Introduction:

LEA: Community School for Creative Education **Contact (Name, Title, Email, Phone Number):** Ida Oberman, Executive Director, idaoberman@comcast.net, 510-686-4131
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
1. We reviewed our goals with Instructional Leadership Team April 19, 2016. Who attended: All teacher members of Instructional Leadership Team attended ITL meeting. 2. We divided up who on ILT would take lead on reporting on "Annual Update" Outcomes: Clarification on the purpose, goals and timeline of LCAP. 2. We set monthly times for parent review of the LCAP, starting Thursday, February 5 5pm to 6pm Friday, Feb 6 8:45am - 10am March 4, 5pm - 6pm; March 5 8:45am to 10am; April 5 8:45am - 10am Invitations were translated into Spanish in writing and translated orally in Cantonese and Vietnamese our parents. Who attended: 12 parents attended February meeting; 7 parents attended March and April meetings. Outcome: Parents agreed to focus on increasing attendance to help meet 95% goal and boost student achievement. Prizes were identified, boards were put up in front lobby celebrating perfect attendance and parents of prize recipients were invited ahead of time so they could be present for prize giving ceremony 3. We undertook a parent survey October 2015, March 2016 and June 2016 We undertook staff satisfaction survey March 2016 and June 2016 We undertook school's first TRIPOD Student Perception Survey TK - 7 June 2016	1. ILT members drafted sections of annual update 2. Ilt members took these reports into account in working on ELA Math and RTI frameworks for 2016-17 2. We confirmed our Goal to increase parent involvement in the decision making in the school. We confirmed our Goal as Parents team to focus on upping attendance as key lever in student learning. 3. We committed to stronger outreach for high survey return in 2016-2017
Annual Update:	**Annual Update:**

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:	Increase student achievement for all students	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Strategies to develop a culturally sensitive and developmentally appropriate curriculum for our student community to help them reach proficiency.

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1.1 Number of English Learners making annual present-level progress toward English proficiency has increased by at least one bandwidth on CELDT; the number of LTELS has decreased by 50%. 1.2 The number of students attaining English Language Arts proficiency on state (SBAC) and local (MAP assessments has increased by 50% and the number of students attaining Mathematics proficiency on state (SBAC) and local (MAP) assessments has increased by 50%.. 1.3 The number of main lesson book essays teachers score proficient or higher using the locally constructed peer review rubric increases by 20%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1.1: Implement Guided Reading Groups to meet students' individual needs as identified by reading assessments: Fountas & Pinnell, CELDT, MAP, SBAC (1.1, 1.2, 1.4) a. All 10 class teachers do on-line SIOP Training July 20-Aug 16 2016; teachers not yet CLEARed receive weekly session with in-house BTSA coach; all teachers receive choice every trimester to model lesson, observe a lesson or be observed; all receive trimester support in planning upcoming block; , and support implementation year round through walkthroughs from Principal and Dean using SIOP Classroom Observation Tool and Planning Tool Use.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, and benefits, certified hourly staff, curriculum development, substitutes, workshops 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $15,081

b. Administer assessments for identified students every three weeks for those below grade level in reading, and for all every 10 weeks to track and regroup students according to their progress. C. Strengthen and test Waldorf inspired integrated MTSS plan [RTI AND PBIS/Restorative Justice) to identify and support students who are not making progress and accelerate reading instruction accordingly. c. Increase teacher collaboration time to review data and plan individualized instruction through dedicated time every Wednesday joined with planned review of data after every testing window during Wednesday collaboration.			
Action 1.2. Provide a comprehensive summer program to accelerate students below proficient a. Offer 5-week summer school June 13 - July 15 2016; b. Utilize student performance pre- and post-standardized assessment c. Use CELDT Scores and disaggregated Fountas and Pinnell and NWEA scores in Summer School learning program to individualize ELD instruction	LEA Wide	X All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Community School Contribution to Community School Summer School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30000
Action 1.3: Maintain accurate data a. Continue administration and front office on data entry, required Ed Code training and all civil rights requirements. b. Train teachers to conduct data entry, required Ed Code and all civil rights requirements; c. In Summer Training, August 8 to August 18 set time to meet and evaluate data with administration and staff to maintain accurate data entry.	LEA Wide	X All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certified salaries, non-certified salaries, contract for services, Substitutes, conference cost, travel Non certified 2000-2999: Classified Personnel Salaries Supplemental and Concentration $40,838

Action 1.4: Continue to transition and implement SBAC, English Development Standards and Next Generation science Standards (NGSS) a. Continue to develop teacher-designed Waldorf-inspired SBAC/ELD aligned curricular blocks- ; b. Support instructional coaching sessions to assist staff in implementing of Waldorf inspired CCSS/ELD through Urban Waldorf Training, Year 3 -Goral & BAPAN and ongoing mentoring internally lead teachers to beginning teachers & -aligned blocks	LEA Wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, certificated hourly curriculum development, substitutes, Coaching and peer observation 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $52,000
Action 1.5: Teachers are going to be given a curriculum framework for the Common Core Standards, as well as the Next Generation Science Standards. The framework will help teachers to have a better understanding of the curriculum and standards for their specific grade level. a.Teachers have created Waldorf-inspired CCSS currirular blocks that have integrated and aligned ELA and the NGSS or the Social Studies State Standards. Teachers will also be refining these blocks to enhance learning b.Throughout the year teachers will meet with inhouse instructional coaches, upper and lower grade leaders, Dr. Goral, and participate in BAPAN (Bay Area Performance Assessment Network.) Teachers will have regular coaching instruction from inhouse coaches and meetings with Upper or Lower grades leaders. Teachers will meet with Dr. Goral 4 times during the school year. Teachers will participate in Cycle 4 of BAPAN.	LEA Wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certified salaries, non-certified salaries, contract for services, Substitutes, conference cost, travel Non certified 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $62,954

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	1.1 Number of English Learners making annual present-level progress toward English proficiency has increased by at least one bandwidth on CELDT; the number of LTELS has decreased by 50%. 1.2 The number of students attaining English Language Arts proficiency on state (SBAC) and local (MAP assessments has increased by 50% and the number of students attaining Mathematics proficiency on state (SBAC) and local (MAP) assessments has increased by 50%.. 1.3 The number of main lesson book essays teachers score proficient or higher using the locally constructed peer review rubric increases by 20%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1.1: Implement Guided Reading Groups to meet students' individual needs as identified by reading assessments: Fountas & Pinnell, CELDT, MAP, SBAC (1.1, 1.2, 1.4) a. All 10 class teachers do on-line SIOP Training July 20-Aug 16 2016; teachers not yet CLEARed receive weekly session with in-house BTSA coach; all teachers receive choice every trimester to model lesson, observe a lesson or be observed; all receive trimester support in planning upcoming block; , and support implementation year round through walkthroughs from Principal and Dean using SIOP Classroom Observation Tool and Planning Tool Use. b. Administer assessments for identified students every three weeks for those below grade level in reading, and for all every 10 weeks to track and regroup students according to their progress. C. Strengthen and test Waldorf inspired integrated MTSS plan [RTI AND PBIS/Restorative Justice) to identify and support students who are not making progress and accelerate reading instruction accordingly. c. Increase teacher collaboration time to review data and plan individualized instruction through dedicated time every Wednesday joined with planned review of data after every testing window during Wednesday collaboration.	LEA Wide	X All ――――――― OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, and benefits, certified hourly staff, curriculum development, substitutes, workshops 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 25081

Action 1.2. Provide a comprehensive summer program to accelerate students below proficient a. Offer 5-week summer school June 13 - July 15 2017; b. Utilize student performance pre- and post-standardized assessment c. Use CELDT Scores and disaggregated Fountas and Pinnell and NWEA scores in Summer School learning program to individualize ELD instruction	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Community School Contribution to Community School Summer School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30000
Action 1.3: Maintain accurate data a. Continue administration and front office on data entry, required Ed Code training and all civil rights requirements. b. Train teachers to conduct data entry, required Ed Code and all civil rights requirements; BUILD INTO PD CALENDAR c. In Summer Training, August 8 to August 18 set time to meet and evaluate data with administration and staff to maintain accurate data entry.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Classified salaries, non-certified salaries, contract for services, substitutes, conference cost. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $14,734.35
Action 1.4: Continue to transition and implement SBAC, English Development Standards and Next Generation science Standards (NGSS) a. Continue to develop teacher-designed Waldorf-inspired SBAC/ELD aligned curricular blocks- ; b. Support instructional coaching sessions to assist staff in implementing of Waldorf inspired SBAC/ELD through Urban Waldorf Training, Year 3 -Goral & BAPAN and ongoing mentoring internally lead teachers to beginning teachers & -aligned blocks	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated salaries, certificated hourly curriculum development, substitutes, coaching and peer observation 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $68,864.54

| Action 1.5: Teachers are going to be given a curriculum framework for the Common Core Standards, as well as the Next Generation Science Standards. The framework will help teachers to have a better understanding of the curriculum and standards for their specific grade level.

a.Teachers have created Waldorf-inspired CCSS currirular blocks that have integrated and aligned ELA and the NGSS or the Social Studies State Standards. Teachers will also be refining these blocks to enhance learning

b.Throughout the year teachers will meet with inhouse instructional coaches, upper and lower grade leaders, Dr. Goral, and participate in BAPAN (Bay Area Performance Assessment Network.) Teachers will have regular coaching instruction from inhouse coaches and meetings with Upper or Lower grades leaders. Teachers will meet with Dr. Goral 4 times during the school year. Teachers will participate in Cycle 4 of BAPAN. | LEA Wide | X All
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OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | Expense:
Certified salaries, non-certified salaries, contract for services, Substitutes, conference cost, travel Non certified
1000-1999: Certificated Personnel Salaries Supplemental and Concentration 155307.75 |

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1.1 Number of English Learners making annual present-level progress toward English proficiency has increased by at least one bandwidth on CELDT; the number of LTELS has decreased by 50%. 1.2 The number of students attaining English Language Arts proficiency on state (SBAC) and local (MAP assessments has increased by 50% and the number of students attaining Mathematics proficiency on state (SBAC) and local (MAP) assessments has increased by 50%.. 1.3 The number of main lesson book essays teachers score proficient or higher using the locally constructed peer review rubric increases by 20%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1.1: Implement Guided Reading Groups to meet students' individual needs as identified by reading assessments: Fountas & Pinnell, CELDT, MAP, SBAC (1.1, 1.2, 1.4) a. All 10 class teachers do on-line SIOP Training July 20-Aug 16 2016; teachers not yet CLEARed receive weekly session with in-house BTSA coach; all teachers receive choice every trimester to model lesson, observe a lesson or be observed; all receive trimester support in planning upcoming block; , and support implementation	LEA Wide	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries and benefits, certified hourly curriculum development, substitutes, workshops 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 25081

year round through walkthroughs from Principal and Dean using SIOP Classroom Observation Tool and Planning Tool Use. b. Administer assessments for identified students every three weeks for those below grade level in reading, and for all every 10 weeks to track and regroup students according to their progress. C. Strengthen and test Waldorf inspired integrated MTSS plan [RTI AND PBIS/Restorative Justice) to identify and support students who are not making progress and accelerate reading instruction accordingly. c. Increase teacher collaboration time to review data and plan individualized instruction through dedicated time every Wednesday joined with planned review of data after every testing window during Wednesday collaboration.			
Action 1.2. Provide a comprehensive summer program to accelerate students below proficient a. Offer 5-week summer school June 13 - July 15 2018; b. Utilize student performance pre- and post-standardized assessment c. Use CELDT Scores and disaggregated Fountas and Pinnell and NWEA scores in Summer School learning program to individualize ELD instruction	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Classified salaries, non-certified salaries, contract for services, substitutes, conference cost. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $20,659.36
Action 1.3: Maintain accurate data a. Continue administration and front office on data entry, required Ed Code training and all civil rights requirements. b. Train teachers to conduct data entry, required Ed Code and all civil rights requirements;	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated salaries, certificated hourly curriculum development, substitutes, coaching and peer observation 2000-2999: Classified Personnel Salaries Supplemental and Concentration $14,734.35

BUILD INTO PD CALENDAR c. In Summer Training, August 8 to August 18 set time to meet and evaluate data with administration and staff to maintain accurate data entry.			
Action 1.4: Continue to transition and implement SBAC, English Development Standards and Next Generation science Standards (NGSS) a. Continue to develop teacher-designed Waldorf-inspired SBAC/ELD aligned curricular blocks- ; b. Support instructional coaching sessions to assist staff in implementing of Waldorf inspired SBAC/ELD through Urban Waldorf Training, Year 3 -Goral & BAPAN and ongoing mentoring internally lead teachers to beginning teachers & -aligned blocks	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated salaries, certificated hourly curriculum development, substitutes, coaching and peer observation 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $68,864.54
Action 1.5: Teachers are going to be given a curriculum framework for the Common Core Standards, as well as the Next Generation Science Standards. The framework will help teachers to have a better understanding of the curriculum and standards for their specific grade level. a.Teachers have created Waldorf-inspired CCSS currirular blocks that have integrated and aligned ELA and the NGSS or the Social Studies State Standards. Teachers will also be refining these blocks to enhance learning b.Throughout the year teachers will meet with inhouse instructional coaches, upper and lower grade leaders, Dr. Goral, and participate in BAPAN (Bay Area Performance Assessment Network.) Teachers will have regular coaching instruction from inhouse coaches and meetings with Upper or Lower grades leaders. Teachers will meet with Dr. Goral 4 times during the school year. Teachers will participate in Cycle 4 of BAPAN.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certified salaries, non-certified salaries, contract for services, Substitutes, conference cost, travel Non certified 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 33317.75

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

GOAL 2:	Increase school/community connectedness by promoting a safe and welcoming school environment for all families and students so that all students are in their classes ready to learn on time.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Our students need support in developing 2.1 physically (hand), 2.2 social emotionally (heart) and 2.3 in mental health (head- in terms of cognitive development) to actively engage in their learning with joy; Families are key partners with staff in 2.4 developing partnerships between staff and families to encourage families to feel welcome and ownership.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase of school attendance to 95.5% Decrease chronic absenteeism by 50% Decrease student suspension by 50% Maintain student expulsion rate at 0% Increase parental participation in programs for unduplicated students by 50% Increase parental involvement in programs for students with exceptional needs by 50% Increase parent participation in making decisions regarding our school by 50% Increase student engagement report by Ron Ferguson's classroom level survey data by 25%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 2.1: Maintain CSCE Attendance Policy a. Increase attendance by 1.5% for the 2016 – 2017 school year.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, classified salaries 2000-2999: Classified Personnel Salaries Base $17,502

Action 2.2: a. Continue to work in partnership with Oakland Community Organizations to build strong parent leadership and powerful volunteer culture in the school and community. b. Use surveys throughout the school year to determine effectiveness.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, classified salaries, materials and supplies 4000-4999: Books And Supplies Base $1,166.80
Action 2.3: a. Work with Parent Focus Group to build strong parent engagement through Parent Focus Group engagement. Sign-in sheets, surveys, press releases and publications. Specific strategies include engagement in CSCE Mobile Food Pantry and Festival work.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, classified salaries, materials and supplies 4000-4999: Books And Supplies Base $1,750.20
Action 2.4: a. Implement, align to CSCE core Waldorf strategies and support school-wide Waldorf-Inspired MBSS [RTI-PBIS/Restorative Justice] behavior plan and linked culturally relevant positive behavioral processes and intervention to meet the needs of students in danger of suspension; b. Measure progress through suspension rates and TRIPOD student surveys	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies, Waldorf & PBIS trainings 1000-1999: Certificated Personnel Salaries Base $80,136.50
Action 2.5: a. Continue to support food dignity through Alameda County Food Bank Partnership for Mobile Food Pantry	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies 2000-2999: Classified Personnel Salaries Base 1000

CHECK FOCUS CIRCLE TIME MAIN LESSON BOOK OTHER… Action 2.6: Utilize, strengthen and continue to document Waldorf strategies -- a. circle b. story telling c. main lesson book design	LEA Wide	X All -------------------------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Contract for services, certificated hourly curriculum development, substitutes, conferences and travel 5000-5999: Services And Other Operating Expenditures Base $1,166.80
Action 2.7 a. Launch and use MTSS Pyramid Data Analysis to track student, and sub group growth.	LEA Wide	X All -------------------------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies 1000-1999: Certificated Personnel Salaries Base $5,833

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increase of school attendance to 96% Decrease chronic absenteeism by 50% Decrease student suspension by 50% Maintain student expulsion rate at 0% Increase parental participation in programs for unduplicated students by 50% Increase parental involvement in programs for students with exceptional needs by 50% Increase parent participation in making decisions regarding our school by 50% Increase student engagement report by Ron Ferguson's classroom level survey data by 25%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 2.1: Maintain CSCE Attendance Policy Increase attendance by 1.5% for the 2017 – 2018 school year.	LEA Wide	X All -------------------------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, classified salaries 2000-2999: Classified Personnel Salaries Base $20,659.36

Action 2.2: Continue to work in partnership with Oakland Community Organizations to build strong parent leadership and powerful volunteer culture in the school and community. Use surveys throughout the school year to determine effectiveness.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, classified salaries, materials and supplies 4000-4999: Books And Supplies Base $1,377.29
Action 2.3: Work with Parent Focus Group to build strong parent engagement through Parents in Action engagement. Sign-in sheets, surveys, press releases and publications.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, classified salaries, materials and supplies 2000-2999: Classified Personnel Salaries Base $2,065.93
Action 2.4: a. Implement, align to CSCE core Waldorf strategies and support school-wide Waldorf-Inspired MBSS [RTI-PBIS/Restorative Justice] behavior plan and linked culturally relevant positive behavioral processes and intervention to meet the needs of students in danger of suspension; b. Measure progress through suspension rates and TRIPOD student surveys	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies; Waldorf & PBIS trainings 1000-1999: Certificated Personnel Salaries Base $94,593.12
Action 2.5 a. Continue to support food dignity through Alameda County Food Bank Partnership for Mobile Food Pantry	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies 2000-2999: Classified Personnel Salaries Base 1000

CHECK Action 2.6: Utilize, strengthen and continue to document Waldorf strategies -- a. circle b. story telling c. main lesson book design	LEA Wide	X All -------------------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Contract for services, certificated hourly curriculum development, substitutes, conferences and travel 5000-5999: Services And Other Operating Expenditures Base $1,184.84
Action 2.7 a. Launch and use MTSS Pyramid Data Analysis to track student, and sub group growth.	LEA Wide	X All -------------------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies 1000-1999: Certificated Personnel Salaries Base $5,851.03

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
Action 2.1: Maintain CSCE Attendance Policy Increase attendance by 1.5% for the 2018 – 2019 school year.	LEA Wide	X All -------------------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, classified salaries 1000-1999: Certificated Personnel Salaries Base $20,659.36

Action 2.2: Continue to work in partnership with Oakland Community Organizations to build strong parent leadership and powerful volunteer culture in the school and community. Use surveys throughout the school year to determine effectiveness.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, classified salaries, materials and supplies 2000-2999: Classified Personnel Salaries Base $1,377.29
Action 2.3: Work with Parent Focus Group to build strong parent engagement through Parents in Action engagement. Sign-in sheets, surveys, press releases and publications.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, classified salaries, materials and supplies 2000-2999: Classified Personnel Salaries Base $2,065.93
Action 2.4: a. Implement, align to CSCE core Waldorf strategies and support school-wide Waldorf-Inspired MBSS [RTI-PBIS/Restorative Justice] behavior plan and linked culturally relevant positive behavioral processes and intervention to meet the needs of students in danger of suspension; b. Measure progress through suspension rates and TRIPOD student surveys	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies; Waldorf & PBIS trainings&Restorative Justice Trainings 1000-1999: Certificated Personnel Salaries Base $80,136.50
Action 2.5: Utilize, strengthen and continue to document Waldorf strategies -- a. circle b. story telling c. main lesson book design	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Contract for services, certificated hourly curriculum development, substitutes, conferences and travel 1000-1999: Certificated Personnel Salaries Base $1,184.84

| Action 2.6

Launch and use MTSS Pyramid Data Analysis to track student, and sub group growth. | LEA Wide | X All
----
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | Expense:
Certificated salaries, classified salaries,   certificated curriculum development, materials and supplies
 1000-1999: Certificated Personnel Salaries Base $5,851.03 |

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

GOAL 3:	Goal 3.1 maintain a highly qualified teacher in every classroom; Goal 3.2 strengthen our outcome-based plan and regularly monitor its implementation; Goal 3.3 maintain all necessary instructional materials aligned to Common Core and our Waldorf inspired Standards-aligned program; Goal 3.4 maintain clean facilities.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Goal 1.1: English Learners (EL) Goal 1.2: ALL, African American (AA), African American Males (AAM), Latino, EL, Students Eligible for Free or Reduced Price Lunch (FRPL), Special Education Students (SPED) Goal 1.3: All; African American (AA), African American Males (AAM), Latino, EL, Students Eligible for Free or Reduced Price Lunch (FRPL), Special Education Students (SPED)

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	1. Maintain 100% teaches appropriately assigned 2. At least 80% of students receive a satisfactory in main lesson blocks/KDR 3. At least 90% of teacher collaboration logs are submitted complete 3. Review of inventory at beginning and end of year and show 100% complete 4. Custodian Townsend Checklist shows at least 95% completion of tasks on three spot checks.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 3.1 Students receive instruction from highly qualified teachers with appropriate credentials (Williams Act).	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Contract for services, workshop costs, certificated salary and benefit 1000-1999: Certificated Personnel Salaries Title I $6,464.70

Action 3.2	LEA Wide	X All	Expense:
Through process of regular LCAP review, school will strengthen plan how to best support the academic needs of all students, with intensity for Economically Disadvantaged students and also of English Learners, (as noted in Goal 1), and monitor on a regular basis.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated salaries, certificated hourly for collaboration around student data. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $36,959
Action 3.3:	LEA Wide	X All	Expense:
Students receive required instructional materials.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional materials 4000-4999: Books And Supplies Base $5,834
Action 3.4	LEA Wide	X All	Expense:
Facilities are clean, safe, and well-maintained (Williams Act).		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Custodial 5000-5999: Services And Other Operating Expenditures Base $31,774.40

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Maintain 100% teaches appropriately assigned 2. At least 80% of students receive a satisfactory in main lesson blocks/KDR 3. At least 90% of teacher collaboration logs are submitted complete 3. Review of inventory at beginning and of year and show 100% complete 4. Custodian Townsend Checklist shows at least 95% completion of tasks on three spot checks.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 3.1 Students receive instruction from highly qualified teachers with appropriate credentials (Williams Act).	LEA Wide	X All OR: _ Low Income pupils _ English Learners	Expense: Contract for services, workshop costs, certificated salary and benefit 1000-1999: Certificated Personnel Salaries Title I $7,630.93

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 3.2 Through process of regular LCAP review, school will strengthen plan how to best support the academic needs of all students, with intensity for Economically Disadvantaged students English Learners, (see Goal 1), and monitor on a regular basis	LEA Wide	X All --- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, certificated hourly for collaboration around student data 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $43,626.40
Action 3.3: Students receive required instructional materials.	LEA Wide	X All --- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Instructional materials 4000-4999: Books And Supplies Base $6,886.45
Action 3.4 Facilities are clean, safe, and well-maintained (Williams Act).	LEA Wide	X All --- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Custodial services 5000-5999: Services And Other Operating Expenditures Base $36,116.30

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	1. Maintain 100% teaches appropriately assigned 2. At least 80% of students receive a satisfactory in main lesson blocks/KDR 3. At least 90% of teacher collaboration logs are submitted complete 3. Review of inventory at beginning and end of year and show 100% complete 4. Custodian Townsend Checklist shows at least 95% completion of tasks on three spot checks.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 3.1 Students receive instruction from highly qualified teachers with appropriate credentials (Williams Act).		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Contract for services, workshop costs, certificated salary and benefit 1000-1999: Certificated Personnel Salaries Title I $7,630.93
Action 3.2 Through process of regular LCAP review, school will strengthen plan how to best support the academic needs of all students, with intensity for Economically Disadvantaged students English Learners, (see Goal 1), and monitor on a regular basis		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Certificated salaries, certificated hourly for collaboration around student data 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $43,626.40
Action 3.3: Students receive required instructional materials.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expense: Instructional materials 4000-4999: Books And Supplies Base $6,886.45

| Action 3.4 Facilities are clean, safe, and well-maintained (Williams Act). | | X All
----
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | Expense:
Custodial services
 5000-5999: Services And Other Operating Expenditures
Base $36,116.30 |

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:	Increase student achievement for all students	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	1.1 Number of English Learners making annual present-level progress toward English proficiency has increased by at least one bandwidth on CELDT; the number of LTELS has decreased by 50%. 1.2 The number of students attaining English Language Arts proficiency on state (SSCC) and local (MAP) assessments has increased by 50% & the number of students attaining Mathematics proficiency on state (SSCC) and local (MAP) assessment has increased by 50%.	Actual Annual Measurable Outcomes:	1.1 Number of English Learners making annual present-level progress toward English proficiency has increased by at least one bandwidth on CELDTis 51%; the number of LTELS has decreased by 0%. For the first time in the school's history, we held RFEP ceremony. 11 students were RFEPed - designated English Fluent Proficient. More work had to be done. The number of LTELS has not yet been reduced this year. I.e. no students in a US Public School for more than 6 years has been RFEPed. Decreasing LTELS to 0 is work of next year. 1.2 SBAC: Utilizing 2014-15 SBAC data to establish the baseline data for number of students attaining English Language Arts and Mathematics proficiency. NWEA MAP: The number of students attaining English Language Arts proficiency on local (NWEA MAP) assessments has increased by 50% & the number of students attaining Mathematics proficiency on local (NWEA MAP) assessment has increased by 50%. The actual levels that are being reported on here are the indication of change in MAP from Spring 14-15 to Winter of 15 – 16. Spring Data to presented in May after MAP is completed again in Trimester 3. Proficiency levels have been adjusted to demonstrate the 14-15 projected proficiency towards the spring SBAC.

1.3 The number of main lesson book essays teachers scored proficient or higher using the locally constructed peer review rubric increases by 20%. 1.4 The number of students attaining English Language Arts proficiency on state (SSCC) and local (MAP) assessments has increased by 50% & the number of students attaining Mathematics proficiency on state (SSCC) and local (MAP) assessment has increased by 50%.	** Baseline data is being presented in this table to reflect that this the first class to have taken the 7th grade MAP test. 1.3 The number of main lesson book essays teachers scored proficient or higher using the locally constructed peer review rubric increases by 20%. 1.4 CASSPP: Utilizing 2014-105 CASSPP data, establish the baseline data for number of English Language Learner (ELL) students attaining English Language Arts and Mathematics proficiency. The number of English Language Learner (ELL) students attaining English Language Arts proficiency on state (SSCC) 50% and local (MAP) assessments has increased by 50% & the number of students attaining Mathematics proficiency on state (SSCC) and local (MAP) assessment has increased by 50%.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 1.1: Implement small group reading instruction to meet students' individual needs as identified by reading assessments such as Fountas & Pinnell, CELDT, MAP, SBAC, CAP. (1.1, 1.2, 1.4) a. Increase teacher training in ELD assessments (Critchlow, NAMES, F&P) & instructional strategies (Frayer Model, Sentence Frames, Academic word walls, meta-cognitive strategies (reciprocal reading) b. Administer assessments for identified students (e.g. Critchlow, Fountas & Pinnell) every three weeks and Critchlow every 10 weeks to track and regroup students according to their progress. Develop a reading MTSS plan to identify students who are not making progress and	Expense: Certificated salaries and benefits, certified hourly curriculum development, substitutes, workshops 1000-1999: Certificated Personnel Salaries Title I $13,000	Action 1.1: Small group reading instruction was implented 4 days a week for a minimum of 60 minutes for each classroom. Groups wer identified and formed using Fountas & Pinnell, CELDT, MAP, as well as SBAC for currect grades 4 and up. a.During our Wednesday PD time, teachers were provided with traIning on how to administer and use the Fountas and Pinnell assessments to drive instruction. Teachers also participated in a PLC cycle aruond the use of sentence frames and close reading. Teachers also recieved a 3 hour training on implementing guided reading in their classrooms.	Expense: Certificated salaries and benefits, certified hourly curriculum development, substitutes, workshops 1000-1999: Certificated Personnel Salaries Title I 13,000

accelerate reading instruction accordingly. c. Increase teacher collaboration time to review data and plan individualized instruction (substitutes, coach, trainers, specialists)		b.Fountis and Pinnell was given six times througholut the year to every student 8 times to students who were more than 1 grade level behind. A MTSS system was not fully developed but many students reacieved additional services 1 time per week from a certified teacher. c.Teachers were given time on occasion during our Wednesday PD to look at data with our PLC partner to formulate next steps	
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 1.2. Provide a comprehensive summer program to accelerate students below proficient a. Partner with BELL summer learning program to offer 5-week summer school June 16 - July 17 2015; b. Utilize student performance pre- and post-standardized assessment c. Share CELDT Scores with Summer School learning program partner BELL to individualize ELD instruction	Expense: Community School Contribution to BELL Community School Summer School Budget of $115,091 5000-5999: Services And Other Operating Expenditures Base $15,000	Action 1.2: a.Our school established a summer program for all students to receive additional instruction in ELA and Mathematics. b.The summer programs was using BELL assessments for pre- and post-standardized assessment c.CELDT scores from students within our school were communicated with Summer School program.	Expense: Community School Contribution to BELL Community School Summer School Budget of $115,091 5000-5999: Services And Other Operating Expenditures Base 15000

Scope of Service LEA Wide X All ‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All ‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 1.3: Maintain accurate data a. Train administration and front office on data entry, required Ed Code trainings and all civil rights requirements. b. Train teachers to conduct data entry, required Ed Code and all civil rights requirements; c. Meet and evaluate data with administration and staff to maintain accurate data entry.	Expense: Certificated salaries, non-certificated salaries, contract for services, Substitutes, conference 2000-2999: Classified Personnel Salaries Supplemental and Concentration $35,000	Action 1.3: Teachers were trained in the third trimester in one staff meeting.	Expense: Certificated salaries, non-certificated salaries, contract for services, Substitutes, conference 2000-2999: Classified Personnel Salaries Supplemental and Concentration 35000
Scope of Service LEA Wide X All ‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All ‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Action 1.4: Continue to transition and implement CCSS, Standards and Next Generation science Standards (NGSS) a. Continue to develop teacher-designed Waldorf-inspired CCSS/ELD & NGSS-aligned curricular blocks; b. Support instructional coaching sessions to assist staff in implementing of Waldorf inspired CCSS/ELD and NGSS (Urban Waldorf Training, Year 2 -Goral & BAPAN) aligned blocks.	Expense: Certificated salaries, certificated hourly curriculum development, substitutes, professional development, coaching & peer observation, 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $50,000	Action 1.4: Teachers were given time on occasion to work on transition to CCSS and Next Generation Science Standards. There was no framework or timeline yet. a.Teachers began to create Waldorf-inspired CCSS curricular blocks that integrated and aligned ELA and the NGSS or the Social Studies State Standards. Teachers began to refine these blocks to support differentiation and ensure Waldorf inspired blocks mirrored the rich diversity of the children they taught and teach. b.Throughout the year Dr Mary Goral of Urban Waldorf Teacher Training came three times to assist in l block planning and instructional practice; by March, administration introduced upper and lower grades facilitators to provide regular coaching instruction and weekly meetings with Upper or Lower grades leaders. Teachers met with Dr. Goral 4 times during the school year. Select teachers participated in Cycle 3 of the Hewlett Funded Bay Area Performance Assessment Network [BAPAN] with Envision Learning Partners.	Expense: Certificated salaries, certificated hourly curriculum development, substitutes, professional development, coaching & peer observation, 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $50,000
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide 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?	

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:	Increase school/community connectedness by promoting a safe and welcoming school environment for all families and students so that all students are in their classes ready to learn on time.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Increase of school attendance to 95% Decrease chronic absenteeism by 50% Decrease student suspension by 50% Maintain student expulsion rate at 0% Increase parental participation in programs for unduplicated students by 50% Increase parental involvement in programs for students with exceptional needs by 50% Increase parent participation in making decisions regarding our school by 50% Increase student engagement report by Ron Ferguson's classroom level survey data by 25%	Actual Annual Measurable Outcomes:	Student expulsion maintained at 0% Parent participation in programs has increased over 50% with monthly turn out of 13 parents to volunteer at CSCE Alameda County Mobile Food Pantry Parent participation incased when measured in influence on key decisions: parents led decision on dress code revisions 2016-17; calendar of festivals 2016-17 Ron Ferguson's classroom level survey taken once June 2016; rate of change will be measured against 2016-17 when student survey will be fielded twice. Student participation did increase measured • by YouthAct club co=led by upper grade students and MetWest high school intern • evidence of upper grades student organized dance

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 2.1: Maintain CSCE Attendance Policy a. Increase attendance by 1.5% for the 2015 – 2016 school year.	Expense: Certificated salaries, non-certificated salaries 2000-2999: Classified Personnel Salaries Base $15,000	Action 2.1: a.The school will create incintives to increase daily attendance. Some incintives may include free dress day, popcicle party, extra recess/free play, or a dance party.	Expense: Certificated salaries, non-certificated salaries 2000-2999: Classified Personnel Salaries Base $15,000

Scope of Service	LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 2.2: a. Continue to work in partnership with Oakland Community Organizations to build strong parent leadership and powerful volunteer culture in the school and community. b. \Use surveys throughout the school year to determine effectiveness.	Expense: Certificated salaries, classified salaries, materials and supplies 2000-2999: Classified Personnel Salaries Base $1,000	Action 2.2 a.Continue to work in partnership with Oakland Community Organizations to build strong parent leadership and powerful volunteer culture in the school and community. b.Surveys were administered twice during the school year to determine effectiveness.	Expense: Certificated salaries, classified salaries, materials and supplies 2000-2999: Classified Personnel Salaries Base $1,000
Scope of Service	LEA Wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Action 2.3: a. Work with Parents in Action Leadership to build strong parent engagement through Parents in Action engagement. Sign-in sheets, surveys, press releases and publications.	Expense: Certificated salaries, classified salaries, materials and supplies 2000-2999: Classified Personnel Salaries Base $1,500	Action 2.3: a.The school has particiapted in parent engagement activities during school hours and after school hours. Some activities include a. CSCE Mobile Food Pantry in partnership with Alameda County Food Bank; b. 5 festivals celebrated school wide including Lunar New Year, Dios de Los Ninos; School wide Oratorial Performance; Maypole Dance..	Expense: Certificated salaries, classified salaries, materials and supplies 2000-2999: Classified Personnel Salaries Base $1,500
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 2.4: a. Implement, align to CSCE core Waldorf strategies and support school-wide PBIS behavior plan and linked culturally relevant positive behavioral processes and intervention to address the needs of students in danger of suspension; b. Measure progress through suspension rates and TRIPOD student surveys	Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies, Waldorf & PBSI trainings 1000-1999: Certificated Personnel Salaries Title I $50,000	Action 2.4: a. - b. -	Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies, Waldorf & PBSI trainings 1000-1999: Certificated Personnel Salaries Title I $50,000

Scope of Service	LEA Wide		Scope of Service	LEA Wide	
X All			X All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Action 2.5: a. Continue to facilitate health services training for all staff by mental health staff.	Expense: Contract for services 5000-5999: Services And Other Operating Expenditures Special Education $25,000		Action 2.5: a.East Bay Family Institute has taught staff how to faciliate Mindfulness for each individual, as well as each teacher for their classroom.	Expense: Contract for services 5000-5999: Services And Other Operating Expenditures Special Education $25,000	
Scope of Service	LEA Wide		Scope of Service	LEA Wide	
X All			X All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Action 2.6: Utilize, strengthen and continue to document Waldorf strategies -- a. circle b. looping c. home visits and phone calls	Expense: Contract for services, certificated hourly curriculum development, substitutes, conferences and travel 1000-1999: Certificated Personnel Salaries Base $10,000		Action 2.6: a.Teachers participate in summer training, as well as PD throughout the school year to enhance and strengthen the classroom circle. b.Teachers will continue to loop with their students K-8	Expense: Contract for services, certificated hourly curriculum development, substitutes, conferences and travel 1000-1999: Certificated Personnel Salaries Base $10,000	

d. to build strong sense of safety; measure impact through communication Logs and TRIPOD student survey; guidebook		c.Teachers will utilitze phone/contact logs to document interaction with famiies. Teachers will also encourage home visits to strengthen parent/teacher relationships d.Students will participate in school-wide surveys to ensure all students are feeling safe and welcomed.	
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 2.7 a. Launch and use MTSS to track student, and sub group growth.	Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies 1000-1999: Certificated Personnel Salaries Title I $5,000	Action 2.7 a. Laid Foundation to launch MTSS (RTI and PBIS/RestorativeJustice) to track students and sub groups.	Expense: Certificated salaries, classified salaries, certificated curriculum development, materials and supplies 1000-1999: Certificated Personnel Salaries Title I $5,000
Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide 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?	

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

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

Original GOAL 3 from prior year LCAP:	Goal 3.1 maintain a highly qualified teacher in every classroom; Goal 3.2 strengthen our outcome-based plan and regularly monitor its implementation; Goal 3.3 maintain all necessary instructional materials aligned to Common Core and our Waldorf inspired Standards-aligned program; Goal 3.4 maintain clean facilities.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	1. Maintain 100% teaches appropriately assigned 2. At least 80% of students receive a satisfactory in main lesson blocks/KDR 3. At least 90% of teacher collaboration logs are submitted complete 3. Review of inventory at beginning and end of year and show 100% complete 4. Custodian Townsend Checklist shows at least 95% completion of tasks on three spot checks.	Actual Annual Measurable Outcomes:	1. 100% were appropriately assigned 2. Main Lesson Book Rubric not et in practice: work of 2016-17 3. Logs not yet in practice: work of 2016-17 4. Inventory review complete by July 16 2015; 5. Custodian Townsend Checklist shows 98% completion of tasks on all spot checks:. Note: CSCE Townsend Partnership Exceeded Goals

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 3.1 Students receive instruction from highly qualified teachers with appropriate credentials (Williams Act).	Expense: Contract for services, workshop costs, certificated salary and benefit 1000-1999: Certificated Personnel Salaries Title I $5,540	Action 3.1: Teachers employed in the school are all highly qualified and hold an appropriate credential through the state of California.	Expense: Contract for services, workshop costs, certificated salary and benefit 1000-1999: Certificated Personnel Salaries Title I $5,540
Scope of Service	LEA Wide	Scope of Service	LEA Wide
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Action 3.2 Through process of charter renewal, school will strengthen plan how to best support the academic needs of all students, with intensity for Economically Disadvantaged students English Learners, (see Goal 1), and monitor on a regular basis	Expense: Certificated salaries, certificated hourly charter document development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $31,676	Action 3.2: The school has under design an academic RTI model to ensure student academic success for all students. Teachers planning time under design for 2016-17.	Expense: Certificated salaries, certificated hourly charter document development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $31,676
Scope of Service ┆ LEA Wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┆ LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 3.3: Students have required instructional materials.	Expense: Instructional materials 4000-4999: Books And Supplies Base $5,000	Action 3.3: The school provided students will the materials necessary to receive instruction.	Expense: Instructional materials 4000-4999: Books And Supplies Base $5,000
Scope of Service ┆ LEA Wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┆ LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Action 3.4 Facilities are clean, safe, and well-maintained (Williams Act).	Expense: Custodial services 5000-5999: Services And Other Operating Expenditures Base $26,271.60	Action 3.4: The facilities group completed a deep cleaning project over the summer of 2015. Throughout the school year, the facilities custodian Mr. Santos l maintained a clean and safe environment for all students, staff and parents.	Expense: Custodial services 5000-5999: Services And Other Operating Expenditures Base $26,271.60
Scope of Service LEA Wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** LEA Wide 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?			

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:	$188375

The total amount of funds from the Supplemental is $ 262,716
All funds are being expended on an LEA-wide basis for the following:
•   Professional development and collaboration time to continue to build capacity amongst all staff in Waldorf-inspired SSCC aligned culturally responsive curriculum;
•   Professional development and collaboration time to continue to build capacity amongst all staff in Waldorf-inspired SSCC aligned culturally responsive academic practices and targeted academic interventions;
•   Professional development and collaboration time to continue to build capacity amongst all staff in Waldorf-inspired PBIS behavioral practices and targeted behavioral interventions;
•   Increasing parent engagement through OCO leadership development, outreach and targeted contacts with families of unduplicated students.

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.

13.07	%

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17-2018-19 Total
All Funding Sources	288,987.60	288,987.60	390,460.40	514,979.29	368,192.03	1,273,631.72
Base	73,771.60	73,771.60	146,163.70	169,734.32	154,277.70	470,175.72
Special Education	25,000.00	25,000.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	116,676.00	116,676.00	237,832.00	337,614.04	206,283.40	781,729.44
Title I	73,540.00	73,540.00	6,464.70	7,630.93	7,630.93	21,726.56

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17-2018-19 Total
All Expenditure Types	288,987.60	288,987.60	390,460.40	514,979.29	368,192.03	1,273,631.72
1000-1999: Certificated Personnel Salaries	165,216.00	165,216.00	289,428.20	430,954.77	307,011.71	1,027,394.68
2000-2999: Classified Personnel Salaries	52,500.00	52,500.00	59,340.00	38,459.64	18,177.57	115,977.21
4000-4999: Books And Supplies	5,000.00	5,000.00	8,751.00	8,263.74	6,886.45	23,901.19
5000-5999: Services And Other Operating Expenditures	66,271.60	66,271.60	32,941.20	37,301.14	36,116.30	106,358.64

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17-2018-19 Total
All Expenditure Types	All Funding Sources	288,987.60	288,987.60	390,460.40	514,979.29	368,192.03	1,273,631.72
1000-1999: Certificated Personnel Salaries	Base	10,000.00	10,000.00	85,969.50	100,444.15	107,831.73	294,245.38
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	81,676.00	81,676.00	196,994.00	322,879.69	191,549.05	711,422.74
1000-1999: Certificated Personnel Salaries	Title I	73,540.00	73,540.00	6,464.70	7,630.93	7,630.93	21,726.56
2000-2999: Classified Personnel Salaries	Base	17,500.00	17,500.00	18,502.00	23,725.29	3,443.22	45,670.51
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	35,000.00	35,000.00	40,838.00	14,734.35	14,734.35	70,306.70
4000-4999: Books And Supplies	Base	5,000.00	5,000.00	8,751.00	8,263.74	6,886.45	23,901.19
5000-5999: Services And Other Operating Expenditures	Base	41,271.60	41,271.60	32,941.20	37,301.14	36,116.30	106,358.64
5000-5999: Services And Other Operating Expenditures	Special Education	25,000.00	25,000.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]