduate cohort completion rate (as defined by ASAM's, is 72%, and our persistence/attendance rate was approximately 60%.

The projects and programs that can be directly attributed to the accomplishment of these indicators are as follows:

1.Curriculum Coach created and facilitated writing assessment program implemented for all students in grade K-12. Teachers were provided ten hours of internal professional development throughout the school year and had access to additional district and other local training funded through the school. As part of this project, there was a writing committee compromised of high qualified English teachers & members of the school leadership team.

2. School Counselors & Specialists planned and implemented an increased number of college/career workshops and field trips compared to prior years. This year, there were college/career workshops available every week, with different topics rotating twice through each semester. There were also over

double the number of college visit field trips scheduled throughout the year. Students had access to visit eight different community colleges and two universities from within the greater Sacramento area.

3. Students had increased access to school counseling services through the added counselor position. This led to an increased number of student contacts for academic planning, for information about community basic needs services and support for socio-emotional/mental health needs, as well as to the increased college/career readiness activities.

4. Students had increased access to teachers and para educators in individual and small group settings for individualized academic support.

5. Increased emphasis on technology implementation for students and by teachers through both the growth of access to online/blended learning options and through teacher driven small group learning environments where teacher lessons/lesson planning is adapted to accommodate for modifications in student learning experiences where technology is at the center of the learning experience

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?

GREATEST NEEDS

The answer to this question and questions regarding the "performance gaps" of the school are very similar. The greatest needs of the school are to identify and address the academic performance gaps of students and support them toward high school graduation and beyond. This is a unique challenge at CCCS due to the on-going volume of students entering and exiting the program throughout the school year. This is accomplished for every student at the point when they re-enroll each semester/year. Community Collaborative Charter School (CCCS) has a special and unique mission and vision of educating under-served, socio-economically disadvantaged students as a school of choice in the greater Sacramento Our data indicates that the majority of students who enroll as new CCCS students have core academic skills between two and three years below grade level, on average. In 2009, CCCS was identified as an ASAM school by the State of California.

The most recent LCFF rubrics/school accountability results does not have comprehensive data available for Community Collaborative Charter School(CCCS) because CCCS is designated as an alternative/ASAM school. CCCS serves a majority of credit recovery/credit deficient students in grades 11 & 12. We annually collect, dis-aggregate, and analyze this data collaboratively at the school and district level on an annual basis regarding cohort eligible graduation rate, persistence/attendance, and credit completion. In addition, we follow a similar process for school and district goals identified in our current charter measurable outcomes which are linked to both state LCAP priorities and current year school LCAP goals.
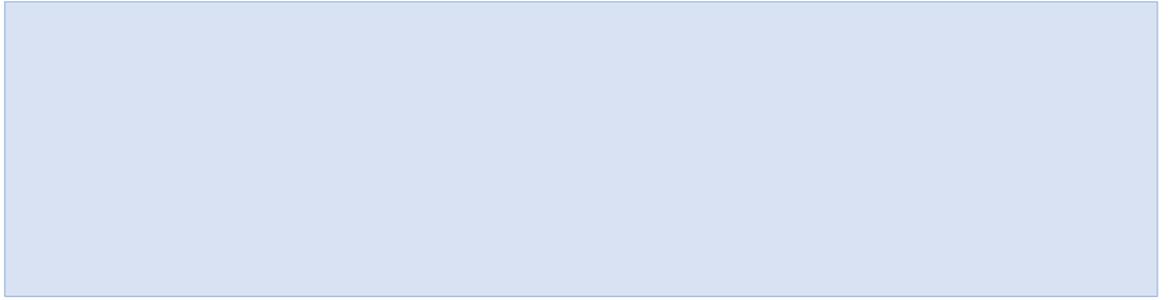
Based on the outcomes of these processes, the CCCS leadership team and school stakeholders have collaborated throughout the spring of 2017 and identified the following areas of greatest need:

1. Interventions for students who are credit deficient and achieving far below grade level in Reading/ELA & Math.
2. Provide wide range of access and guidance for community-based basic needs resource programs targeted and available for highly at-risk students.
3. Further implementation of college and career readiness programs
4. Increase in school-wide programs/course offerings to specifically include A-G implementation
5. Interventions targeted for Special Education and LTEL students.

In order to make the required progress needed to accomplish these goals, CCCS leadership team has schedule the following actions for the next school year:

1. Add additional curriculum coach to support the K-12 program
2. Continue all positions dedicated to serving at-risk students
3. Continue all college/career readiness programs and activities
4. Increase the number of CTE courses available for students
5. Increase the number of teacher hours available for support in student study labs; continue all para-educator positions
6. Dedicate resources toward professional development for school-wide math student progress tracking & assessment program.

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?

PERFORMANCE GAPS

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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.

This information was previously covered in the section above regarding "greatest progress". In general, these services provide increased and/or improved resources to unduplicated students versus similar services available to all students:

1. Additional hours of teacher/para-educator academic support.
2. Access to teachers who specialize in meeting the needs of at-risk students.
3. Teachers who work with at-risk students receive additional professional development focused on developing a deeper understanding the needs of the most at-risk students.
4. Added positions, specifically intervention teachers and counselors, allow increase availability for initial contacts and on-going services for students identified as at-risk.
5. Special Education and English Learners have access to targeted small group learning environments and extra one-on-one opportunities throughout the school week.

6. English Learners have access to bi-lingual teachers, para-educators, and support staff.
7. Increase number of college/career readiness activities.
8. Access to community resources for support basic needs
9. Increased access to school nurses for student interventions, SST/504/IEP meetings and general parent informational meetings
10. Increased access to academic, socio-emotional, and community engagement mentoring opportunities.

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	$5,807,290.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,309,061.00

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.

The general fund costs not specified or included in the 2017/2018 CCCS LCAP range widely from basic supplies to general facilities costs & maintenance.

There are many overarching costs CCCS incurs annually which are unique to the fact that the school is a both independent from our home/authorizing district and also because an independent learning model school. The cost for our facilities is very high and growing as our program/student needs expand. The end cost is much higher than the majority of public schools would experience because as an independent learning model school we are not eligible for the vast majority of facilities funding that site-based state funded programs receive. This creates significant challenges and extra budget expenses because our current facilities costs reflect that CCCS actually targets to engage students on-campus between two to four days per week. This then requires a facility with the capacity to adequately meet student needs comparable to a site-based program, even without equitable funding resources. Next, there are significant costs that the school is required to pay in encroachment fees to our authorizing local district. In addition to the general encroachment percentage, we have an MOU's for technology services, Special Education, food service, and others that are costs to our school in addition to encroachment fees. Both of these costs are annually increasing without an equal cost of living adjustment/increases in budget areas allowable for these expenses and continues to draw funds away from programs for students.

In addition, there were a number of more traditional expenses made that support the basic learning and student support programs within the school:

Technology in the form of chromebooks and SMART boards for teachers, to include costs associated with training, set-up, and implementation

School SUV's purchased for field trips, service learning, & job shadowing student support.

General education teachers, classified staff, and administrative positions.

The majority of basic school supplies. (i.e. paper & pencils, classroom supplies, classroom furniture)

Service agreements for general equipment (i.e. printers, copier machines, & laminators, etc)

Service agreements in place for our on-going partnerships for Service Learning, Student Leadership, Community Impact, AmeriCorps, & others

CCCS, like all GCC schools, also ensures that an annual savings of above the required percent is held for potential economic uncertainty.
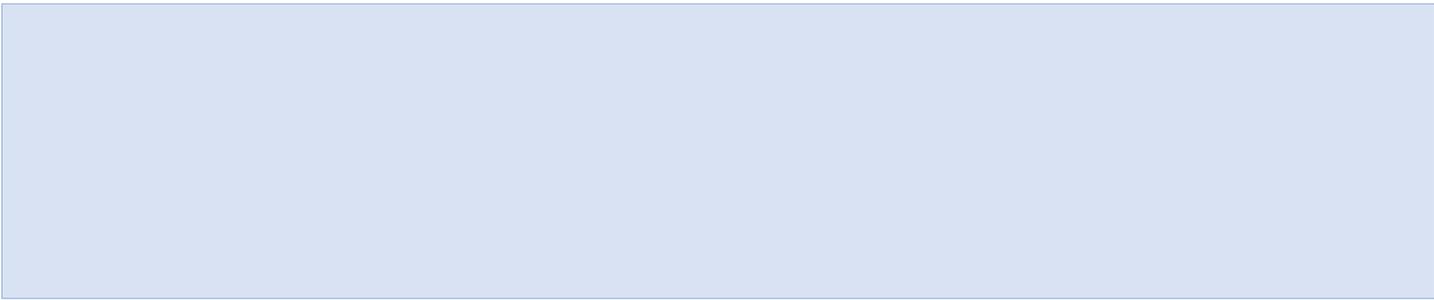
$5,196,442.00   Total Projected LCFF Revenues for LCAP Year

[Annual Update]{.underline}   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	All students will graduate college and career ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

[ANNUAL MEASURABLE OUTCOMES]{.underline}

EXPECTED	ACTUAL
• An average of at least 75% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50 point scale score growth for Renaissance Learning reading assessment • An average of at least 75% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50 point scale score growth for Renaissance Learning Mathematics assessment • All CCCS students will complete a minimum of one math project that is linked to a real world situation. • All CCCS students will make 1 year's growth in reading for one school year attended. • All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric. • Increased annual percentage of students who have access to Career Technical Education (CTE) programs. • CCCS will increase the number of long-term, credit-eligible graduates annually.	CCCS has established 50 point scaled score growth goals for all grade levels and significant subgroups on the STAR Reading and Mathematics tests. The 50 point growth goals are included in school LCAP plans and are based on the Renaissance Learning "Benchmarks, Cut Scores, and Growth Rates" documents for mathematics and reading. Preliminary data for the 2016-2017 school year indicates that students enrolled continuously at CBEDS with multiple tests increased an average of 92 points in Reading/ELA and 38 points in math. For the 2016-2017 school year, CCCS, as well as all GCC schools, began implementation of a program requiring each student to complete a designated 'real world math project' that CCCS embedded into the plan for improving schoolwide math achievement. Between August of 2015 and September 2016, CCCS adopted new Math curriculum across all grade levels K-12, to include implementation a High School level Integrated Math track option, versus Algebra track, beginning with students entering 9th grade for the current school year. The goal is to ensure that all students are experiencing the full scope of common core mathematics practices in both curriculum & instruction and experiencing a higher level real world math applications in their coursework on an on-going basis. For our annual Math Project program, in May 2017, CCCS students will complete the 2017 edition of the Dell Tech Challenge. The current year challenge is titled 'Rock the Ravine' where students will design and build a device to help explorers cross an ice field with multiple ravines. In addition, members of the CCCS Leadership are currently participating in a book study, facilitated by GCC Leadership, exploring of the innovative and educational benefits of Maker Educational philosophies and practices, which will be incorporated into the Tech Challenge student experience. All students

in grades 2-12 had opportunities to complete the real world math project both through new curriculum and independently through the 'Rock the Ravine' challenge.

In the 2016-2017 school year, CCCS began implementation of a schoolwide writing program. In August of 2016, CCCS leadership team began working with consultants from Innovate Ed to assist in the planning, implementation, and capacity building necessary to administer this program on an annual basis. In September of 2017, CCCS and GCC leadership collaborated and agreed to adopt a universal writing rubric for use across all schools as part of our individual efforts to accomplish the writing goal requirements. Through the current school year, CCCS leadership team organized a schoolwide writing committee of key staff who are responsible for providing program initial training and professional development for all high school teachers, creating and implementing an annual timeline for writing assessments, creation of expository essay prompt assignments, establish process and expectations for student writing portfolios, research and collaboration around adopted rubrics. This team participates in a bi-weekly collaboration time where members review and analyze current student writing samples, in order to create opportunities for on going analysis of student needs and the schoolwide program. The initial year data for this benchmark is as follows:

Students tested   Fall: 283   Spring: 277
Percent of all students enrolled: Fall: 88%   Spring: 86%
Overall average: Fall: 1.93 Spring: 2.07
Gen Ed average: Fall: 2.18   Spring: 2.12
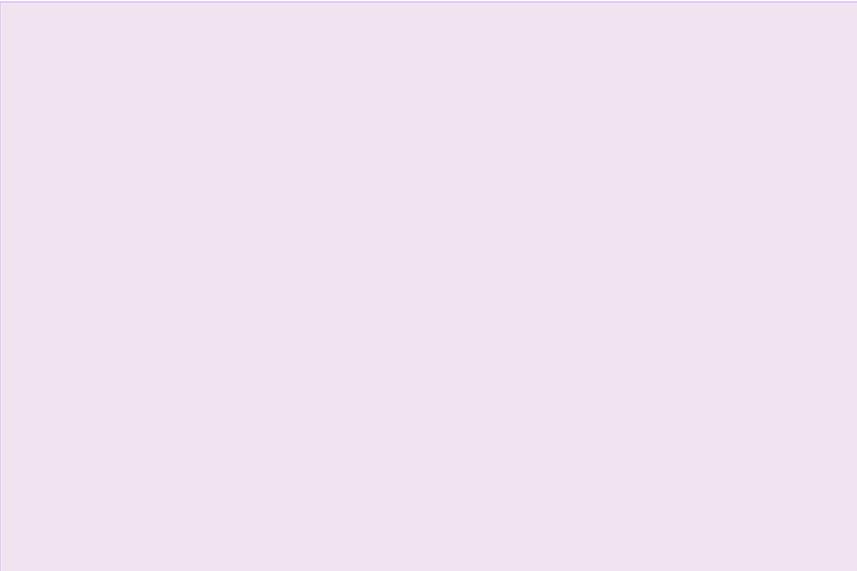SpEd/ELD average: Fall 1.6   Spring: 1.78

Number of students who tested twice: 178
Number of students who met goal of going up one level or remaining at 3 or higher: 47
Number of students who grew ½ a level: 26
Number of students who grew or stayed at 3 or higher: 73 (41%)

The 2016/2017 school year is the first year that CCCS has offered CTE courses for students. This year, there are two articulated courses offered in the Arts, Media, and Entertainment sector and one articulated course offered for the Fashion, Design, and merchandising sector. During the Fall 2016 semester there was limited enrollment and implementation due to facilities and staffing challenges and there were ten students who earned credits in a CTE course. For Spring 2017, there are now over thirty students actively enrolled in one or more CTE courses. In addition, in the 2015-2016 school year, the CCCS McClellan facility began a new Visual & Performing Arts program called the Academy of Creative Arts. There are programs available to develop and grow student skills in Choir, Dance, Acting, Theater Production, as well as online, enrichment, student interest elective courses. In October of 2017, CCCS entered into a facilities agreement with McClellan Park for use of the Theater facility, which will allow for potential growth of the Academy of Creative Arts programs. In the

2016-2017 school year, the CCCS North Sacramento Center will begin to implement some of the Big Picture Learning concepts into its program. Some of the components include small learning communities, personalized learning plans developed with families, advisory, exhibitions and demonstrations of achievement, and internships overseen by mentors. Parents and families are actively involved in the learning process, helping to shape the student's learning plan and are enrolled as resources to the school community.

Implementation of programs and projects aligned to our LCAP goals for the 2016-2017 school year fostered a wide range of positive gains across multiple areas of the school. The internal assessments of students utilizing the Renaissance learning assessment program showed qualifying students making an average of 92 points of growth in reading/ELA and 38 points of growth in Mathematics, current year graduate cohort completion rate (as defined by ASAM's, is 72%, and our persistence/attendance rate was approximately 60%.

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
	Continue staffing to assist with implementation and administration of new VAPA program(s)	Continued implementation of VAPA program teacher
Expenditures	BUDGETED	ESTIMATED ACTUAL
	VAPA Specialist salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental $70,000	VAPA Specialist salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental $70,000

Action 2

Actions/Services	PLANNED	ACTUAL
	Utilize staffing to assist with implementation and administration of new CTE program.	Continued implementation of CTE program teacher
Expenditures	BUDGETED	ESTIMATED ACTUAL
	Teacher salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $75,000	Teacher salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $75,000

Action **3**

Actions/Services

PLANNED	ACTUAL
Core curriculum development by specialists/teachers to support CCSS implementation	Curriculum development completed in July 2016

Expenditures

BUDGETED	ESTIMATED ACTUAL
additional, non instructional hours for staff 1000-1999: Certificated Personnel Salaries Supplemental $5,000	non-instructional/summer curriculum devleopment 1000-1999: Certificated Personnel Salaries Supplemental $5,000

Action **4**

Actions/Services

PLANNED	ACTUAL
Purchase laptop computers for instructional and assessment applications	Purchases made and implemented at CCCS North Sacramento campus

Expenditures

BUDGETED	ESTIMATED ACTUAL
purchase 25 laptops 4000-4999: Books And Supplies Supplemental $10,000	30 chromebooks purchased 4000-4999: Books And Supplies Supplemental $12,500

Action **5**

Actions/Services

PLANNED	ACTUAL
Add school counselor position	School Counselor hired in November 2016

Expenditures

BUDGETED	ESTIMATED ACTUAL
school counselor salary & benefits 1000-1999: Certificated Personnel Salaries Supplemental $70,000	partial school counselor salary/benefits; late hire & use of CRBG grant 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $20,000

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. | Actions and Services for this goal were predominantly implemented as planned with some minor exceptions. Overall, this initial implementation has allowed the school to establish a positive and growing college/career culture across all campuses. CCCS provides multiple avenues of support to assist students with being successful in their academic and personal lives. The school counselor provides transcript evaluation and graduation progress tracking for seniors. The counselor also assists students in locating and applying for financial aid, provides information on college and trade school opportunities, and helps students enroll in Regional Occupational Program and community college classes. The counselor also supports students with personal challenges by providing short-term and crisis counseling. When necessary, students will receive a referral to mental health counseling services outside of the school. Finally, referrals to community resources such as housing, medical care, food, etc. are made based on student need. CCCS also offers career counseling via a Youth and Family at Risk Specialist(s), or other qualified staff member, who works with students on interviewing practice, resumes, and job skills. Students |

can participate in a Work Experience class and/or Career Exploration class on campus. Students are referred to the local career centers and California Employment Development Department for more career services, as needed. Job postings for students and their family members are available and updated regularly. CCCS provides many events to support students and their families. One such event is the annual Care Fair and College Day, which provides students with the opportunity to meet with staff from various community organizations that offer support services as well as college and military representatives. CCCS also holds a Career Fair where students can talk to people who work in high interest career areas. There are also workshops to assist students and families with filling out applications for financial aid and community college. Finally, CCCS honors students and families during student award ceremonies. In order to facilitate success from the beginning of the freshmen year, CCCS has implemented a variety of college readiness support programs available to students and their families. Before their freshmen year even begins, students and their families attend an orientation covering topics including Keys to Success, expectations of high school, the support classes available at the high school, and various programs offered on campus in which students may participate (for example, the VAPA program.) Additionally, a 9th/10th planning workshop has been implemented that will help students understand transcripts, develop a four-year plan, and discuss how to possibly graduate early. This workshop will also overview college preparation measures such as the availability of A-G coursework, advanced education requirements, importance of GPA for programs such as Cal Grants, and necessary college placement tests such as the PSAT, SAT, and ACT. The major successes were found in the increased number of programs available as well as the overall number of students participating in these programs. Some of the challenges we face at this time and moving forward surround the ability to engage credit deficient students and students with other basic needs barriers in these services.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Given the level of implementation of services, and also taking into account the key measurable outcome data, the CCCS Leadership team has determined that the data shows that students have increased access to college and career readiness activities and resources through core and enrichment learning experiences. For the next school year, we will begin to implement the Naviance program and collect data on Graduate exit surveys to determine initial and track on-going post-graduation planning and progress.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	CCCS had very little difference between the planned expenditures and the current pace of the actual expenditures. Some minor differences can be found in staffing positions that were not filled for the duration of the school year or due to higher than expected increases in staff salaries due to rising PERS/STRS costs for schools/districts.
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.	There were no substantial changes to this goal in the current school year. As an ASAM school with a high percentage of socio-economically disadvantaged students, it has been identified that at this time we have a very low number of students who are graduating and going directly to 4yr/2yr college and we will continue to work to provide more in this area through added community partnerships, increased implementation of this years initial actions and services. A review of the new college/career readiness indicator model suggests a need to push to provide a full scope of A-G courses as well as to create more CTE programs/partnerships.

[Annual Update]{.underline}   **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	All students will be engaged in learning environments that are safe, caring, and provide them with the academic and personal support needed to complete high school graduation requirements and receive their high school diploma.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☐ 8
COE   ☐ 9 ☐ 10
LOCAL

[ANNUAL MEASURABLE OUTCOMES]{.underline}

EXPECTED

- An average of at least 75% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50 point scale score growth for Renaissance Learning reading assessment

- An average of at least 75% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50 point scale score growth for Renaissance Learning Mathematics assessment

- All CCCS students will complete a minimum of one math project that I linked to a real world situation.

- All CCCS students will make 1 year's growth in reading for one school year attended.

- All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.

- Increased annual percentage of students who have access to Career Technical Education (CTE) programs.

- Increased persistence rate for all eligible students by 3% annually.

ACTUAL

CCCS has established 50 point scaled score growth goals for all grade levels and significant subgroups on the STAR Reading and Mathematics tests. The 50 point growth goals are included in school LCAP plans and are based on the Renaissance Learning "Benchmarks, Cut Scores, and Growth Rates" documents for mathematics and reading. Preliminary data for the 2016-2017 school year indicates that students enrolled continuously at CBEDS with multiple tests increased an average of 92 points in Reading/ELA and 38 points in math.

For the 2016-2017 school year, CCCS, as well as all GCC schools, began implementation of a program requiring each student to complete a designated 'real world math project'. Between August of 2015 and September 2016, CCCS adopted new Math curriculum across all grade levels K-12, to include implementation a High School level Integrated Math track option, versus Algebra track, beginning with students entering 9th grade for the current school year. The goal is to ensure that all students are experiencing the full scope of common core mathematics practices in both curriculum & instruction and experiencing a higher level real world math applications in their coursework on an on-going basis. For our annual Math Project program, in May 2017, CCCS students will complete the 2017 edition of the Dell Tech Challenge. The current year challenge is titled 'Rock the Ravine' where students will design and build a device to help explorers cross an ice field with multiple ravines. In addition, members of the CCCS Leadership are currently participating in a book study, facilitated by GCC Leadership, exploring of the innovative and educational benefits of Maker Educational philosophies and practices, which will be incorporated into the Tech Challenge student experience. The initial year data for this indicator will be available in June 2017.

In the 2016-2017 school year, CCCS began implementation of a schoolwide writing program. In August of 2016, CCCS leadership team began working with consultants from Innovate Ed to assist in the planning, implementation, and capacity building necessary to administer this program on an annual basis. In September of 2017, CCCS and GCC leadership collaborated and agreed to adopt a universal writing rubric for use across all schools as part of our individual efforts to accomplish the writing goal requirements. Through the current school year, CCCS leadership team organized a schoolwide writing committee of key staff who are responsible for providing program initial training and professional development for all high school teachers, creating and implementing an annual timeline for writing assessments, creation of expository essay prompt assignments, establish process and expectations for student writing portfolios, research and collaboration around adopted rubrics. This team participates in a bi-weekly collaboration time where members review and analyze current student writing samples, in order to create opportunities for on going analysis of student needs and the schoolwide program. The initial year data for this benchmark is as follows:

Students tested   Fall: 283   Spring: 277
Percent of all students enrolled: Fall: 88%   Spring: 86%
Overall average: Fall: 1.93 Spring: 2.07
Gen Ed average: Fall: 2.18   Spring: 2.12
SpEd/ELD average: Fall 1.6   Spring: 1.78

Number of students who tested twice: 178
Number of students who met goal of going up one level or remaining at 3 or higher: 47
Number of students who grew ½ a level: 26
Number of students who grew or stayed at 3 or higher: 73 (41%)

The 2016/2017 school year is the first year that CCCS has offered CTE courses for students. This year, there are two articulated courses offered in the Arts, Media, and Entertainment sector and one articulated course offered for the Fashion, Design, and merchandising sector. During the Fall 2016 semester there was limited enrollment and implementation due to facilities and staffing challenges and there were ten students who earned credits in a CTE course. For Spring 2017, there are now over thirty students actively enrolled in one or more CTE courses. In addition, in the 2015-2016 school year, the CCCS McClellan facility began a new Visual & Performing Arts program called the Academy of Creative Arts. There are programs available to develop and grow student skills in Choir, Dance, Acting, Theater Production, as well as online, enrichment, student interest elective courses. In October of 2017, CCCS entered into a facilities agreement with McClellan Park for use of the Theater facility, which will allow for potential growth of the Academy of Creative Arts programs. In the 2016-2017 school year, the CCCS North Sacramento Center will begin to implement some of the Big Picture Learning concepts into its program. Some of the components include small learning communities, personalized learning plans developed with

families, advisory, exhibitions and demonstrations of achievement, and internships overseen by mentors. Parents and families are actively involved in the learning process, helping to shape the student's learning plan and are enrolled as resources to the school community.

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
continue with initial and ongoing training around best practices for implementation of research proven strategies toward facilitation of a positive school wide culture, including positive student/staff and student/student relationships.	Capturing Kids Hearts training completed as scheduled; on-going needs assessment and program evaluations to continue

Expenditures

BUDGETED	ESTIMATED ACTUAL
Initial & follow-up Capturing Kids Hearts school culture training. 5800: Professional/Consulting Services And Operating Expenditures Title I $10,000	CKH training 5800: Professional/Consulting Services And Operating Expenditures Title I $10,000

Action 2

Actions/Services

PLANNED	ACTUAL
Utilize and increase implementation paraeductors for additional individualized academic support for students	CCCS has seven full-time and four part-time para educator positions

Expenditures

BUDGETED	ESTIMATED ACTUAL
continue 10 FTE paraeducator positions 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $205,000 add part time para-educator hours 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $35,000	CCCS has seven full-time and four part-time para educator positions 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $175,000

Action 3

Actions/Services

PLANNED	ACTUAL
continued implementation of consultants for Service Learning program; new implementation at North Sacramento Campus	Service Learning Implementation continued at main campus; no implementation at North Sacramento campus due to facilities needs

Expenditures	**BUDGETED** Use of Service Learning consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental $12,500	**ESTIMATED ACTUAL** Service Learning Implementation continued at main campus; no implementation at North Sacramento campus due to facilities needs 5800: Professional/Consulting Services And Operating Expenditures Supplemental $7,500

Action 4

Actions/Services	**PLANNED** Implementation of additional staff to support student basic health needs	**ACTUAL** School nurse positions both filled for 2016-2017; clerical position filled
Expenditures	**BUDGETED** Continue school nurse 2000-2999: Classified Personnel Salaries Supplemental $15,000 Continue clerical support for school nurses 2000-2999: Classified Personnel Salaries Supplemental $2,300	**ESTIMATED ACTUAL** School nurse positions both filled for 2016-2017 2000-2999: Classified Personnel Salaries Supplemental $15,000 Clerical nurse/health team support 2000-2999: Classified Personnel Salaries Supplemental $2,300

Action 5

Actions/Services	**PLANNED** Add teacher position for online resource center	**ACTUAL** Teacher position for Online program
Expenditures	**BUDGETED** continue position for teacher to serve at the CCCS-WSP program 2000-2999: Classified Personnel Salaries Supplemental $63,500	**ESTIMATED ACTUAL** Teacher position for Online program 2000-2999: Classified Personnel Salaries Supplemental $65,000

Action 6

Actions/Services	**PLANNED** additional purchases of supplies and resources for new VAPA and CTE-online academy programs	**ACTUAL** program supplies purchased
Expenditures	**BUDGETED** resources for VAPA academy - program growth and development 4000-4999: Books And Supplies Supplemental $10,000 resources for CTE online academy - program growth and development 4000-4999: Books And Supplies Supplemental $10,000	**ESTIMATED ACTUAL** resources for VAPA academy - program growth and development 4000-4999: Books And Supplies Supplemental $5,000 resources for CTE online academy - program growth and development 4000-4999: Books And Supplies Supplemental $5,000

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.	Initial implementation has allowed the school to initially establish and facilitate a positive, highly responsive school culture and climate as indicated in the most recent parent surveys, student surveys, and staff surveys. Recognizing that many of CCCS' students lack a stable connection with an adult, CCCS staff hope to build a mentoring relationship with each student. At CCCS, staff implements Capturing Kids' Hearts, or CKH, model. CKH, through training, provided by The Flippen Group, is the core of a powerful process that transforms schools by building trusting relationships among teachers, staff, and students. Under this program, all staff become equipped with tools with which they can build meaningful relationships with their students, provide a safe environment in which to learn, and develop a dialogue for team-building. At its core, CKH principles are designed to pave the way for students to be able to use the skills they've learned with confidence and enthusiasm. The program goal is that every student will have an adult to turn to if needed, in either a formal or informal process. As part of the enrollment process and personalized orientation tour, students are introduced to teachers that provide resources, career information, and mentoring. CCCS has a unique Service Learning graduation requirement. The Serve partnerships and Americorp mentoring programs allow access and individual resources for students in need of guidance and support in order to complete all program requirements. An online,blended learning academy was established to provide a more diverse scope of learning environments and course offerings. This program was able to offer online CTE courses for this first time this year with a goal of creating multiple pathway options within three years.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The implementation of the actions and services listed in this goal has satisfactorily met all expected outcomes identified as evidence of initial achievement of the goal. Overall, this initial implementation has allowed the school to initially establish and facilitate a positive, highly responsive school culture and climate as indicated in the most recent parent surveys, student surveys, and staff surveys
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	CCCS had very little difference between the planned expenditures and the current pace of the actual expenditures. Some minor differences can be found in staffing positions that were not filled for the duration of the school year or due to higher than expected increases in staff salaries due to rising PERS/STRS costs for schools/districts.
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.	There were no substantial changes to this goal in the current school year. As an ASAM school with a high percentage of socio-economically disadvantaged students, it has been identified that at this time we have a very low number of students who are graduating and going directly to 4yr/2yr college and we will continue to work to provide more in this area through added community partnerships, increased implementation of this years initial actions and services. A review of the new college/career readiness indicator model suggests a need to push to provide a full scope of A-G courses as well as to create more CTE programs/partnerships.

<u>Annual Update</u>   **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	100% of students who are credit-eligible at CBEDS will complete graduation requirements and graduate.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Socioeconomically disadvantaged students and English Learners enrolled continuously as of CBEDS reporting date will demonstrate the same average rate of improvement as the whole of the CCCS population.	Implementation of programs and projects aligned to our LCAP goals for the 2016-2017 school year fostered a wide range of positive gains across multiple areas of the school. The internal assessments of students utilizing the Renaissance learning assessment program showed qualifying students making an average of 92 points of growth in reading/ELA and 38 points of growth in Mathematics, current year graduate cohort completion rate (as defined by ASAM's, is 72%, and our persistence/attendance rate was approximately 60%. This is an increase of 3% from the prior school year.

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** Make summer school programs available for credit deficient students in grades 9-12.	**ACTUAL** summer school programs available for credit deficient students
Expenditures	**BUDGETED** Summer School teacher salaries 1000-1999: Certificated Personnel Salaries Title I $30,000	**ESTIMATED ACTUAL** Summer School completed 1000-1999: Certificated Personnel Salaries Title I $30,000

| summer school para-educator salaries 2000-2999: Classified Personnel Salaries Title I $7,500 | summer school programs available for credit deficient students 2000-2999: Classified Personnel Salaries Title I $7,500 |

Action 2

	PLANNED	ACTUAL
Actions/Services	Continue staffing increases for positions focused on supporting most at-risk students.	Continue staffing increases for positions focused on supporting most at-risk students.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	staff salaries 1000-1999: Certificated Personnel Salaries Supplemental $124,000	staff salaries 1000-1999: Certificated Personnel Salaries Supplemental $124,000

Action 3

	PLANNED	ACTUAL
Actions/Services	Provide staffing for college and career support for students	Provide staffing for college and career support for students
	BUDGETED	ESTIMATED ACTUAL
Expenditures	staff salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $74,000	staff salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $74,000

Action 4

	PLANNED	ACTUAL
Actions/Services	implementation of curriculum coach position	implementation of curriculum coach
	BUDGETED	ESTIMATED ACTUAL
Expenditures	staff salaries 1000-1999: Certificated Personnel Salaries Supplemental $65,000	staff salaries 1000-1999: Certificated Personnel Salaries Supplemental $65,000

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. | In order to achieve the goal of ensuring that all credit eligible students complete all graduation requirements, the following actions and services were implemented during the 2016-2017 school year: Summer school for credit deficient students in grade 11/12, provided staffing targeted towards identified needs of most at-risk students, and implemented a curriculum coach position to provide more coordinated and concise curriculum and instructional best practices. The majority of the described implementation of actions/services annotated in goal 1 and goal 2 also are applicable in this area because many of the actions and services, and aligned outcomes, are interrelated with those described in goal 3. |

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	CCCS continues to graduate an average of between 80-100 students each year at a CBEDS cohort eligible rate of approximately 75%. For the current school year, implementation of programs and projects aligned to our LCAP goals for the 2016-2017 school year fostered a wide range of positive gains across many areas of the school. The internal assessments of students utilizing the Renaissance learning assessment program showed qualifying students making an average of 92 points of growth in reading/ELA and 38 points of growth in Mathematics, current year graduate cohort completion rate (as defined by ASAM's, is 72%, and our persistence/attendance rate was approximately 60%.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	CCCS had very little difference between the planned expenditures and the current pace of the actual expenditures. Some minor differences can be found in staffing positions that were not filled for the duration of the school year or due to higher than expected increases in staff salaries due to rising PERS/STRS costs for schools/districts.
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.	There were no substantial changes to this goal in the current school year. As an ASAM school with a high percentage of socio-economically disadvantaged students, it has been identified that at this time we have a very low number of students who are graduating and going directly to 4yr/2yr college and we will continue to work to provide more in this area through added community partnerships, increased implementation of this years initial actions and services. A review of the new college/career readiness indicator model suggests a need to push to provide a full scope of A-G courses as well as to create more CTE programs/partnerships.

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	Narrow the achievement gap in all statistically significant subgroups.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Socioeconomically disadvantaged students and English Learners enrolled continuously as of CBEDS reporting date will demonstrate the same average rate of improvement as the whole of the CCCS population.	Implementation of programs and projects aligned to our LCAP goals for the 2016-2017 school year fostered a wide range of positive gains across multiple areas of the school. The internal assessments of students utilizing the Renaissance learning assessment program showed qualifying students making an average of 92 points of growth in reading/ELA and 38 points of growth in Mathematics, current year graduate cohort completion rate (as defined by ASAM's, is 72%, and our persistence/attendance rate was approximately 60%. This is an increase of 3% from the prior school year.

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	continue staffing increases for positions focused on supporting most at-risk students	continue staffing increases for positions focused on supporting most at-risk students
	BUDGETED	ESTIMATED ACTUAL
Expenditures	At-risk specialist providing educational and mentoring support for credit recovery, Special Education students, and Service Learning program	continue staffing increases for positions focused on supporting most at-risk students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $45,000

courses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $45,000	

Action **2**

Actions/Services	PLANNED	ACTUAL
	Use of consultants for continued implementation of student mentoring programs	Use of consultants for continued implementation of student mentoring programs
Expenditures	BUDGETED	ESTIMATED ACTUAL
	contract with Student Reach 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $25,000	contract with Student Reach; limited to main campus due to lack of facilities at other sites 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $10,000

Action **3**

Actions/Services	PLANNED	ACTUAL
	add two days of professional development at the start of the school year	extra in-service days completed August 11th/12th 2016
Expenditures	BUDGETED	ESTIMATED ACTUAL
	extra hours for all teachers and paraeducators for two days 1000-1999: Certificated Personnel Salaries Title I $10,000	extra hours for all teachers and paraeducators for two days 1000-1999: Certificated Personnel Salaries Title I $10,000

Action **4**

Actions/Services	PLANNED	ACTUAL
	add intervention teacher	two intervention teachers implemented
Expenditures	BUDGETED	ESTIMATED ACTUAL
	intervention teacher salary 1000-1999: Certificated Personnel Salaries Supplemental $65,000	two intervention teachers implemented 1000-1999: Certificated Personnel Salaries Supplemental $125,000

Action **5**

Actions/Services	PLANNED	ACTUAL
	implement curriculum coach position	curriculum coach position implemented
Expenditures	BUDGETED	ESTIMATED ACTUAL
	curriculum coach salary 1000-1999: Certificated Personnel Salaries Supplemental $65,000	curriculum coach salary 1000-1999: Certificated Personnel Salaries Supplemental $65,000

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.	In order to achieve the goal of narrowing the achievement gap in all statistically significant subgroups, the following actions and services were implemented during the 2016-2017 school year: intervention teachers implemented in small group and one-on-one learning environments, curriculum coach utilized to bring improvements, added resources, overall quality and oversight to school wide educational programs, teachers dedicated to supporting most at-risk students & implementation of mentoring programs for students 7th-12th grades,
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	CCCS continues to graduate an average of between 80-100 students each year at a CBEDS cohort eligible rate of approximately 75%. For the current school year, implementation of programs and projects aligned to our LCAP goals for the 2016-2017 school year fostered a wide range of positive gains across many areas of the school. The internal assessments of students utilizing the Renaissance learning assessment program showed qualifying students making an average of 92 points of growth in reading/ELA and 38 points of growth in Mathematics, current year graduate cohort completion rate (as defined by ASAM's, is 72%, and our persistence/attendance rate was approximately 60%.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	CCCS had very little difference between the planned expenditures and the current pace of the actual expenditures. Some minor differences can be found in staffing positions that were not filled for the duration of the school year or due to higher than expected increases in staff salaries due to rising PERS/STRS costs for schools/districts.
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.	There were no substantial changes to this goal in the current school year. As an ASAM school with a high percentage of socio-economically disadvantaged students, it has been identified that at this time we have a very low number of students who are graduating and going directly to 4yr/2yr college and we will continue to work to provide more in this area through added community partnerships, increased implementation of this years initial actions and services. A review of the new college/career readiness indicator model suggests a need to push to provide a full scope of A-G courses as well as to create more CTE programs/partnerships.

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	Foster and maintain strong relationships between all stakeholders, including school staff and administration, students, families, and community partners in order to best support students to succeed.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
To increase the percentage of the rate of persistence for all eligible students	Implementation of programs and projects aligned to our LCAP goals for the 2016-2017 school year fostered a wide range of positive gains across multiple areas of the school. The internal assessments of students utilizing the Renaissance learning assessment program showed qualifying students making an average of 92 points of growth in reading/ELA and 38 points of growth in Mathematics, current year graduate cohort completion rate (as defined by ASAM's, is 72%, and our persistence/attendance rate was approximately 60%. This is an increase of 3% from the prior school year.

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	on-going implementation of school wide marketing and outreach action plan	implementation of school wide marketing and outreach action plan
Expenditures	BUDGETED update/maintain schoolwebiste 7000-7439: Other Outgo Supplemental $65000	ESTIMATED ACTUAL update/maintain schoolwebiste 7000-7439: Other Outgo Supplemental $65000

use of media/direct mail to advertise school programs 7000-7439: Other Outgo Supplemental $2500	use of media/direct mail to advertise school programs 7000-7439: Other Outgo Supplemental $2500

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.	In order to achieve the goal of ensuring that CCCS administration & leadership team staff work to foster and maintain strong relationships between all stakeholders, the following actions and services were implemented during the 2016-2017 school year: Update/Maintain school website, K-8 teachers have classroom webpages; parent apps, college/CARE fare, Career Day, Open House (each semester), parent/teacher conferences, admin interventions with at-risk students, & on-going marketing & social media presence campaigns to raise school/community awareness.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	CCCS continues to graduate an average of between 80-100 students each year at a CBEDS cohort eligible rate of approximately 75%. For the current school year, implementation of programs and projects aligned to our LCAP goals for the 2016-2017 school year fostered a wide range of positive gains across many areas of the school. The internal assessments of students utilizing the Renaissance learning assessment program showed qualifying students making an average of 92 points of growth in reading/ELA and 38 points of growth in Mathematics, current year graduate cohort completion rate (as defined by ASAM's, is 72%, and our persistence/attendance rate was approximately 60%.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	CCCS had very little difference between the planned expenditures and the current pace of the 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.	There were no substantial changes to this goal in the current school year.

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?

Community Collaborative Charter School has included parents, community members, pupils, staff members, and other stakeholders in the following manner: At the beginning of the LCAP process (January-February 2014), a survey was utilized to gain input from important stakeholder groups. On-line surveys and paper surveys were used with school staff and parents. Student groups were either surveyed or gathered into focus groups to answer the same questions on the survey. In addition, the school administration and leadership team completed a matrix relating to how goals in their SSD plans, WASC plans, Gateway Community Charters (GCC, Charter Management Organization) annual Focus Goals and Objectives, and the charter petition, aligned with the eight State priorities under the LCAP.

Following this, the school administration met with the School Leadership Team to draft elements of the LCAP based on the input from the survey (March 2014). The draft of the LCAP was then shared with the various stakeholders at the school. The school administration shared the draft LCAP plan with the School Site Council, the English Learner Advisory Committee, the Parent Teacher Organization, and the Community Business Advisory Committee of GCC. The following data sources were was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process: Graduation rates, STAR data from spring 2013, CAHSEE passing rates, CELDT results and RFEP rates, AP exam results, EAP results, local assessments including: DRA, benchmark assessments Renaissance testing, Succesmaker data, writing rubrics, Suspension, expulsion, and truancy rates, CTE enrollment,

After receiving feedback from these groups, the School Leadership Team revised the LCAP plan taking into consideration the input from the various stakeholder groups (April 2014). This draft was then submitted to Gateway Community Charters leadership for additional input on the three year LCAP process (April-May 2014). The final draft of the LCAP was then submitted to the board of directors of Gateway Community Charters as a report item on the meeting agenda (May 2014). After input from the board, final revisions were made by the school leadership teams and re-submitted to the GCC board of directors for final approval (June 2014).

Community Collaborative Charter School has included parents, community members, pupils, staff members, and other stakeholders in the following manner during the 2015-2016 school year: At the beginning of the school year, school administration met with the School Leadership Team to review LCAP goals, action items and other key information gathered during the initial LCAP creation based on the input from the surveys and stakeholder engagement meeting notes.

Throughout the 2015-2016 school year, updates and progress reports on LCAP were made available to stakeholders at multiple school locations through School Site Council, ELAC, & other parent engagement events. Student groups were either surveyed or gathered into focus groups for an annual survey. In addition, the school administration and leadership team continues to work on a matrix relating to how goals in their SSD plans, WASC plans, Gateway Community Charters (GCC, Charter Management Organization) annual Focus Areas, Goals and Strategies, the charter petition, aligned with the eight State priorities under the LCAP.

The following data sources were was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process: Graduation rates, Persistence data, CELDT results and RFEP rates, EAP results, local assessments including: benchmark assessments, Renaissance testing results..

After receiving feedback from these groups, the School Leadership Team made revisions and completed all required annual updates to the LCAP plan taking into consideration the input from the various stakeholder groups (March-May 2016). This draft was then submitted to Gateway Community Charters leadership for additional input on the three year LCAP process (May 2016). The final draft of the LCAP was then submitted to the board of directors of Gateway Community Charters as a report item on the meeting agenda (June 2016). After input from the board, final revisions were made by the school leadership teams and re-submitted to the GCC board of directors for final approval (June 2016).

IMPACT ON LCAP AND ANNUAL UPDATE

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

CBO Aaron Thornsberry gave an overview of the LCFF and the eight stated priorities included in LCAP. This meeting provided the first base for the LCAP to be built on.This meeting served as a way to inform, educate and gather input from school staff about the eight stated priorities in the LCAP. The notes from this meeting and the following grade level meetings provided information for the first draft of the LCAP. Data from the prior meetings was put together in a draft and then was presented to admin team to adjust as needed. This meeting served as a way to refine the document and ensure the focus on the eight priorities was kept. Surveys were made available through links in emails and on the school website. Survey results were used to refine and refocus the goals for each of the eight stated priorities. This meeting was used to gather input from key community stakeholders about the LCAP and adjustments were made to the document based on this input. This meeting was used to gather input from every staff member about LCAP and adjustments were made to the document based on this input.

Gateway Community Charters and Community Collaborative Charter School administrative teams collaborated to review and analyze student achievement and perception data throughout the school year.

Gateway Community Charters leadership provided training and on-going support for Principals on LCAP reporting, revisions, and alignment for new LCAP format for the 15-16 school year.

Community Collaborative Charter School administration and leadership team worked to begin a process of goal and measurable outcome alignment around LCAP, SPSA, WASC criteria, & our current Charter Measurable Student Outcomes

LCAP progress and updated communicated to School Site Council(s) and site level PTO groups

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	Ensure all students graduate college & career ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

- Provide all necessary resources required to prepare students to graduate college- and career-ready. One component of this is increasing academic rigor through use of Common Core standards and practices, which include standards-aligned curriculum, assessments, high-quality teacher instruction, and access to technology. Another component is access to Career Technical Education (CTE) classes to provide students with a wider range of post-high school options.

- Implementation of school-wide Response to Intervention practices that will fully support the personal learning needs of all students so that they can achieve this goal.

- Provide quality professional development through a systematic process of training, collaboration, and coaching enabling teachers to enhance the educational and social experience of students.

- Develop strategies and resources to support students who are credit-eligible to graduate at CBEDS and ensure that they are able to complete all state and local graduation requirements and graduate by the end of the school year in which they are credit-eligible.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Renaissance Learning - eligible student growth scores for Reading; Annually, the average scale score gain of the entire school population on the	Renaissance Learning - eligible student growth scores for Reading; Aggregate growth + 92 points.	• An average of at least 78% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50	• An average of at least 80% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50	• An average of at least 82% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50

Renaissance Learning STAR Reading Assessment will be scale score 50 points. Renaissance Learning - eligible student growth scores for Mathematics; Annually, the average scale score gain of the entire school population on the Renaissance Learning STAR Math Assessment will be scale score 50 points. GCC writing rubrics; schoolwide writing assessments; All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric. Annual Average Daily Attendance will be at least 95% or will increase by 1% annually. CCCS will increase its graduation rate by 2% annually.	Renaissance Learning - eligible student growth scores for Mathematics: Aggregate growth +38 points. CCCS 9th-12th grade students scored an overall average of 2.07 out of 5 on the initial year writing assessments. CCCS offered four CTE courses during the 2016-2017 school year. CCCS had a overall persistence rate of 50% for the 2016-2017 school year. CCCS had a schoolwide ADA rate at 87% for the 2016-2017 school year. CCCS had a cohort eligible graduation rate of 65% for the 2016-2017 school year.	point scale score growth for Renaissance Learning reading assessment • An average of at least 78% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50 point scale score growth for Renaissance Learning Mathematics assessment • All CCCS students will complete a minimum of one math project linked to a real world situation. • All CCCS students will make 1 year's growth in reading for one school year attended. • All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric. • Increased annual percentage of students who have access to Career Technical Education (CTE) programs. • CCCS will increase the number of long-term, credit-eligible graduates annually.	point scale score growth for Renaissance Learning reading assessment • An average of at least 80% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50 point scale score growth for Renaissance Learning Mathematics assessment • All CCCS students will complete a minimum of one math project linked to a real world situation. • All CCCS students will make 1 year's growth in reading for one school year attended. • All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric. • Increased annual percentage of students who have access to Career Technical Education (CTE) programs. • CCCS will increase the number of long-term, credit-eligible graduates annually.	point scale score growth for Renaissance Learning reading assessment • An average of at least 82% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50 point scale score growth for Renaissance Learning Mathematics assessment • All CCCS students will complete a minimum of one math project linked to a real world situation. • All CCCS students will make 1 year's growth in reading for one school year attended. • All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric. • Increased annual percentage of students who have access to Career Technical Education (CTE) programs. • CCCS will increase the number of long-term, credit-eligible graduates annually.

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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue staffing to assist with implementation and administration of new VAPA program(s)	Continue staffing to assist with implementation and administration of new VAPA program(s)	Continue staffing to assist with implementation and administration of new VAPA program(s)

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$74,175	Amount	$76,158	Amount	$78,158
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries VAPA Specialist salary and benefits	Budget Reference	1000-1999: Certificated Personnel Salaries VAPA Specialist salary and benefits	Budget Reference	1000-1999: Certificated Personnel Salaries VAPA Specialist Salary & benefits

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	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Utilize staffing to assist with implementation and administration of new CTE program.	Utilize staffing to assist with implementation and administration of new CTE program.	Utilize staffing to assist with implementation and administration of new CTE program.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$85,423	Amount	$87,405	Amount	$89,405
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries CTE Teacher salaries and benefits	Budget Reference	1000-1999: Certificated Personnel Salaries CTE Teacher salaries and benefits	Budget Reference	1000-1999: Certificated Personnel Salaries CTE Teacher salaries and benefits

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	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
VAPA program supplies	VAPA program supplies	VAPA program supplies

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$1,709	Amount	$1,709	Amount	$1,780
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

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
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement teacher position focused on college/career readiness	continue Implementation of teacher position focused on college/career readiness	continue Implementation of teacher position focused on college/career readiness

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$99,682	Amount	$101,076	Amount	$103,076
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries teacher salary & benefits	Budget Reference	1000-1999: Certificated Personnel Salaries teacher salary & benefits	Budget Reference	1000-1999: Certificated Personnel Salaries teacher salary & benefits

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	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Technology supplies	Technology supplies	Technology supplies

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	2,501	Amount	2,501	Amount	2,501
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

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	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Teacher position for online resource center	Teacher position for online resource center	Teacher position for online resource center

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$89,233	Amount	$91,215	Amount	$93,215
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries teacher salary & benefits	Budget Reference	1000-1999: Certificated Personnel Salaries teacher salary & benefits	Budget Reference	1000-1999: Certificated Personnel Salaries teacher salary & benefits

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	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
continue work with Service Learning program consultant	continue work with Service Learning program consultant	continue work with Service Learning program consultant

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$7,500	Amount	$7,500	Amount	$7,500
Source	Other	Source	Other	Source	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures use of CRBG program funds	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures use of CRBG program funds	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures use of CRBG program funds

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	Ensure that all students demonstrate academic growth; to include elimination of achievement gaps for all subgroups and special populations.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

- Provide students with needed support to remain enrolled, attend school, and make satisfactory progress toward meeting all graduation requirements.

- Develop resources and strategies to facilitate collaboration and increase engagement of students, parents, whole families, local communities, & regional community organizations as partners and full stakeholders in Community Collaborative Charter School.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Renaissance Learning - eligible student growth scores for Reading; Annually, the average scale score gain of the entire school population on the Renaissance Learning STAR Reading Assessment will be scale score 50 points. Renaissance Learning - eligible student growth scores for Mathematics; Annually, the average scale score gain of the entire school population on the	Renaissance Learning - eligible student growth scores for Reading; Aggregate growth + 92 points. Renaissance Learning - eligible student growth scores for Mathematics: Aggregate growth +38 points. CCCS 9th-12th grade students scored an overall average of 2.07 out of 5 on the initial year writing assessments.	• An average of at least 78% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50 point scale score growth for Renaissance Learning reading assessment • An average of at least 78% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50	• An average of at least 80% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50 point scale score growth for Renaissance Learning reading assessment • An average of at least 80% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50	• An average of at least 82% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50 point scale score growth for Renaissance Learning reading assessment • An average of at least 82% of students who have been enrolled at CCCS for 90 consecutive school days during an academic year will demonstrate at least 50

Renaissance Learning STAR Math Assessment will be scale score 50 points.

GCC writing rubrics; schoolwide writing assessments; All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.

Annual Average Daily Attendance will be at least 95% or will increase by 1% annually.

CCCS will increase its graduation rate by 2% annually.

CCCS offered four CTE courses during the 2016-2017 school year.

CCCS had a overall persistence rate of 50% for the 2016-2017 school year.

CCCS had a schoolwide ADA rate at 87% for the 2016-2017 school year.

CCCS had a cohort eligible graduation rate of 65% for the 2016-2017 school year.

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point scale score growth for Renaissance Learning Mathematics assessment

- All CCCS students will complete a minimum of one math project linked to a real world situation.

- All CCCS students will make 1 year's growth in reading for one school year attended.

- All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.

- Increased annual percentage of students who have access to Career Technical Education (CTE) programs.

- Increased persistence rate for all eligible students by 3% annually.

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point scale score growth for Renaissance Learning Mathematics assessment

- All CCCS students will complete a minimum of one math project linked to a real world situation.

- All CCCS students will make 1 year's growth in reading for one school year attended.

- All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.

- Increased annual percentage of students who have access to Career Technical Education (CTE) programs.

- Increased persistence rate for all eligible students by 3% annually.

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point scale score growth for Renaissance Learning Mathematics assessment

- All CCCS students will complete a minimum of one math project linked to a real world situation.

- All CCCS students will make 1 year's growth in reading for one school year attended.

- All CCCS students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.

- Increased annual percentage of students who have access to Career Technical Education (CTE) programs.

- Increased persistence rate for all eligible students by 3% annually.

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	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
continue curriculum coach position (9th-12th grade programs); add curriculum coach position for (K-8th grade programs)	continued implementation of curriculum coach positions	continued implementation of curriculum coach positions

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$81,813	Amount	$83,796	Amount	$85,796
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 9th-12th grade curriculum coach	Budget Reference	1000-1999: Certificated Personnel Salaries 9th-12th grade curriculum coach	Budget Reference	1000-1999: Certificated Personnel Salaries 9th-12th grade curriculum coach
Amount	$76,891	Amount	$78,891	Amount	$80,891
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries K-8th grade curriculum coach	Budget Reference	1000-1999: Certificated Personnel Salaries K-8th grade curriculum coach	Budget Reference	1000-1999: Certificated Personnel Salaries K-8th grade curriculum coach
Amount	$2,636	Amount	$3,000	Amount	$3,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Extra Duty time for certificated staff do provide opportunity for curriculum development prior to start of school year	Extra Duty time for certificated staff do provide opportunity for curriculum development prior to start of school year	Extra Duty time for certificated staff do provide opportunity for curriculum development prior to start of school year

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	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implementation paraeductors for additional individualized academic support for students	Implementation paraeductors for additional individualized academic support for students	Implementation paraeductors for additional individualized academic support for students

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$128,890	Amount	$132,756	Amount	$136,738
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

	continue FTE paraeducator positions; to include benefits		continue 7 FTE paraeducator positions; to include benefits		continue 7 FTE paraeducator positions; to include benefits
Amount	$56,902	Amount	$58,609	Amount	$60,367
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries continue hourly para-educator positions	Budget Reference	1000-1999: Certificated Personnel Salaries continue hourly para-educator positions	Budget Reference	1000-1999: Certificated Personnel Salaries continue hourly para-educator positions

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	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
continue counselor positions	continue counselor positions	continue counselor positions

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$69,221	Amount	$71,207	Amount	$73,207
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries north sac campus counselor	Budget Reference	1000-1999: Certificated Personnel Salaries north sac campus counselor	Budget Reference	1000-1999: Certificated Personnel Salaries north sac campus counselor
Amount	$88,966	Amount	$90,948	Amount	$92,948
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries main campus counselor	Budget Reference	1000-1999: Certificated Personnel Salaries main campus counselor	Budget Reference	1000-1999: Certificated Personnel Salaries main campus counselor

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
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
continued implementation of intervention teachers	continued implementation of intervention teachers	continued implementation of intervention teachers

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$74,941	Amount	$77,189	Amount	$79,504
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	$74,941	Amount	$77,189	Amount	$79,504
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

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	**2018-19**	**2019-20**

☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue staffing increases for positions focused on supporting most at-risk students.	Continue staffing increases for positions focused on supporting most at-risk students.	Continue staffing increases for positions focused on supporting most at-risk students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $93,770	**Amount** $95,166	**Amount** $97,166
Source Supplemental	**Source** Supplemental	**Source** Supplemental
Budget Reference 1000-1999: Certificated Personnel Salaries Continue from current year; staffing increases for positions focused on supporting most at-risk students (ELD cohort teacher)	**Budget Reference** 1000-1999: Certificated Personnel Salaries Continue from current year; staffing increases for positions focused on supporting most at-risk students (ELD cohort teacher)	**Budget Reference** 1000-1999: Certificated Personnel Salaries Continue from current year; staffing increases for positions focused on supporting most at-risk students (ELD cohort teacher)
Amount $87,434	**Amount** $89,434	**Amount** $91,434
Source Supplemental	**Source** Supplemental	**Source** Supplemental
Budget Reference 1000-1999: Certificated Personnel Salaries Continue from current year; staffing increases for positions focused on supporting EL cohort students	**Budget Reference** 1000-1999: Certificated Personnel Salaries Continue from current year; staffing increases for positions focused on supporting EL cohort students	**Budget Reference** 1000-1999: Certificated Personnel Salaries Continue from current year; staffing increases for positions focused on supporting EL cohort students

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	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue staffing increases for positions focused on supporting most at-risk students.	Continue staffing increases for positions focused on supporting most at-risk students.	Continue staffing increases for positions focused on supporting most at-risk students.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$19,486	Amount	$20,070	Amount	$20,672
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries continued staffing/salary increases for positions focused on at-risk student populations	Budget Reference	1000-1999: Certificated Personnel Salaries continued staffing/salary increases for positions focused on at-risk student populations	Budget Reference	1000-1999: Certificated Personnel Salaries continued staffing/salary increases for positions focused on at-risk student populations
Amount	$12,914	Amount	$13,914	Amount	$14,914
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries continued staffing/salary increases for positions focused on at-risk student populations	Budget Reference	1000-1999: Certificated Personnel Salaries continued staffing/salary increases for positions focused on at-risk student populations	Budget Reference	1000-1999: Certificated Personnel Salaries continued staffing/salary increases for positions focused on at-risk student populations

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

Promotion of a positive school culture through learning environments that are clean, healthy, safe, and facilitation of diverse, on-going opportunities for stakeholder engagement.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

Develop strategies and resources targeted to special populations at CCCS to ensure that those students progress at the same rate as the general student population.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Renaissance Learning - eligible student growth scores for Reading; Annually, the average scale score gain of the entire school population on the Renaissance Learning STAR Reading Assessment will be scale score 50 points. Renaissance Learning - eligible student growth scores for Mathematics; Annually, the average scale score gain of the entire school population on the Renaissance Learning STAR Math Assessment will be scale score 50 points. GCC writing rubrics; schoolwide writing assessments; All CCCS	Renaissance Learning - eligible student growth scores for Reading; Aggregate growth + 92 points. Renaissance Learning - eligible student growth scores for Mathematics: Aggregate growth +38 points. CCCS 9th-12th grade students scored an overall average of 2.07 out of 5 on the initial year writing assessments. CCCS offered four CTE courses during the 2016-2017 school year. CCCS had a overall persistence rate of 50% for the 2016-2017 school year.	Socioeconomically disadvantaged students and English Learners enrolled continuously as of CBEDS reporting date will demonstrate the same average rate of improvement as the whole of the CCCS population.	Socioeconomically disadvantaged students and English Learners enrolled continuously as of CBEDS reporting date will demonstrate the same average rate of improvement as the whole of the CCCS population.	Socioeconomically disadvantaged students and English Learners enrolled continuously as of CBEDS reporting date will demonstrate the same average rate of improvement as the whole of the CCCS population.

students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.

CCCS will increase its graduation rate by 2% annually.

CCCS had a schoolwide ADA rate at 87% for the 2016-2017 school year.

CCCS had a cohort eligible graduation rate of 65% for the 2016-2017 school year.

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	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

continue with initial and ongoing training around best practices for implementation of research proven strategies toward facilitation of a positive school wide culture, including positive student/staff and student/student relationships.	continue with initial and ongoing training around best practices for implementation of research proven strategies toward facilitation of a positive school wide culture, including positive student/staff and student/student relationships.	continue with initial and ongoing training around best practices for implementation of research proven strategies toward facilitation of a positive school wide culture, including positive student/staff and student/student relationships.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$8,500	Amount	$8,500	Amount	$8,500
Source	Title I	Source	Title I	Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Capturing Kids Hearts - initial and on-going trainings	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Capturing Kids Hearts - initial and on-going trainings	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Capturing Kids Hearts - initial and on-going trainings

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	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged

Use of consultants for continued implementation of AmeriCorps student mentoring program	Use of consultants for continued implementation of AmeriCorps student mentoring program	Use of consultants for continued implementation of AmeriCorps student mentoring program

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$28,600	Amount	$28,600	Amount	$28,600
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures partnerships with mentoring organizations	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures partnerships with mentoring organizations	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures partnerships with mentoring organizations

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			**2018-19**			**2019-20**		
☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged

Implementation of additional staff to support student basic health needs	Implementation of additional staff to support student basic health needs	Implementation of additional staff to support student basic health needs

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$20,469	Amount	$21,818	Amount	$23,818
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries GCC nurses salaries	Budget Reference	2000-2999: Classified Personnel Salaries GCC nurses salaries	Budget Reference	2000-2999: Classified Personnel Salaries GCC nurses salaries
Amount	$3,494	Amount	$3,495	Amount	$3,595
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries GCC nurses salaries	Budget Reference	2000-2999: Classified Personnel Salaries GCC nurses salaries	Budget Reference	2000-2999: Classified Personnel Salaries GCC nurses salaries

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

continued implementation of consultants - community impact academy

2018-19

☐ New ☐ Modified ☒ Unchanged

continued implementation of consultants - community impact academy

2019-20

☐ New ☐ Modified ☒ Unchanged

continued implementation of consultants - community impact academy

BUDGETED EXPENDITURES

2017-18

Amount | $6,470
Source | Supplemental
Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures CIA program partnership & resources

2018-19

Amount | $7,000
Source | Supplemental
Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures CIA program partnership & resources

2019-20

Amount | $10,000
Source | Supplemental
Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures CIA program partnership & resources

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   **2018-19**   **2019-20**

☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
continued Implementation of Illuminate	continued Implementation of Illuminate	continued Implementation of Illuminate

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	5000	Amount	5000	Amount	5000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures student data analysis program	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures student data analysis program	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures student data analysis program

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	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

purchase additional technology to support K-8, Community Impact, & online learning programs

purchase additional technology to support K-8, Community Impact, & online learning programs

purchase additional technology to support K-8, Community Impact, & online learning programs

BUDGETED EXPENDITURES

2017-18

Amount	$7500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Laptops & SMART boards/SMART TV's

2018-19

Amount	$7500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Laptops & SMART boards/SMART TV's

2019-20

Amount	$7500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Laptops & SMART boards/SMART TV's

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $1,171,253.00   Percentage to Increase or Improve Services: 32.29%

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).

2017-2018 summary:

Community Collaborative Charter School's estimated Supplemental and Concentration grant funding calculated on the number of unduplicated low income, foster youth, and English Learner pupils is $1,171,253.00. There are specific services directed towards low income students, foster youth, and English learners. Due to the high percentage of unduplicated pupils, many of the services will impact other CCCS students. During creation of the LCAP, there was specific attention given to the equity of outcomes for students with overlapping significant subgroups including English learners, students with disabilities, foster youth, socio-economically disadvantaged students/families, and racial and ethnic subgroups.

Goal 1: Ensure all students graduate college & career ready.

A: VAPA teacher - program & supplies - CCCS will continue VAPA teachers and program resources needed to continue and grow the Academy of Creative Arts program. Research shows that exposure to Arts programs has a positive impact on both student academic and social-emotional success in school.

B: CTE teacher - CCCS will continue CTE teacher programs with a vision for growth in the number of available courses and also with an added frequency for the most requested courses. The focus for these programs will be to reestablish relevance in education for unduplicated students.

C: College & Career readiness programs - In order to develop and promote a college going school climate across all sites, CCCS will continue to provide staffing and resources targeted at supporting planning and preparation for college and career transitions for students during their 12th grade year and post high school.

D: Technology - Research indicates that students coming from low income households are less likely to have access to technology outside of the school environment. CCCS has a commitment to increase the number of opportunities for students to engage with technology throughout all aspects of their educational experiences for
unduplicated students.

E: Online learning programs - CCCS students have access to online learning programs across at all school campuses. In most cases, students can access online learning for one or two courses that are beyond the schools current educational program offerings or have the option to use the online learning platform as their complete

educational curriculum program. This year, CCCS will transition from using Fuel Ed/PEAK online learning to Edgenuity.

Goal 2: Ensure that all students demonstrate academic growth; to include elimination of achievement gaps for all subgroups and special populations.

A: Instructional program growth - CCCS school leadership team is working to facilitate improvements to the schoolwide academic program based on feedback received in our most recent WASC review and Charter renewal process. As a school that serves a significant number of at-risk students utilizing the independent study/independent

learning model of education, it is important that we be transparent and proactive in our efforts to offer a core curriculum and instruction/student engagement model that has a high level of academic rigor along with the required amount of interventions necessary to support all students to academic success. The implementation of a

curriculum coach for K-8 programs and for 9-12 programs will allow for teacher support in lesson design, observation and feedback, co-teaching opportunities, and for internal and external professional development with a goal of improving the academic outcomes of unduplicated students.

B: Student support services - CCCS will continue implementation of para-educators in small group and one-on-one learning labs across all campuses. Based on the student need at each site, students have access to bi-lingual para's for increased access and individualized support for the needs of English Learners.

C: School counselor services - CCCS will maintain the increased support services to meet the socio-emotional, academic, and community resource awareness needs of students and families of unduplicated students.

D: Intervention & Special Services program supports - CCCS serves a highly at-risk and transient student populations. The majority of students in grades 10-12 enter the school with reading and/or math skills three or more years below grade level. These Intervention Teachers and At-Risk Specialists will work with the school leadership

team and within school level teacher cohort groups to improve academic outcomes and Graduation rate with a focus on unduplicated students. Within this group of teachers are those specifically identified to serve EL cohort students.

Goal 3: Promotion of a positive school culture through learning environments that are clean, healthy, safe, and facilitation of diverse, on-going opportunities for stakeholder engagement.

A: Capturing Kids Hearts - The Capturing Kids Hearts or CKH program is a research based training for school staff at all levels of the organization that allows staff to work together on implementing a positive school culture, positive behavior management/classroom management model built around trust, respect, and open/honest

communication.

B: Americorp partnership - CCCS will continue a partnership with Americorp to allow of mentoring and student academic support focused on unduplicated students. Americorp mentors work with students toward completion of all graduation requirements including Service Learning and Career preparation activities.

C: School Nurse program - Maintain two school nurse positions to further support the basic health needs and education for students and families, as well as professional development for school staff, with an emphasis on unduplicated students. The nurses will review, assess, and monitor students with identified health needs on an on-

going basis and will provide support at IEP, 504, and SST meetings as requested by the school leadership team.

D: Community Impact Academy - CCCS will continue and further implementation of the Community Impact Academy program The Community Impact Academy program is an internal program where students work on thematic units centered around researching and student centered learning experienced regarding significant community

issues. This includes but is not limited to poverty, homelessness, & issues surrounding law enforcement.

E: Illuminate - The data management program Illuminate is a tool that can allow school leadership to better disaggregate student achievement data... The program is aligned to CCSS and will assist teachers with resources for improved instruction.

F: Technology - Research indicates that students coming from low income households are less likely to have access to technology outside of the school environment. CCCS has a commitment to increase the number of opportunities for students to engage with technology throughout all aspects of their educational experiences for

unduplicated students.

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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

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.

   o 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. S 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?