

Introduction:

LEA: [Gateway Community Charters](#) **Contact (Name, Title, Email, Phone Number):** [Jon Campbell, Principal, jon.campbell@gcccharters.org](#) and [toolie.younger@gcccharters.org](#), (916) 286-5161 and (916) 275-0325 **LCAP Year:** [2016-17](#)

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>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,</p>	<p>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</p>

<p>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.</p> <p>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 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,</p> <p>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).</p>	<p>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.</p>
<p>Annual Update:</p> <p>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</p>	<p>Annual Update:</p> <p>Gateway Community Charters and Community Collaborative Charter School administrative teams collaborated to review and analyze student achievement and perception data throughout the school year.</p> <p>Gateway Community Charters leadership provided training and on-going support for Principals on LCAP reporting, revisions, and alignment for new</p>

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 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).

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

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	All students will graduate college and career ready.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	<ul style="list-style-type: none"> • 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. 	
Goal Applies to:	Schools:	Community Collaborative Charter School - All programs K-12
	Applicable Pupil Subgroups:	All students & subgroups

LCAP Year 1: 2016-2017

- Expected Annual Measurable Outcomes:
- 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue staffing to assist with implementation and administration of new VAPA program(s)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	VAPA Specialist salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental \$70,000
Utilize staffing to assist with implementation and administration of new CTE program.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$75,000
Core curriculum development by specialists/teachers to support CCSS implementation		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	additional, non instructional hours for staff 1000-1999: Certificated Personnel Salaries Supplemental \$5,000

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Purchase laptop computers for instructional and assessment applications		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	purchase 25 laptops 4000-4999: Books And Supplies Supplemental \$10,000
Add school counselor position		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	school counselor salary & benefits 1000-1999: Certificated Personnel Salaries Supplemental \$70,000

LCAP Year 2: 2017-2018

- Expected Annual Measurable Outcomes:
- 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 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue staffing to assist with implementation and administration of new VAPA program(s)		<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	VAPA Specialist salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental \$75,000
Utilize staffing to assist with implementation and administration of new CTE program.		<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teacher salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,000
Core curriculum development by specialists/teachers to support CCSS implementation		All OR: <input checked="" type="checkbox"/> Low Income pupils	additional, non instructional hours for staff 1000-1999: Certificated Personnel Salaries Supplemental \$5,000

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Purchase laptop computers for instructional and assessment applications		<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	purchase 25 laptops 4000-4999: Books And Supplies Supplemental \$10,000
Add school counselor position		<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	school counselor salary & benefits 1000-1999: Certificated Personnel Salaries Supplemental \$75,000

LCAP Year 3: 2018-19

- Expected Annual Measurable Outcomes:
- 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 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue staffing to assist with implementation and administration of new VAPA program(s)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	VAPA Specialist salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental \$80,000
Utilize staffing to assist with implementation and administration of new CTE program.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$85,000
Core curriculum development by specialists/teachers to support CCSS implementation		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	additional, non instructional hours for staff 1000-1999: Certificated Personnel Salaries Supplemental \$5,000

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Purchase laptop computers for instructional and assessment applications		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	purchase 25 laptops 4000-4999: Books And Supplies Supplemental \$10,000
Add school counselor position		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	school counselor salary & benefits 1000-1999: Certificated Personnel Salaries Supplemental \$75,000

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

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 diploma.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Provide students with needed support to remain enrolled, attend school, and make satisfactory progress toward meeting all graduation requirements.
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Goal Applies to:	Schools: Community Collaborative Charter School - All programs K-12
	Applicable Pupil Subgroups: All students & subgroups

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Initial & follow-up Capturing Kids Hearts school culture training. 5800: Professional/Consulting Services And Operating Expenditures Title I \$10,000

<p>Utilize and increase implementation paraeducators for additional individualized academic support for students</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>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</p>
<p>continued implementation of consultants for Service Learning program; new implementation at North Sacramento Campus</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Use of Service Learning consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$12,500</p>
<p>Implementation of additional staff to support student basic health needs</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>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</p>
<p>Add teacher position for online resource center</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>continue position for teacher to serve at the CCCS-WSP program 2000-2999: Classified Personnel Salaries Supplemental \$63,500</p>
<p>additional purchases of supplies and resources for new VAPA and CTE-online academy programs</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>resources for VAPA academy - program growth and development 4000-4999: Books And Supplies Supplemental</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$10,000 resources for CTE online academy - program growth and development 4000-4999: Books And Supplies Supplemental \$10,000
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LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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 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. • CCCS will increase or maintain the percentage of the rate of persistence for 7th-12th grade students each year
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Initial & follow-up Capturing Kids Hearts school culture training. 5800: Professional/Consulting Services And Operating Expenditures Title I \$10,000
Utilize and increase implementation paraeducators for additional individualized academic support for students		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	continue 5 FTE paraeducator positions 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$215,000 add part time para-educator hours 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$35,000

		Redesignated fluent English proficient Other Subgroups: (Specify)	
continued implementation of consultants for Service Learning program; new implementation at North Sacramento Campus		<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Use of Service Learning consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$12,500
Implementation of additional staff to support student basic health needs		<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue school nurse 2000-2999: Classified Personnel Salaries Supplemental \$17,000 Continue clerical support for school nurses 2000-2999: Classified Personnel Salaries Supplemental \$2,500
Add teacher position for online resource center		<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	continue position for teacher to serve at the CCCS-WSP program 2000-2999: Classified Personnel Salaries Supplemental \$65,500
additional purchases of supplies and resources for new VAPA and CTE-online academy programs		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth Redesignated fluent English proficient Other Subgroups:	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

		(Specify)	
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 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 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. • CCCS will increase or maintain the percentage of the rate of persistence for 7th-12th grade students each year
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Initial & follow-up Capturing Kids Hearts school culture training. 5800: Professional/Consulting Services And Operating Expenditures Title I \$10,000
Utilize and increase implementation paraeducators for additional individualized academic support for students		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	continue 5 FTE paraeducator positions 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$225,000 add part time para-educator hours 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$35,000

<p>continued implementation of consultants for Service Learning program; new implementation at North Sacramento Campus</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Use of Service Learning consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$12,500</p>
<p>Implementation of additional staff to support student basic health needs</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Continue school nurse 2000-2999: Classified Personnel Salaries Supplemental \$18,000 Continue clerical support for school nurses 2000-2999: Classified Personnel Salaries Supplemental \$2,700</p>
<p>Add teacher position for online resource center</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>continue position for teacher to serve at the CCCS-WSP program 2000-2999: Classified Personnel Salaries Supplemental \$67,500</p>
<p>additional purchases of supplies and resources for new VAPA and CTE-online academy programs</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>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</p>

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

GOAL 3:	100% of students who are credit-eligible at CBEDS will complete graduation requirements and graduate.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : 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.

Goal Applies to: Schools: Community Collaborative Charter School - All programs K-12
 Applicable Pupil Subgroups: All students & subgroups

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: CCCS will increase the number of long-term, credit-eligible graduates annually.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Make summer school programs available for credit deficient students in grades 9-12.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Summer School teacher salaries 1000-1999: Certificated Personnel Salaries Title I \$30,000 Summer School paraeducator salaries 1000-1999: Certificated Personnel Salaries Title I \$7,500
Continue staffing increases for positions focused on supporting most at-risk students.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue from current year; staffing increases for positions focused on supporting most at-risk students 1000-1999: Certificated Personnel Salaries Supplemental \$124,000
Provide staffing for college and career support for		<input checked="" type="checkbox"/> All	At-Risk specialist assigned to provide college and career

students		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	support for students in grade 11 and 12 1000-1999: Certificated Personnel Salaries Supplemental \$74,000
Implementation of Illuminate		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase use of Illuminate data management system 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$11,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	CCCS will increase the number of long-term, credit-eligible graduates annually.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Make summer school programs available for credit deficient students in grades 9-12.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Summer School teacher salaries 1000-1999: Certificated Personnel Salaries Title I \$30,000 Summer School paraeducator salaries 1000-1999: Certificated Personnel Salaries Title I \$7,500
Continue staffing increases for positions focused on supporting most at-risk students.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Continue from current year; staffing increases for positions focused on supporting most at-risk students 1000-1999: Certificated Personnel Salaries Supplemental \$130,000

		English proficient Other Subgroups: (Specify)	
Provide staffing for college and career support for students		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	At-Risk specialist assigned to provide college and career support for students in grade 11 and 12 1000-1999: Certificated Personnel Salaries Supplemental \$76,000
Implementation of Illuminate		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase use of Illuminate data management system 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	CCCS will increase the number of long-term, credit-eligible graduates annually.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Make summer school programs available for credit deficient students in grades 9-12.		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Summer School teacher salaries 1000-1999: Certificated Personnel Salaries Title I \$30,000 Summer School paraeducator salaries 1000-1999: Certificated Personnel Salaries Title I \$7,500

<p>Continue staffing increases for positions focused on supporting most at-risk students.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Continue from current year; staffing increases for positions focused on supporting most at-risk students 1000-1999: Certificated Personnel Salaries Supplemental \$130,000</p>
<p>Provide staffing for college and career support for students</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>At-Risk specialist assigned to provide college and career support for students in grade 11 and 12 1000-1999: Certificated Personnel Salaries Supplemental \$78,000</p>
<p>Implementation of Illuminate</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase use of Illuminate data management system 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p>

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

GOAL 4:	Narrow the achievement gap in all statistically significant subgroups.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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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.

Goal Applies to: Schools: Community Collaborative Charter School - All programs K-12
 Applicable Pupil Subgroups: All students & subgroups

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue staffing increases for positions focused on supporting most at-risk students.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	At-Risk specialist providing educational and mentoring support for credit recovery and Special Education students, Service Learning educational courses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,000
Use of consultants for continued implementation of student mentoring programs		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	partnerships with mentoring organizations 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000
add two days of professional development at the start of		<input checked="" type="checkbox"/> All	extra hours for staff 1000-1999: Certificated Personnel

<p>the school year (August 11th & 12th, 2016)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries Title I \$10,000</p>
<p>add intervention teacher position</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>staff salaries 1000-1999: Certificated Personnel Salaries Supplemental \$45,000</p>
<p>implementation of curriculum coach position</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>staff salaries 1000-1999: Certificated Personnel Salaries Supplemental \$65,000</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>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.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue staffing increases for positions focused on supporting most at-risk students.</p>		<p>All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>At-Risk specialist providing educational and mentoring support for credit recovery and Special Education students, Service Learning educational courses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,000</p>

		English proficient Other Subgroups: (Specify)	
Use of consultants for continued implementation of student mentoring programs		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	partnerships with mentoring organizations 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000
add two days of professional development at the start of the school year (August 11th & 12th, 2016)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	extra hours for staff 1000-1999: Certificated Personnel Salaries Title I \$10,000
add intervention teacher position		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	staff salaries 1000-1999: Certificated Personnel Salaries Supplemental \$48,000
implementation of curriculum coach position		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups:	staff salaries 1000-1999: Certificated Personnel Salaries Supplemental \$68,000

		(Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue staffing increases for positions focused on supporting most at-risk students.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	At-Risk specialist providing educational and mentoring support for credit recovery and Special Education students, Service Learning educational courses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$48,000
Use of consultants for continued implementation of student mentoring programs		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	partnerships with mentoring organizations 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000
add two days of professional development at the start of the school year (August 11th & 12th, 2016)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	extra hours for staff 1000-1999: Certificated Personnel Salaries Title I \$10,000
add intervention teacher position		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	staff salaries 1000-1999: Certificated Personnel Salaries Supplemental \$49,000

		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
implementation of curriculum coach position		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	staff salaries 1000-1999: Certificated Personnel Salaries Supplemental \$69,000

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

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.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : 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.

Goal Applies to: Schools: Community Collaborative Charter School - All programs K-12
 Applicable Pupil Subgroups: All students & subgroups

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: To increase the percentage of the rate of persistence for all eligible students by 3% annually

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
on-going implementation of schoolwide marketing and outreach action plan		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	update and improvements to school website 7000-7439: Other Outgo Supplemental \$2,500 use of media/direct mail to advertise school programs 7000-7439: Other Outgo Supplemental \$65,000
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: To increase the percentage of the rate of persistence for all eligible students by 3% annually

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
on-going implementation of schoolwide marketing and outreach action plan		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	update and improvements to school website 7000-7439: Other Outgo Supplemental \$2,500 use of media/direct mail to advertise school programs 7000-7439: Other Outgo Supplemental \$65,000
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: To increase the percentage of the rate of persistence for all eligible students by 3% annually

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
on-going implementation of schoolwide marketing and outreach action plan		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	update and improvements to school website 7000-7439: Other Outgo Supplemental \$2,500 use of media/direct mail to advertise school programs 7000-7439: Other Outgo Supplemental \$65,000

		<input type="checkbox"/> Other Subgroups: (Specify)	
		<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

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

GOAL 6:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 7:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 8:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 9:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 10:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	All students will graduate college and career ready.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Community Collaborative Charter School - All programs K-12 Applicable Pupil Subgroups: All students & subgroups		
Expected Annual Measurable Outcomes:	<p>An average of at least 73% 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 STAR reading assessment</p> <p>An average of at least 73% 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 STAR Mathematics assessment</p> <p>Begin development of Career Technical Education (CTE) programs available to students.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>CCCS students enrolled at CBEDS and achieving a minimum of 90 days of attendance this school year had an ELA reading growth of 94 points and a Math growth of 48 points. The ELA score increased by 4 points from the prior year and the Math score was an increase of 6 points.</p> <p>Online curriculum & online learning programs established at all high school centers with implementation level applications of online CTE courses.</p> <p>School received a grant for Visual Arts courses to allow school to provide our first community college articulated course starting in Fall 2016</p>	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Add staffing to assist with implementation and administration of new VAPA program	VAPA Specialist salary 1000-1999: Certificated Personnel Salaries Supplemental \$65,000	Implementation initial administration of new VAPA program	VAPA Specialist salary 1000-1999: Certificated Personnel Salaries Supplemental \$65,000

<p>Scope of Service new teacher was provided development hours to develop curriculum and organize resources in the fall semester; teacher able to offer four VAPA courses in the Spring semseter</p>		<p>Scope of Service new teacher was provided development hours to develop curriculum and organize resources in the fall semester; teacher able to offer four VAPA courses in the Spring semseter</p>	
<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Add staffing to assist with implementation and administration of new CTE program. Limited initial applications due to high need for training and initial program organization</p>	<p>CTE program teacher 1000-1999: Certificated Personnel Salaries Supplemental \$65,000</p>	<p>Add staffing to assist with implementation and administration of new CTE program. Limited initial applications due to high need for training and initial program organization</p>	<p>CTE program teacher salary 1000-1999: Certificated Personnel Salaries Supplemental \$65,000</p>
<p>Scope of Service Initial purchases, training and implementation of online curriculum</p>		<p>Scope of Service Initial purchases, training and implementation of online curriculum</p>	
<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Supplemental curriculum purchases to support CCSS implementation</p>	<p>Supplemental informational text-based ELA & General math level intervention resources for students 4000-4999: Books And Supplies Supplemental \$2,500</p>	<p>resources purchased</p>	<p>resource purchases 4000-4999: Books And Supplies Supplemental \$2,500</p>

<p>Scope of Service resources purchased and implemented through curriculum development and small group instructional groups</p>		<p>Scope of Service resources purchased and implemented through curriculum development and small group instructional groups</p>	
<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>purchase laptop computers for instructional and assessment applications</p>	<p>purchase 20 laptops 4000-4999: Books And Supplies Supplemental \$5,000</p>	<p>laptops purchased</p>	<p>laptops purchased 4000-4999: Books And Supplies Supplemental \$10,000</p>
<p>Scope of Service laptops purchased and implemented for student learning and assessment purposes</p>		<p>Scope of Service laptops purchased and implemented for student learning and assessment purposes</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>It is our overarching goal to continue all programs and the vast majority of associated costs. We will continue to monitor our needs for technology to support both students and teachers.</p>		

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

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

Original GOAL 2 from prior year LCAP:	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 diploma.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: Community Collaborative Charter School - All programs K-12 Applicable Pupil Subgroups: All students & subgroups
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> An average of at least 73% of students who have been enrolled at CCCS for at least two full consecutive years will either pass the ELA CAHSEE or demonstrate a 8% improvement in their raw CAHSEE score An average of at least 73% of students who have been enrolled at CCCS for at least two full consecutive years will either pass the Mathematics CAHSEE or demonstrate a 8% improvement in their raw CAHSEE score CCCS will increase or maintain the percentage of the rate of persistence for 7th-12th grade students each year 	Actual Annual Measurable Outcomes:	<p>The CAHSEE graduation requirement was eliminated this school year. There will not be data available for this outcome.</p> <p>The persistence rate for CCCS remained constant in the range of 50-60% over the past two school years with an increase of 2% during the current school year.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All staff will participate in 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.	Initial & follow-up Capturing Kids Hearts school culture trainings 5800: Professional/Consulting Services And Operating Expenditures Title II \$11,500	Training for teachers and staff completed as scheduled	Initial & follow-up Capturing Kids Hearts school culture trainings 5800: Professional/Consulting Services And Operating Expenditures Title II \$11,500
Scope of Service: All school staff will be provided initial CKH training and leadership and other key staff will be provided access		Scope of Service: all completed <input checked="" type="checkbox"/> All OR: -----	

<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Utilize paraeducators for additional individualized academic support for students</p>	<p>5.75 FTE paraeducator positions 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$175,000</p>		<p>5.75 FTE paraeducator positions 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$175,000</p>
<p>Scope of Service: para-educators used for student support in multiple educational settings across all sites/campuses</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: para-educators used for student support in multiple educational settings across all sites/campuses</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Use of consultants for Service Learning programs.</p>	<p>Use of Service Learning consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$7500</p>	<p>fully implemented and increased funding due to identified need</p>	<p>Use of Service Learning consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$12,500</p>
<p>Scope of Service: service learning consultant works to create community partnerships for students to access for completion of service hours</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR:</p>		<p>Scope of Service: service learning consultant works to create community partnerships for students to access for completion of service hours</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>Hiring of additional staff to support student basic health needs</p>	<p>Hire an additional school nurse 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$15,000</p> <p>Clerical support for school nurse(s) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,500</p>	<p>implementation of school nurse</p>	<p>implementation of school nurse 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$15,000</p> <p>implemented clerical support for nurses 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,500</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">added school nurses to monitor, support, and coordinate resources to support student health needs</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	added school nurses to monitor, support, and coordinate resources to support student health needs		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">added school nurses to monitor, support, and coordinate resources to support student health needs</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	added school nurses to monitor, support, and coordinate resources to support student health needs	
Scope of Service	added school nurses to monitor, support, and coordinate resources to support student health needs						
Scope of Service	added school nurses to monitor, support, and coordinate resources to support student health needs						
<p>Add teacher position for online resource center</p>	<p>create new position for teacher to serve at the CCCS-WSP program 1000-1999: Certificated Personnel Salaries Supplemental \$60,000</p>	<p>implemented teacher position for online resource center</p>	<p>implemented teacher position for online resource center 1000-1999: Certificated Personnel Salaries Supplemental \$60,000</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">implemented teacher position for online resource center</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils 	Scope of Service	implemented teacher position for online resource center		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">implemented teacher position for online resource center</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils 	Scope of Service	implemented teacher position for online resource center	
Scope of Service	implemented teacher position for online resource center						
Scope of Service	implemented teacher position for online resource center						

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>purchase of supplies and resources for new VAPA and CTE-online academy programs</p>	<p>resources for VAPA academy - initial program creation 4000-4999: Books And Supplies Supplemental \$30,000</p> <hr/> <p>resources for CTE-program academy - initial program creation 4000-4999: Books And Supplies Supplemental \$20,000</p>	<p>school made some purchases of supplies and resources for new VAPA and CTE-online academy programs</p>	<p>resources for VAPA academy - initial program creation 4000-4999: Books And Supplies Supplemental \$30,000</p> <hr/> <p>resources for CTE-program academy - initial program creation 4000-4999: Books And Supplies Supplemental \$20,000</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Scope of Service</td> <td style="padding: 5px;">school made some purchases of supplies and resources for new VAPA and CTE-online academy programs</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	school made some purchases of supplies and resources for new VAPA and CTE-online academy programs		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Scope of Service</td> <td style="padding: 5px;">school made some purchases of supplies and resources for new VAPA and CTE-online academy programs</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	school made some purchases of supplies and resources for new VAPA and CTE-online academy programs	
Scope of Service	school made some purchases of supplies and resources for new VAPA and CTE-online academy programs						
Scope of Service	school made some purchases of supplies and resources for new VAPA and CTE-online academy programs						
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>It is our overarching goal to continue all programs and the vast majority of associated costs. We will continue to monitor our enrollment trends to ensure adequate implementation of para-educators in order to meet student needs.</p>						

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

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

Original GOAL 3 from prior year LCAP:	100% of students who are credit-eligible at CBEDS will complete graduation requirements and graduate.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Community Collaborative Charter School - All programs K-12 Applicable Pupil Subgroups: All students & subgroups		
Expected Annual Measurable Outcomes:	CCCS will increase the number of long-term, credit-eligible graduates annually.	Actual Annual Measurable Outcomes: CCCS leadership tracked data to show that students who were enrolled at CBEDS and had over 160 credits at their school start date for the current school year Graduated at a rate of 77% for the current school year. This is an increase of 4% from the prior school year.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Make summer school programs available for credit deficient students in grades 9-12.	Summer School teacher salaries 1000-1999: Certificated Personnel Salaries Title I \$22,000 Summer School paraeducator salaries 1000-1999: Certificated Personnel Salaries Title I \$6,000	Summer school programs available for credit deficient students in grades 9-12.	Summer School teacher salaries 1000-1999: Certificated Personnel Salaries Title I \$22,000 Summer School paraeducator salaries 1000-1999: Certificated Personnel Salaries Title I \$6,000
Scope of Service	school programs available for credit deficient students in grades 9-12.	Scope of Service	school programs available for credit deficient students in grades 9-12.
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue staffing increases for positions focused on supporting most at-risk students.</p>	<p>Continue from current year; staffing increases for positions focused on supporting most at-risk students 1000-1999: Certificated Personnel Salaries Supplemental \$25,000</p>	<p>Continued staffing increases for positions focused on supporting most at-risk students.</p>	<p>Continue from current year; staffing increases for positions focused on supporting most at-risk students 1000-1999: Certificated Personnel Salaries Supplemental \$25,000</p>
<p>Scope of Service Continued staffing increases for positions focused on supporting most at-risk students.</p>		<p>Scope of Service Continued staffing increases for positions focused on supporting most at-risk students.</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide staffing for college and career support for students</p>	<p>At-Risk specialist assigned to provide college and career support for students in grade 11 and 12 1000-1999: Certificated Personnel Salaries Supplemental \$65,000</p>	<p>Provide staffing for college and career support for students</p>	<p>At-Risk specialist assigned to provide college and career support for students in grade 11 and 12 1000-1999: Certificated Personnel Salaries Supplemental \$65,000</p>
<p>Scope of Service Staffing for college and career support for students</p>		<p>Scope of Service Staffing for college and career support for students</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

Implementation of Illuminate	Purchase use of Illuminate data management system 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,500	program not purchased for the current school year					
<table border="1"> <tr> <td data-bbox="100 302 237 402">Scope of Service</td> <td data-bbox="247 302 562 402">program not purchased for the current school year</td> </tr> </table>	Scope of Service	program not purchased for the current school year		<table border="1"> <tr> <td data-bbox="1035 302 1171 402">Scope of Service</td> <td data-bbox="1182 302 1507 402">program not purchased for the current school year</td> </tr> </table>	Scope of Service	program not purchased for the current school year	
Scope of Service	program not purchased for the current school year						
Scope of Service	program not purchased for the current school year						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>						
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>It is our overarching goal to continue all programs and the vast majority of associated costs. We will work to refocus efforts to ensure adequate implementation of Naviance program in order to meet student needs</p>						

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

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Original GOAL 4 from prior year LCAP:	Narrow the achievement gap in all statistically significant subgroups.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	Community Collaborative Charter School - All programs K-12		
	Applicable Pupil Subgroups:	All students & subgroups		
Expected Annual Measurable Outcomes:	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.		Actual Annual Measurable Outcomes:	CCCS students enrolled at CBEDS and achieving a minimum of 90 days of attendance this school year had an ELA reading growth of 94 points and a Math growth of 48 points. The ELA score increased by 4 points from the prior year and the Math score was an increase of 6 points. Special Education and EL students achieved growth above the schoolwide average in ELA/reading but achieved below the schoolwide average in math by 8 points for Sped students and 6 points for EL students.
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Utilize staffing positions focused on supporting educational needs of the most at-risk students.		At-Risk specialist providing educational and mentoring support for credit recovery and Special Education students, Service Learning educational courses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$75,000	staffing positions focused on supporting educational needs of the most at-risk students. At-Risk specialist providing educational and mentoring support for credit recovery and Special Education students, Service Learning educational courses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$75,000	
Scope of Service	staffing positions focused on supporting educational needs of the most at-risk students.		Scope of Service	staffing positions focused on supporting educational needs of the most at-risk students.
All			All	

<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Use of consultants for continued implementation of student mentoring programs</p>	<p>partnership with local mentoring organizations 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$7,500</p>	<p>Implemented consultants for continued implementation of student mentoring programs</p>	<p>partnership with local mentoring organizations 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$7,500</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

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

Original GOAL 5 from prior year LCAP:	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.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Community Collaborative Charter School - All programs K-12 ----- Applicable Pupil Subgroups: All students & subgroups		
Expected Annual Measurable Outcomes:	To increase the percentage of the rate of persistence for all eligible students by 3% annually	Actual Annual Measurable Outcomes: The persistence rate for CCCS remained constant in the range of 50-60% over the past two school years with an increase of 2% during the current school year.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Utilize staffing positions focused on supporting educational needs of the most at-risk students.		Utilize staffing positions focused on supporting educational needs of the most at-risk students.	
At-Risk specialist providing educational and mentoring support for Graduation cohort students; building partnerships with community organizations & bringing additional resource for students into the students experience 1000-1999: Certificated Personnel Salaries Supplemental \$75,000		At-Risk specialist providing educational and mentoring support for Graduation cohort students; building partnerships with community organizations & bringing additional resource for students into the students experience 1000-1999: Certificated Personnel Salaries Supplemental \$75,000	
Scope of Service	At-Risk specialist providing educational and mentoring support for Graduation cohort students	Scope of Service	At-Risk specialist providing educational and mentoring support for Graduation cohort students
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)									
on-going implementation of schoolwide marketing and outreach action plan	update and improvements to school website 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,500 purchase of resources for use at community events/school outreach events 7000-7439: Other Outgo Supplemental \$7,500	implementation of schoolwide marketing and outreach action plan	implementation of schoolwide marketing and outreach action plan 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,500 purchase of resources for use at community events/school outreach events 7000-7439: Other Outgo Supplemental \$7,500								
<table border="1"> <tr> <td data-bbox="100 524 241 630">Scope of Service</td> <td data-bbox="241 524 569 630">implementation of schoolwide marketing and outreach action plan</td> </tr> <tr> <td colspan="2" data-bbox="100 662 569 943"> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	implementation of schoolwide marketing and outreach action plan	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 524 1176 630">Scope of Service</td> <td data-bbox="1176 524 1514 630">implementation of schoolwide marketing and outreach action plan</td> </tr> <tr> <td colspan="2" data-bbox="1031 662 1514 943"> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	implementation of schoolwide marketing and outreach action plan	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service	implementation of schoolwide marketing and outreach action plan										
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Scope of Service	implementation of schoolwide marketing and outreach action plan										
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our goal is to continue to 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.										

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Original GOAL 6 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

Original GOAL 7 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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Original GOAL 8 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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Original GOAL 9 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$1,171,253.00
<p>Community Collaborative Charter School administration and leadership teams have identified the following student needs to be addressed with LCAP funding:</p> <ul style="list-style-type: none"> • To 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. • To provide quality professional development through a systematic process of training, collaboration, and coaching enabling teachers to enhance the educational and social experience of students. • To provide students with needed support to remain enrolled, attend school, and make satisfactory progress toward meeting all graduation requirements. • To 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. • To 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. To 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. <p>Community Collaborative Charter School administration and leadership teams have identified the following goals and actions, as outlined in our LCAP plan, which we feel are necessary to accomplish all identified needs listed above:</p> <ol style="list-style-type: none"> 1. All students will graduate college- and career-ready. 	

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 diploma.
3. 100% of students who are credit-eligible at CBEDS will complete graduation requirements and graduate.
4. Narrow the achievement gap in all statistically significant subgroups.
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.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

32.2	%
9	

Community Collaborative Charter School administration and leadership teams have identified the following student needs to be addressed with LCAP funding:

- To 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.
- To provide quality professional development through a systematic process of training, collaboration, and coaching enabling teachers to enhance the educational and social experience of students.
- To provide students with needed support to remain enrolled, attend school, and make satisfactory progress toward meeting all graduation requirements.
- To 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.

- To 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. To 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.

Community Collaborative Charter School administration and leadership teams have identified the following goals and actions, as outlined in our LCAP plan, which we feel are necessary to accomplish all identified needs listed above:

1. All students will graduate college- and career-ready.
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 diploma.
3. 100% of students who are credit-eligible at CBEDS will complete graduation requirements and graduate.
4. Narrow the achievement gap in all statistically significant subgroups.
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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).