

**Board Members:**

Jessika Lawrence, Chair
Lowell Daun, Vice Chair
Michele Mittman, Treasurer
Chris Constantin, Secretary
Brian Ausland, Member
Charles Thompson, Member
Suzanne Zivnуска, Member

AGENDA**BOARD OF DIRECTORS SPECIAL MEETING**

May 14, 2018, 5:00pm

Chico Country Day School – Middle School Campus Common Area
102 West 11th Street/1054 Broadway, Chico, CA 95928

Mission Statement

Chico Country Day School provides a safe, joyful environment where all learners are inspired to achieve their personal best.

1. CALL TO ORDER & ROLL CALL (5:00pm)**2. CLOSED SESSION (Closed Session will take place in Room 7)****2.1 Conference with Legal Counsel – Anticipated Litigation:**

Significant exposure to litigation pursuant to Government Code §54956.9(b) (one case)

2.2 Public Employee Evaluation

Per Government Code §54957

Title: Director of Education, Dean of Students, Special Education Director, Chief Business Officer

If Closed Session is not complete by 5:30pm, it will resume immediately following the regular meeting

3. REGULAR SESSION (6:00pm)

3.1 Return from Closed Session – Call to Order

3.2 Report from Closed Session

3.3 Approval of Regular Agenda

4. PUBLIC COMMENTS**5. CONSENT CALENDAR**

5.1 Approval of Minutes from Board meetings of 3/13/18

5.2 Leadership Team Report: May 2018

5.3 PTP Report: Spring 2018

5.4 Financial Reports: February – April 30, 2018

5.5 2017-18 Education Protection Account (EPA) Expenditures

5.6 Architectural Contract Between CUSD and GRA for CCDS

5.7 SELPA Assurances 2018

6. DISCUSSION/ACTION ITEMS

6.1 2017-18 LCAP update & Local Indicators

6.2 Draft LCAP 2018-19

6.3 2018-19 Budget Development Workshop

6.4 Butte Schools Self Funded Program (BSSP)

7. ADJOURNMENT: Adjourn; Next Meeting is June 6, 2018, 8:30am



Board Members:

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Lowell Daun, Vice Chair
Michele Mittman, Treasurer
Chris Constantin, Secretary
Brian Ausland, Member
Charles Thompson, Member
Suzanne Zivnуска, Member

Information, Procedures and Conduct of CCDS Board Meetings:

Student Participation:

At the discretion of the Board Chair, students may be given priority to address items to the Board

Public input on specific agenda items and those items not on the agenda:

The CCDS Board of Directors welcomes and encourages public comments. Any person of the public desiring to speak shall be allowed to speak during public comment time and has the option of speaking once on any agenda item when it is being discussed. Speaking time shall generally be limited to three minutes, unless a longer period is permitted by the Board Chair. In the case of numerous requests to address the same item, the Board may select representatives to speak on each side of the item. Each person who addresses the Board must be first recognized by the presiding officer and give his or her name. Comments must be directed to the Board as a whole and not to individual board members or employees. The Board shall not take action or enter into discussion or dialog on any matter that is not on the meeting agenda, except as allowed by law. Items brought forth at this part of the meeting may be referred to the Administration or the Board may take the item under advisement. The matter may be placed on the agenda of a subsequent meeting for discussion or action by the Board.

Special Needs: If you have special needs because of a disability or you require assistance or auxiliary aids to participate in the meeting, please contact the CCDS office at 530.895.2650. CCDS will attempt to accommodate your disability.

Copies of Agendas and Related Materials: Materials are available at the meeting, on the website at www.chicocountryday.org, or in the Main office prior to the meeting @ 102 W. 11th Street, Chico, CA 95928.

Minutes

CCDS Regular and Closed Governing Board of Directors Meeting

Date: Wednesday, March 13, 2018

Time: 5:30 p.m.

Location: CCDS Middle School

1054 Broadway Campus, Room 7

1. **CALL TO ORDER & ROLL CALL:** Attendees: Jessika Lawrence, Lowell Daun, Chris Constantin, Michele Mittman, Brian Ausland (arrived at 6:09 p.m.), Suzanne Zivnuska, Charles Thompson. Lawrence called to order at 5:30 p.m.
2. **CLOSED SESSION:**
 - 2.1 **Conference with Legal Counsel-Anticipated Litigation:** Significant exposure to litigation pursuant to Government Code §54957 (b) (one case)
 - 2.2 **Public Employee Evaluation:** Per Government Code §54957
Title: Director of Education, Dean of Students, Special Education Director, Chief Business Officer
3. **REGULAR SESSION**
 - 3.1 **Return from Closed Session-Call to Order**
 - 3.2 **Report from Closed Session:** Update to litigation. Evaluation Committee to tentatively meet on April 4.
No action taken
 - 3.3 **Approval of Regular Agenda:** Constantin/Thompson to approve (6-0).
4. **PUBLIC COMMENTS** – None
5. **CONSENT CALENDAR:** Constantin/Daun to approve (6-0)
 - 5.1 **Approval of Minutes from Board Meeting of 12/13/17**
 - 5.2 **Leadership Team Report: Spring 2017**
 - 5.3 **PTP Report: Spring 2018**
 - 5.4 **Financial Reports: November 2017-January 2018**
 - 5.5 **Audit Confirmation Letter**
 - 5.6 **Study Trip Requests: 6th Grade Camping Trip**
 - 5.7 **2018-19 Education Protection Account (EPA) Spending Plan**
6. **DISCUSSION/ACTION ITEMS**
 - 6.1 **2017-18 LCAP Update & Local Indicators** – Power point presentation-No action taken.
 - 6.2 **Revision: Multi-Media Use Policy** – Ausland gave example of language. Item 5 in policy confusing, add only to this to address concern. Constantin/Thompson to approve (6-0, Daun absent)
 - 6.3 **Notification of SELPA Exit 2019-2020** – Ausland/Daun approved (7-0).
 - 6.4 **MOU with Nord Country School for Bond Sharing Agreement** – Constantin/Daun Rejected (7-0)
 - 6.5 **Draft LCAP 2018-19** – Board recommended that we receive a draft in May and a final discussion will follow in June when it needs to be approved.
 - 6.6 **Recommendation by Measure K Architectural Interview Selection Committee to enter into a contract for architectural services with GRA Architects** – Staff felt that GRA had the best vision for our school. They are out of Sacramento. No objection to having staff bring back documentation/supporting materials for board to take formal action on selecting GRA as architect.
 - 6.7 **2nd Interim Budget Presentation & 2nd Interim Report 17-18** – Constantin/Daun to approve (6-0 Zivnuska absent)
 - 6.8 **2018-19 Budget Development Workshop** – Requested that Board look into starting to pay into a

pension reserve on an annual basis-utilize some amount of money on an ongoing basis. No action needed.

- 6.9 Classified Part time and Full Time Pay Ranges/Schedules** – Constantin/Daun to approve (6-0, Zivnuska absent)
- 6.10 Administrative/Management Pay Ranges/Schedules** - Constantin/Thompson to approve schedule that includes the Steps 1-30 (6-0 Zivnuska absent)
- 6.11 Discussion: Butte Schools Self-Funded Program (BSSP)** – Reece gathering information from employees and will come back to Finance Committee
- 6.12 Form 700: Conflict of Interest Disclosure for current Board Members** – Reece gave deadline of April 1

7. ADJOURNMENT: Adjourn: Next meeting is June 6, 2018

Respectively Submitted,
Chris Constantin

Board Meeting of May 14, 2018

Leadership Team Report:

- Signe Miller, 3rd grade teacher is a highlighted teacher for California Charter School Association, National Charter School Week and Teacher Appreciation Week. Look for her here. [California Charter Schools Association](#)
- Exhibition nights were well attended. Here is a video: [Spring Exhibition Night 2018](#)
- Springtime brings many amazing field trips- Angel Island and Ashland overnights for 8th grade, Presidio camping trip for 7th grade, Environmental Camp for 6th grade and many more in the K-5 classes.
- We are starting to get ready for our audit, taking place on June 14.
- Budget development and ordering for next school year is in full swing.
- In the HR department, we anticipate some in and out flow with our staff but more information will be available soon as we near the end of the school year.
- We are hopeful that the May Revision of the budget will be available for the meeting on Monday.
- Teachers in K-5 will be attending training and implementing new English Language Arts curriculum made by Expeditionary Learning. The curriculum serves as a supportive bridge between project work and the needed skills to build foundations for reading, writing, and habits of scholarship, while also doing deep project work.
- Graduation will be June 7, 2018 at 3 PM in the gym. Our respected board members are cordially invited!
- Universal benchmarking will be completed by the end of May. RTI services will be wrapping up about the same time. We will also be using the Student Risk Screening Scale (SRSS) to do our last social/emotional benchmarking of the school year.
- State testing is in full swing. About 75% of the testing is complete.
- Attendance rates remain above 96% in both elementary and middle school.
- Dena Kapsalis (CCDS parent and administrator with Paradise Unified) was on campus on Tuesday, May 8th to present to some of our 5th and 6th students on peer relationships and relational aggression.

Chico Country Day School
Income & Expense Statement with PY Comparison
July 1 - October 31

	Total			
	7/1/17-1/31/18	7/1/16-1/31/17 (PY)	Change	% Change
Income				
8000 Revenue Limit Sources			0.00	
8011 LCFF Entitlement	1,648,282.00	1,617,334.00	30,948.00	1.91%
8012 Education Protection Act Funds	512,432.00	565,846.00	-53,414.00	-9.44%
8019 Prior Yr - State Entitlement	175.66	21,488.00	-21,312.34	-99.18%
8021 Prior Year Income		0.00	0.00	
Total 8000 Revenue Limit Sources	\$ 2,160,889.66	\$ 2,204,668.00	-\$ 43,778.34	-1.99%
8290 Other Federal Revenue			0.00	
8282 Medicaid Billing (MAA)	7,540.78	0.00	7,540.78	
8291 Prior Year - Other Federal Funding	2,524.62	0.00	2,524.62	
Total 8290 Other Federal Revenue	\$ 10,065.40	\$ 0.00	\$ 10,065.40	
8300 Other State Revenues			0.00	
8312 Special Ed - Entitlement AB602	120,152.00	104,057.00	16,095.00	15.47%
8550 Mandated Cost Reimbursements	10,099.08	7,721.00	2,378.08	30.80%
8560 State Lottery Revenue	60,026.22	33,924.84	26,101.38	76.94%
8561 Restricted Lottery	247.68	3,997.85	-3,750.17	-93.80%
8590 All Other State Revenue		1,257.07	-1,257.07	-100.00%
8592 Mandate One-Time Funds	26,729.00	99,366.00	-72,637.00	-73.10%
8593 Prop 39	30,919.00	0.00	30,919.00	
8594 Educator Effectiveness	0.00	0.00	0.00	
8595 Medi-Cal Billing	3,243.26	9,384.28	-6,141.02	-65.44%
8596 MTSS Grant	30,000.00	0.00	30,000.00	100.00%
Total 8300 Other State Revenues	\$ 281,416.24	\$ 259,708.04	\$ 21,708.20	8.36%
8600 Other Local Revenue				
8639 All Other Sales				
8640 Yearbook Sales	2,200.00	2,385.00	-185.00	-7.76%
8642 Middle School Social Ticket Sales	1,447.14	1,937.57	-490.43	-25.31%
8643 School Logo Sales	2,234.02	5,029.00	-2,794.98	-55.58%
Total 8639 All Other Sales	\$ 5,881.16	\$ 9,351.57	-\$ 3,470.41	-37.11%
8660 Interest Income			0.00	
8661 Interest	6,646.24	2,894.42	3,751.82	129.62%
Total 8660 Interest Income	\$ 6,646.24	\$ 2,894.42	\$ 3,751.82	129.62%
8670 Fees and Contracts			0.00	
8671 Nord SPED	20,328.80	18,083.35	2,245.45	12.42%
8672 Pre School Revenue	95,267.00	96,916.00	-1,649.00	-1.70%
8674 After School Program Revenue	175,050.58	161,760.04	13,290.54	8.22%
8675 Sherwood SPED	16,375.76	22,267.74	-5,891.98	-26.46%
8678 Facility Contracts	14,659.67	20,746.25	-6,086.58	-29.34%
Total 8670 Fees and Contracts	\$ 321,681.81	\$ 319,773.38	\$ 1,908.43	0.60%
8680 Fundraising Income			0.00	
8681 One for Education	4,350.50	11,601.00	-7,250.50	-62.50%
8683 PTP Fundraising	70,000.00	72,000.00	-2,000.00	-2.78%
8687 Fundraising Miscellaneous	12,250.72	9,865.60	2,385.12	24.18%
Total 8680 Fundraising Income	\$ 86,601.22	\$ 93,466.60	-\$ 6,865.38	-7.35%
8684 Miscellaneous Donations			0.00	

8644 Athletic Program	9,540.09	9,895.32	-355.23	-3.59%
8645 Music Program	7,711.00	12,023.16	-4,312.16	-35.87%
8685 Field Trips	4,988.25	6,626.13	-1,637.88	-24.72%
8686 Classroom Supplies	327.00	105.00	222.00	211.43%
Total 8684 Miscellaneous Donations	\$ 22,566.34	\$ 28,649.61	-\$ 6,083.27	-21.23%
8690 Reimbursements	0.00	70.00	-70.00	-100.00%
8692 Misc. Reimbursements	31,944.82	40,242.91	-8,298.09	-20.62%
8693 SPED Reimbursements	0.00	83,062.48	-83,062.48	-100.00%
Total 8690 Reimbursements	\$ 31,944.82	\$ 123,375.39	-\$ 91,430.57	-74.11%
8780 Charter in Lieu of Property Tax	1,010,793.00	960,152.00	50,641.00	5.27%
8781 Prior Yr in Lieu of Property Tax	1,373.00	0.00	1,373.00	
8938 Services	0.00	0.00	0.00	
Total 8600 Other Local Revenue	\$ 1,487,487.59	\$ 1,537,662.97	-\$ 50,175.38	-3.26%
Total Income	\$ 3,939,858.89	\$ 4,002,039.01	-\$ 62,180.12	-1.55%
Gross Profit	\$ 3,939,858.89	\$ 4,002,039.01	-\$ 62,180.12	-1.55%
Expenses				
1000 Certificated Salaries			0.00	
1110 Teachers	1,155,536.94	1,159,311.37	-3,774.43	-0.33%
1130 Extra Duty Stipends	21,850.00	6,162.58	15,687.42	254.56%
1135 Independent Study	6,701.12	11,983.76	-5,282.64	-44.08%
1210 Special Education Teaching Staff	87,041.64	62,042.31	24,999.33	40.29%
1211 SPED Certificated Support Staff	117,886.40	141,671.45	-23,785.05	-16.79%
1218 Librarian	0.00	19,472.45	-19,472.45	-100.00%
1219 Music/Art/ELD	52,641.58	51,940.67	700.91	1.35%
1226 Nursing	16,757.21	15,799.77	957.44	6.06%
1312 School Administration	205,368.43	169,020.00	36,348.43	21.51%
1914 Athletic Director Stipend	4,856.97	4,590.00	266.97	5.82%
1921 Certificated Substitutes	49,926.50	24,398.00	25,528.50	104.63%
Total 1000 Certificated Salaries	\$ 1,718,566.79	\$ 1,666,392.36	\$ 52,174.43	3.13%
2000 Classified Salaries			0.00	
2120 Academic Coach - RTI	51,314.68	52,260.39	-945.71	-1.81%
2130 Academic Coach - SPED	30,321.56	29,830.10	491.46	1.65%
2225 Elective Teachers - Classified	84,453.06	75,637.38	8,815.68	11.66%
2320 Business Services/Clerical Salaries	251,545.33	243,330.66	8,214.67	3.38%
2340 Maintenance/ Operations	120,438.96	109,226.97	11,211.99	10.26%
2360 Yard Supervision	16,892.09	19,589.16	-2,697.07	-13.77%
2380 Pre School Program	68,317.62	66,769.45	1,548.17	2.32%
2390 After School Program	96,283.75	84,588.88	11,694.87	13.83%
2500 Classified Coaching Stipends	9,050.00	8,850.00	200.00	2.26%
Total 2000 Classified Salaries	\$ 728,617.05	\$ 690,082.99	\$ 38,534.06	5.58%
3000 Employee Benefits			0.00	
3101 STRS - Certified	182,634.75	201,900.31	-19,265.56	-9.54%
3202 PERS - Classified	86,200.90	73,944.71	12,256.19	16.57%
3310 OASDI Regular	44,638.00	43,653.69	984.31	2.25%
3330 OASDI Medicare	33,036.50	32,829.20	207.30	0.63%
3340 Unemployment Insurance & ETT	19,410.43	21,173.60	-1,763.17	-8.33%
3411 Health & Welfare Benefits - Certified	255,221.13	255,087.02	134.11	0.05%
3412 Health & Welfare Benefits - Classified	76,556.93	88,917.13	-12,360.20	-13.90%
3600 Workers Compensation	28,468.48	41,057.17	-12,588.69	-30.66%
Total 3000 Employee Benefits	\$ 726,167.12	\$ 758,562.83	-\$ 32,395.71	-4.27%
4000 Books and Supplies			0.00	
4001 Books & Supplies			0.00	

4100 Textbooks		323.39	-323.39	-100.00%
4210 Other Books	5,708.97	2,951.79	2,757.18	93.41%
4310 Instructional Materials & Supplies	20,660.28	19,626.64	1,033.64	5.27%
4311 AV Supplies	834.79	1,464.74	-629.95	-43.01%
4313 Lottery Restricted Materials	17,397.22	10,477.37	6,919.85	66.05%
4314 Garden Supplies	0.00	1,830.97	-1,830.97	-100.00%
4315 Elective Supplies	3,702.97	3,381.61	321.36	9.50%
4316 PE Supplies	1,039.29	1,471.75	-432.46	-29.38%
4317 Restricted Arts & Music Supplies	3,989.78	4,021.09	-31.31	-0.78%
4326 Teacher Discretionary Supplies	1,582.15	1,110.65	471.50	42.45%
4327 Preschool Supplies	1,412.89	1,591.19	-178.30	-11.21%
4329 Afterschool Program Supplies	4,499.11	3,020.18	1,478.93	48.97%
4340 Professional Dev Materials	423.56	322.66	100.90	31.27%
4341 Computer Software & Supplies	1,697.93	871.33	826.60	94.87%
4350 Office Supplies	6,110.03	5,394.48	715.55	13.26%
4352 Printing Supplies	8,290.29	5,361.74	2,928.55	54.62%
4370 Custodial Supplies	6,521.06	8,528.06	-2,007.00	-23.53%
4380 Maintenance/Repair Supplies	8,992.39	4,467.90	4,524.49	101.27%
4393 Health/OSHA Supplies	1,104.38	641.33	463.05	72.20%
4396 Food Items	8,097.16	2,914.78	5,182.38	177.80%
Total 4001 Books & Supplies	\$ 102,064.25	\$ 79,773.65	\$ 22,290.60	27.94%
4400 Non-Capital Inventory Equipment			0.00	
4410 Instructional Inventory Items	6,312.35	17,124.00	-10,811.65	-63.14%
4413 Classroom Furniture	6,608.77	1,093.42	5,515.35	504.41%
4440 Computer - Tech Inventory Items	2,457.90	3,378.69	-920.79	-27.25%
4453 Office Furniture	2,687.68	2,772.28	-84.60	-3.05%
4470 Custodial Inventory Items	4,164.72	539.33	3,625.39	672.20%
4490 General School Safety Inv. Items	2,588.60	787.29	1,801.31	228.80%
Total 4400 Non-Capital Inv. Equipment	\$ 24,820.02	\$ 25,695.01	-\$ 874.99	-3.41%
Total 4000 Books and Supplies	\$ 126,884.27	\$ 105,468.66	\$ 21,415.61	20.31%
5000 Services and Operating Exp				
5010 Audit Adjustments	0.00	0.00	0.00	
5200 Travel, Conferences, & Dues				
5212 Personnel Services - Mileage	3,836.94	3,729.98	106.96	2.87%
5220 Travel & Conferences	16,154.58	14,000.70	2,153.88	15.38%
5225 Employee Training	3,476.06	2,105.00	1,371.06	65.13%
5300 Dues & Memberships	10,526.18	9,069.11	1,457.07	16.07%
Total 5200 Travel, Conferences, & Dues	\$ 33,993.76	\$ 28,904.79	\$ 5,088.97	17.61%
5400 Insurance			0.00	
5450 Property & Liability	63,723.52	55,458.50	8,265.02	14.90%
Total 5400 Insurance	\$ 63,723.52	\$ 55,458.50	\$ 8,265.02	14.90%
5500 Utilities & Housekeeping Services			0.00	
5510 Natural Gas Services	3,241.85	3,390.50	-148.65	-4.38%
5520 Electricity Services	56,808.26	47,041.42	9,766.84	20.76%
5530 Water Services	8,282.69	8,729.22	-446.53	-5.12%
5550 Laundry & Cleaning	1,990.23	3,502.78	-1,512.55	-43.18%
5560 Waste Disposal	4,248.40	5,601.76	-1,353.36	-24.16%
5570 Pest Control	2,400.00	2,400.00	0.00	0.00%
Total 5500 Utilities & Housekeeping Svc.	\$ 76,971.43	\$ 70,665.68	\$ 6,305.75	8.92%
5600 Rentals, Leases, Non-Capital Improvements & Repairs			0.00	
5610 Equipment Rental	44,766.34	53,719.69	-8,953.35	-16.67%

5611 Facility Rental	0.00	1,387.41	-1,387.41	-100.00%
5612 Copier Lease Rental	26,672.98	19,267.29	7,405.69	38.44%
5615 Bldg Repairs and Maintenance	16,533.51	11,552.20	4,981.31	43.12%
5631 Repair Sites - Outside Labor	18,333.50	9,888.45	8,445.05	85.40%
5634 Equipment Maintenance Agreement	1,296.20	771.55	524.65	68.00%
5635 Non-capitalized Improvements	39,210.74	61,185.82	-21,975.08	-35.92%
Total 5600 Rentals, Leases, Non-Capital Improvements & Repairs	\$ 146,813.27	\$ 157,772.41	-\$ 10,959.14	-6.95%
5700 Field Trips			0.00	
5710 K-3rd	2,541.00	3,258.00	-717.00	-22.01%
5720 4th-5th	7,982.00	7,402.28	579.72	7.83%
5722 Middle School Field Trips	6,651.75	4,373.22	2,278.53	52.10%
5724 Athletics	1,586.85	1,504.16	82.69	5.50%
5725 Music/Choir	4,207.00	3,534.76	672.24	19.02%
Total 5700 Field Trips	\$ 22,968.60	\$ 20,072.42	\$ 2,896.18	14.43%
5800 Professional/Consulting Services and Operating Expenditures			0.00	
5807 Security	3,962.64	1,379.52	2,583.12	187.25%
5812 Bookkeeping Services	27,294.64	27,603.49	-308.85	-1.12%
5820 Legal Costs	23,192.00	11,411.78	11,780.22	103.23%
5821 Audit	9,550.00	8,800.00	750.00	8.52%
5824 District Oversight	32,399.30	31,155.74	1,243.56	3.99%
5832 Athletic Department	1,321.92	4,986.64	-3,664.72	-73.49%
5839 Fundraising	4,172.38	11,646.08	-7,473.70	-64.17%
5840 Computer/Technology Services	8,472.50	6,466.72	2,005.78	31.02%
5850 Consultants	19,833.15	620.00	19,213.15	3098.90%
5851 Accreditation	0.00	0.00	0.00	
5852 Marketing & Student Recruiting	12,218.75	5,558.18	6,660.57	119.83%
5857 Payroll Fees	16,152.16	10,064.04	6,088.12	60.49%
5860 Printing & Reproduction	5,669.08	7,664.57	-1,995.49	-26.04%
5861 Fingerprinting- Parents	0.00	40.00	-40.00	-100.00%
5862 Fingerprinting - Employees	2,872.00	1,589.00	1,283.00	80.74%
5863 Professional Development	30,596.96	20,080.84	10,516.12	52.37%
5865 Sub Calling Service	1,172.88	504.85	668.03	132.32%
5870 Damages, Claims, Losses	339.76	0.00	339.76	
5872 Special Ed Encroachment	10,407.80	88,959.78	-78,551.98	-88.30%
5875 Staff Recruitment	887.55	794.06	93.49	11.77%
5878 Student Assessment	1,265.05	2,481.64	-1,216.59	-49.02%
5880 Interest Expense	43,497.02	48,334.40	-4,837.38	-10.01%
5881 Bank Charges	3,883.79	5,043.67	-1,159.88	-23.00%
5887 Technology Services	15,000.00	16,325.00	-1,325.00	-8.12%
5894 SELPA Billback	7,814.00	11,450.00	-3,636.00	-31.76%
5897 PBIS Incentives	700.25	1,187.07	-486.82	-41.01%
5899 Miscellaneous Operating Expense	2,258.14	1,238.12	1,020.02	82.38%
Total 5800 Professional/Consulting Services and Operating Expenditures	\$ 284,933.72	\$ 325,385.19	-\$ 40,451.47	-12.43%
5900 Communications			0.00	
5910 Telephone	2,810.31	3,696.92	-886.61	-23.98%
5912 Cell Phones	1,284.20	1,900.67	-616.47	-32.43%
5940 Internet Provider	8,530.00	8,200.00	330.00	4.02%
5950 Postage	3,555.68	3,069.63	486.05	15.83%
Total 5900 Communications	\$ 16,180.19	\$ 16,867.22	-\$ 687.03	-4.07%
Total 5000 Services and Operating Exp	\$ 645,584.49	\$ 675,126.21	-\$ 29,541.72	-4.38%

6000 Capital Outlay				0.00	
6900 Depreciation	193,858.70		193,858.70	0.00	0.00%
Total 6000 Capital Outlay	\$ 193,858.70	\$ 193,858.70	\$ 0.00		0.00%
Total Expenses	\$ 4,139,678.42	\$ 4,089,491.75	\$ 50,186.67		1.23%
Net Operating Income	-\$ 199,819.53	-\$ 87,452.74	-\$ 112,366.79		-128.49%
Net Income	-\$ 199,819.53	-\$ 87,452.74	-\$ 112,366.79		-128.49%

Chico Country Day School
Balance Sheet
As of April 30, 2018

	Actual 4/30/18	PY 4/30/17	Difference	% Change
ASSETS				
Current Assets				
Bank Accounts				
9100 Bank				
9121 Cash In Bank- NCNB Checking	960,729.19	758,496.13	202,233.06	26.66%
9125 Money Market Northern California Bank	251,034.92	250,689.56	345.36	0.14%
9130 NC Bank Settlement Account	18,006.67	19,897.67	-1,891.00	-9.50%
9131 LPL Financial	0.00	0.00	0.00	
9132 LPL CD Berkshire Bank	0.00	0.00	0.00	
9133 LPL CD Wells Fargo Sioux Falls	131,668.81	0.00	131,668.81	
9134 LPL CD Goldman Sachs Bank USA	0.00	0.00	0.00	
9135 LPL Money Market	0.00	879.89	-879.89	-100.00%
9136 LPL CDMechanics Bank	75,779.98	0.00	75,779.98	
9137 LPL CD Bank of North America	0.00	77,000.00	-77,000.00	-100.00%
9138 LPL CD First Commerce Bank	0.00	75,000.00	-75,000.00	-100.00%
9139 LPL Cash Account	1,213.89	0.00	1,213.89	
9140 LPL CD Transn Alliance Bank	89,818.02	0.00	89,818.02	
9141 LPL CD Western Natl Bank	79,635.76	0.00	79,635.76	
9142 LPL CD Cmnty Business Bank	90,000.00	0.00	90,000.00	
9143 LPL CD Safra National BK of NY	0.00	0.00	0.00	
9144 LPL CD Bank of China NY CD	0.00	0.00	0.00	
9151 LPL CD Beal Bank	0.00	179,000.00	-179,000.00	-100.00%
9152 LPL CD Santander Bank	0.00	131,000.00	-131,000.00	-100.00%
Total 9131 LPL Financial	\$ 468,116.46	\$ 462,879.89	\$ 5,236.57	1.13%
Total 9100 Bank	\$ 1,697,887.24	\$ 1,491,963.25	\$ 205,923.99	13.80%
9126 Cash in Bank - NCNB- Prop 1D	198,623.00	198,623.00	0.00	0.00%
Total Bank Accounts	\$ 1,896,510.24	\$ 1,690,586.25	\$ 205,923.99	12.18%
Accounts Receivable				
			0.00	
9200 Accounts Receivable	21,341.34	12,431.09	8,910.25	71.68%
Total Accounts Receivable	\$ 21,341.34	\$ 12,431.09	\$ 8,910.25	71.68%
Other Current Assets				
9290 Due from Grantor Governments	3,109.25	47,557.92	-44,448.67	-93.46%
9330 Prepaid Expenses	9,064.00	375.00	8,689.00	2317.07%
9335 LPL Investment Account	4,411.56	4,067.06	344.50	8.47%
9399 Undeposited Funds	30.00	0.00	30.00	
Total Other Current Assets	\$ 16,614.81	\$ 51,999.98	\$ -35,385.17	-68.05%
Total Current Assets	\$ 1,934,466.39	\$ 1,755,017.32	\$ 179,449.07	10.22%
Fixed Assets				
9401 Property				
9420 Improvement of Sites	49,750.63	49,750.63	0.00	0.00%
9425 Improvement of Sites -Accumulated				
Depreciation	-14,050.41	-11,562.93	-2,487.48	-21.51%
9430 Buildings	9,963,378.68	9,963,378.68	0.00	0.00%
9435 Bldg Accumulated Depreciation	-1,051,719.29	-816,856.29	-234,863.00	-28.75%
9440 Equipment	21,906.75	21,906.75	0.00	0.00%
9445 Equi Accumulated Depreciation	-21,907.00	-21,907.00	0.00	0.00%

Total 9401 Property	\$	8,947,359.36	\$	9,184,709.84	\$	(237,350.48)	-2.58%
Total Fixed Assets	\$	8,947,359.36	\$	9,184,709.84	\$	(237,350.48)	-2.58%
TOTAL ASSETS	\$	10,881,825.75	\$	10,939,727.16	\$	(57,901.41)	-0.53%
LIABILITIES AND EQUITY							
Liabilities							
Current Liabilities							
Accounts Payable							
9500 Accounts Payable		75,044.84		10,863.66		64,181.18	590.79%
Total Accounts Payable	\$	75,044.84	\$	10,863.66	\$	64,181.18	590.79%
Other Current Liabilities							
9502 District Overpayment		0.00		0.00		0.00	
9503 Prepaid Income		0.00		0.00		0.00	
9504 Accrued Expenses Payable		0.00		0.00		0.00	
9515 Payroll Liabilities						0.00	
9520 Employee HSA		0.00		0.00		0.00	
9525 Flex Plan Liability		0.00		383.81		-383.81	-100.00%
9530 Garnishment/Lien Payable		0.00		0.00		0.00	
9540 Payroll Liability - Federal		0.00		0.00		0.00	
9545 Payroll Liability - State		0.00		0.00		0.00	
9550 Retirement Liability - PERS		0.00		0.00		0.00	
9555 Retirement Liability - STRS		39,664.15		90,625.60		-50,961.45	-56.23%
9570 Wages Payable		0.00		0.00		0.00	
9580 403B Payable		-31.50		-36.00		4.50	12.50%
9585 Other Payroll Liabilities		0.00		0.00		0.00	
9586 Voluntary Life Payable		0.00		0.00		0.00	
9587 Aflac Disability Payable		0.00		0.00		0.00	
Total 9515 Payroll Liabilities	\$	39,632.65	\$	90,973.41	\$	(51,340.76)	-56.43%
9590 Due to Grantor Government		19,652.00		1,855.36		17,796.64	959.20%
9600 Notes & Loans Payable							
9571 Wages Payable (July & August)		211,673.24		198,985.98		12,687.26	6.38%
9610 Due to Other Funds		0.00		0.00		0.00	
9630 Retention Payable		198,622.80		198,622.80		0.00	0.00%
9649 NCB Credit Line		9,951.45		139,392.74		-129,441.29	-92.86%
Total 9600 Notes & Loans Payable	\$	420,247.49	\$	537,001.52	\$	(116,754.03)	-21.74%
9601 2005-06 Accounts Payable		0.00		0.00		0.00	
9602 2006-07 Accounts Payable		0.00		0.00		0.00	
9603 Customer Deposits		1,400.00		1,425.00		-25.00	-1.75%
9604 Facility Deposits		3,150.00		2,500.00			
9650 Deferred Revenue		0.00		0.00		0.00	
Total Other Current Liabilities	\$	484,082.14	\$	633,755.29	\$	(149,673.15)	-23.62%
Total Current Liabilities	\$	559,126.98	\$	644,618.95	\$	(85,491.97)	-13.26%
Long-Term Liabilities							
9665 Loan Payable Prop 1D		3,761,260.87		3,870,620.34		-109,359.47	-2.83%
Total Long-Term Liabilities	\$	3,761,260.87	\$	3,870,620.34	\$	(109,359.47)	-2.83%
Total Liabilities	\$	4,320,387.85	\$	4,515,239.29	\$	(194,851.44)	-4.32%
Equity							
9760 Fund Balance, Unreserved		6,761,717.61		6,511,950.61		249,767.00	3.84%
9793 Audit Adjustments		0.00		0.00		0.00	
9910 Suspense Clearing		0.00		0.00		0.00	
9999 Data Import- Balancing		0.00		0.00		0.00	
Net Income		-200,279.71		-87,462.74		-112,816.97	-128.99%
Total Equity	\$	6,561,437.90	\$	6,424,487.87	\$	136,950.03	2.13%

TOTAL LIABILITIES AND EQUITY	\$	10,881,825.75	\$	10,939,727.16	\$	(57,901.41)	-0.53%
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Chico Country Day School
2017-2018 Education Protection Account (EPA)
Program Expenditure Detail

Estimated Expenditures through June 30, 2018

Description	Account Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	
Revenue Limit Sources	8010-8099	\$659,718.00
Federal Revenue	8100-8299	
Other State Revenue	8300-8599	
Other Local Revenue	8600-8799	
All Other Financing Sources and Contributions	8900-8999	
TOTAL AVAILABLE		\$659,718.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	\$659,718.00
Instruction-Related Services		\$0.00
Library,Media Technology	1218	\$0.00
Other Instructional Resources		\$0.00
Pupil Services		
Pyschological Services	1212	\$0.00
Health Services	1226	\$0.00
Other Pupil Services	1220	\$0.00
Ancillary Services	2340	\$0.00
Community Services	2360	\$0.00
Enterprise		\$0.00
General administration		\$0.00
Plant Services	2340	\$0.00
Other Outgo		\$0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		\$659,718.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		\$0.00

**AGREEMENT
FOR
ARCHITECTURAL SERVICES
FOR CHICO COUNTRY DAY CHARTER SCHOOL
CHICO UNIFIED SCHOOL DISTRICT**

Chico Unified School District
1163 East 7th Street
Chico, California 95928

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AGREEMENT FOR ARCHITECTURAL SERVICES

This Agreement for Architectural Services ("Agreement") is made and entered into by and between the Chico Unified School District, a school district duly organized and existing under the laws of the State of California (the "District"), and GRA Architecture (the "Architect"), with respect to the following recitals:

- A. District proposes to undertake the construction of a new educational facility that requires the services of a duly qualified and licensed architect.
- B. Architect(s) represent(s) that Architect(s) is/are licensed to provide architectural/engineering services in the State of California and is/are qualified to provide the services required by the District, the design and construction administration of public school(s).
- C. The parties have negotiated the terms pursuant to which Architect will provide such services and reduced such terms to writing by this Agreement.

IN CONSIDERATION OF the covenants and conditions contained in this Agreement, the Parties agree as follows:

1. DEFINITIONS

- 1.1. Additional Services. "Additional Services" shall mean those services in addition to the Basic Services that are provided by Architect and authorized in writing by the District, and as further defined herein in Article 6.
- 1.2. Agreement. "Agreement" shall mean this Agreement for Architectural Services.
- 1.3. Architect. "Architect" shall mean GRA Architecture.
- 1.4. Basic Services. "Basic Services" shall mean the Architect's design services, including but not limited to, structural, mechanical, and electrical engineering services, normally required to complete the Project, and as further defined herein in Article 5.
- 1.5. CDE. "CDE" shall mean California Department of Education.
- 1.6. Construction Documents. "Construction Documents" shall mean those documents which are required for the actual construction of the Project, including but not limited to the Agreement between the District and Contractor, complete working drawings and specifications setting forth in detail sufficient for construction work to be done and the materials, workmanship, finishes and equipment required for the architectural, structural, mechanical, electrical system and utility-service-connected equipment and site work.

- 1.7. Contractor. "Contractor shall mean the General Contractor ultimately selected to perform work on the Project.
- 1.8. DSA. "DSA" shall mean Division of the State Architect.
- 1.9. District. "District" shall mean Chico Unified School District
- 1.10. Notice to Proceed. "Notice to Proceed" shall mean official notification to contractor by Architect identifying the date of commencement of the project, to be sent to the Contractor once the Agreement between the District and Contractor is executed.
- 1.11. OPSC. "OPSC" shall mean Office of Public School Construction.
- 1.12. Project. "Project" shall mean the work of improvement described in Article 3 and the construction thereof, including the Architect's services thereon, as described in this Agreement.

2. EMPLOYMENT OF ARCHITECT

District retains Architect to perform, and Architect agrees to provide to District, for the consideration and upon the terms and conditions set forth below, the architectural and engineering services specified in this Agreement and related incidental services. The Architect agrees to perform such services as expeditiously as is consistent with professional skill and care and the orderly progress of the Project. All services performed by the Architect under this Agreement shall be conducted in a manner consistent with the level of care and skill exercised by architects qualified to provide the services required by the District.

3. DESCRIPTION OF PROJECT

The Project concerning which such architectural services shall be provided is described as:

- Removal of six (6) relocatable buildings: (2) standard classrooms (1) special education classroom, (1) kindergarten, (1) preschool and (1) administration building (+/- 6,000 s.f.)
- Construction of a new classroom building(s) to replace removed programs with the addition of support spaces to be determined (+/- 10,000 s.f.)
- Build project in two (2) increments:
 - Increment 1: Temporarily relocate five (5) existing classrooms, one (1) existing administration building and all necessary underground utilities to the west of the site adjacent and the existing parking lot. Provide all necessary ADA accessibility temporary requirements.

- Increment 2: Construction of the new educational facility and support spaces.

4. COMPENSATION

4.1. Basic Services.

- 4.1.1. For all "Basic Services" as defined in Articles 2 and 5 of this Agreement, compensation shall be calculated and paid pursuant to Exhibit A-1.
- 4.1.2. Fees for Architect services shall be billed monthly and in proportion to the work completed.

4.2. Additional services.

- 4.2.1. Under no circumstances shall Architect receive compensation for Additional Services absent prior, written District approval. For all "Additional Services," as defined in Articles 2 and 6 of this Agreement, compensation shall be a fee to be agreed upon by the parties in writing prior to performance of such services by Architect. Unless expressly stated in the written authorization to proceed with the additional services, the fee for such additional services shall be an amount computed by multiplying the hours worked by Architect's staff by their standard billing rates as attached in Exhibit "A-2," or as otherwise specifically approved in advance by District.
- 4.2.2. Architect shall keep complete records showing all hours worked and all costs and charges applicable to work not covered by the basic fee. Architect will be responsible for Architect's consultants keeping similar records. District shall be given reasonable access to those records for audit purposes.

4.3. Reimbursable Expenses.

- 4.3.1. Reimbursable Expenses are in addition to the Compensation for Basic and Additional Services and include actual expenditures made by the Architect and the Architect's employees and consultants in the interest of the Project for the expenses listed below. Expenses must be approved by the District in writing prior to incurring same.
 - 4.3.1.1. Expense of transportation in connection with the Project; living expenses in connection with out-of-town travel; and long distance communications.
 - 4.3.1.2. Expense of reproductions, postage and handling of drawings, specifications and other documents (excluding reproductions for the office use of the Architect and the Architect's consultants) shall be at the rates described in Exhibit A-1.
 - 4.3.1.3. Expense of data processing and photographic production techniques when used in connection with Additional Services.

- 4.3.2. Expense of additional renderings beyond the renderings agreed to in Section 5, model and/or mock-ups requested by the District.
- 4.4. Payment for all Additional Services and for all Reimbursable Expenses incurred in connection with either Basic or Additional Services shall be made on monthly basis upon approval by the District of the Architect's statement of services rendered and expenses incurred. Invoices or other documentation to establish the validity of all reimbursable expenses shall be a prerequisite to District payment of such expenses. Reimbursements shall be paid in accordance with Exhibit A-2, "Architect's Schedule of Hourly Rates and Charges."
- 4.5. Each payment to Architect shall be made in the usual course of District business after presentation by Architect of a claim approved by District's authorized representative designating the services performed, the method of computation of the amount payable, and the amount payable. District shall pay approved invoices within Thirty (30) days after proper submission by Architect.
- 4.6. The Architect's compensation shall be paid at the time and in the amount noted notwithstanding a delay in completion of the project or reduction of final construction cost by reason of penalties, liquidated damages, or other amounts withheld from the Contractor.
- 4.7. Should District cancel the Project pursuant to Article 12 of this Agreement at any time during the performance of this Agreement, Architect shall, upon notice of such cancellation, immediately cease all work under this Agreement. In such event, Architect's total fee for all services performed shall be computed so as to cover services actually and satisfactorily performed to the date of such notice and shall include compensation only for services within the phase of performance at which Architect's work stopped, proportionate to the degree of completion of Architect's work on such phase.

5. BASIC SERVICES TO BE RENDERED BY ARCHITECT

- 5.1. General.
 - 5.1.1. The Architect's Basic Services consist of the architectural, mechanical, structural, electrical, and other miscellaneous design services required to complete the Project.
 - 5.1.2. The Architect shall provide statements of probable construction cost described more fully hereinafter. Notwithstanding any other language in this Agreement, any statements of probable construction cost prepared by the Architect represent the Architect's judgment as a design professional familiar with the construction industry. It is understood that the Architect has no control over market, bidding and negotiation conditions and, therefore, cannot and does not warrant or represent that actual costs will not exceed any estimates.

- 5.1.3. The Architect shall prepare schematic design studies and site utilization plans leading to a recommended solution together with a general description of the Project for approval by the District.

5.2 Consultants

- 5.2.1 Architect's Consultants. The Architect shall employ or retain at Architect's own expense, engineers and other consultants necessary to Architect's performances of this Agreement and licensed to practice in their respective professions in the State of California. Engineers and consultants employed by Architect for this Project shall be approved by District prior to their commencement of work. The Architect's consultants shall be employed to provide assistance during all aspects of the Project and will include, in addition to design services: review of schedules, shop drawings, samples, submittals, and requests for information. The Architect's consultants shall also make periodic reviews and evaluations of the site to determine general conformance with the Project design and specifications and shall participate in the final Project reviews and development of any "punch list" items.
- 5.2.2 District's Consultants. The Architect and Architect's consultants shall confer and cooperate with consultants employed by District.

5.3 Schematic Design Phase.

- 5.3.1. The Architect shall review all information concerning the Project delivered or communicated by the District to the Architect to ascertain the requirements of the Project and shall arrive at a mutual understanding of such requirements with the District.
- 5.3.2. The Architect shall provide a preliminary evaluation of the District's Project, schedule and construction budget requirements, each in terms of the other.
- 5.3.3. The Architect shall review with the District alternative approaches to the design and construction of the Project, and shall include alternatives that may reduce the cost of the Project.
- 5.3.4. The Architect shall submit to the District a preliminary statement of probable costs based on current area, volume and other unit costs.
- 5.3.5. Based on a mutual understanding of the District's requirements, the Architect shall prepare for the District's approval, Schematic Design Documents, which include but are not limited to: schematic design studies; site utilization plans; a description of the Project showing, among other things, the scale and relationship of the components of the Project; preparation of a written statement of probable costs and a written time schedule for the performance of the work that itemize constraints and critical path issues. Architect shall revise the written statement of probable costs and written time schedule for the performance of work as necessary to address changed conditions or start dates.
- 5.3.6. Specifically the Architect shall provide the following services for the schematic design phase of this project as specified in Exhibit-1.

- Coordinate meetings with Chico Country Day design committee to develop program and conceptual design documents.
- Prepare (Sketchup 3-D Model).
- Conduct Public Outreach Meeting .
- Present Final Design Presentation.
- Prepare schematic design documents:
 - Site Plan
 - Floor Plan
 - Building Elevations
 - Building Sections
 - Identify Estimated Construction Costs.
 - Identify major building systems.
 - Verify scope of Incremental Construction.
- Prepare engineering documents of major building systems.
- Prepare Topographic Survey.

6. ADDITIONAL SERVICES TO BE RENDERED BY ARCHITECT

- 6.1. The services described in this Article 6 are not included in Basic Services, and they shall be paid for by the District as provided in this Agreement, in addition to the compensation for Basic Services. If services described under the following subparagraphs are required due to circumstances beyond the Architect's control, the Architect shall notify the District prior to commencing such services. If the District deems that such services described under the following subparagraphs are not required, the District shall give prompt written notice to the Architect. If the District indicates in writing that all or part of such Additional Services are not required, the Architect shall have no obligation to provide those services. In no instance shall the fee for additional services be higher than the fee would be for the same scope of work had the work been performed under the Basic Service section.
- 6.2. The following list of services are not included in the Basic Services to be provided under this Agreement, and they will be performed only in accordance with 6.1, above:
1. providing services required because of significant changes in the Project including, but not limited to, size, quality, complexity, the District's schedule, or the method of bidding or negotiating and contracting for construction, except for services required under Article 5.
 2. providing services relative to future facilities, systems and equipment which are not intended to be constructed during the Construction Phase;
 3. providing coordination of Projects performed by separate contractors or by the District's own forces;
 4. providing services in connection with an arbitration proceeding or legal

proceeding except where the Architect is party thereto;

5. making revisions in Drawings, Specifications or other documents when such revisions are:
 - a. inconsistent with approvals or instructions previously given by the District, including revisions made necessary by adjustments in the District's program or Project budget;
 - b. required by the enactment or revision of codes, laws or regulations subsequent to the preparation of such documents
6. providing consultation concerning replacement of any work damaged by fire or other cause during construction of the Project, and furnishing services as may be required in connection with the replacement of such work;
7. providing services made necessary by the default of the Contractor, by major defects or deficiencies in the work of the Contractor, or by failure of performance of either the District or Contractor under the Contract for Construction;
8. providing services after issuance to the District of the final Certificate for Payment;
9. at the District's request, selecting moveable furniture, equipment or articles which are not included in the Construction Documents; and
10. if directed by the District, the employment of special consultants including but not limited *To Be Determined* the preparation of special delineations and models, and overtime work by the Architect's employees to accomplish anything that is not part of this base agreement.

7. RESPONSIBILITIES OF DISTRICT

It shall be the duty of District to:

1. provide full information as to the requirements and educational program of the project, including realistic budget limitations and scheduling;
2. pay all fees required by any reviewing or licensing agency;
3. review all documents submitted by the Architect and advise the Architect of decisions thereon within a reasonable time after submission;
4. provide information regarding programmatic needs and specific equipment selection data;

8. PUBLIC LIABILITY AND PROPERTY DAMAGE INSURANCE

- 8.1. Prior to the commencement of services under this Agreement, the Architect shall furnish to the District a Certificate of Insurance for the period covered by this Agreement, for public liability and property damage with an insurance carrier satisfactory to the District, under forms satisfactory to the District, to protect the Architect and District against loss from liability imposed for damages (1) on account of bodily or personal injuries, including death, accidentally suffered or alleged to have been suffered by any person or persons that may be caused directly or indirectly by the performance of this Agreement, and (2) on account or injury to or destruction of property, including the resultant loss of use of the Project or other District facilities or equipment, resulting from acts of commission or omission by the Architect, or otherwise resulting directly or indirectly from the Architect's operations in the performance of this Agreement. The District shall be named as an additional insured on all such policies.
- 8.2. The following insurance shall be maintained by the Architect in full force and effect during the entire period of performance of this Agreement, including any extensions, and shall be written on an "occurrence" basis: Commercial general liability insurance, excluding coverage for motor vehicles, shall be in amounts not less than Two Million Dollars (\$2,000,000) general aggregate, One Million Dollars (\$1,000,000) personal and advertising injury aggregate, with a per occurrence limit of One Million Dollars (\$1,000,000); Automobile liability insurance covering motor vehicles shall be in an amount not less than One Million Dollars (\$1,000,000) combined single limit.
- 8.3. The Architect's insurance policies shall contain a provision for thirty (30) days written notice to the District of cancellation or reduction of coverage.
- 8.4. At the time of making application for any extension of time, the Architect shall submit evidence that insurance policies will be in effect during the requested additional period of time.
- 8.5. If the Architect fails to maintain such insurance, the District may, but shall not be required to, take out such insurance to cover any damages of the above-mentioned classes for which the District might be held liable on account of the Architect's failure to pay such damages, and deduct and retain the amount of the premiums from any sums due the Architect under this Agreement.
- 8.6. Nothing contained in this Agreement shall be construed as limiting, in any way, the extent to which the Architect may be held responsible for the payment of damages resulting from the Architect's operations.
- 8.7. Each of the Architect's consultants shall comply with this Article, and the Architect shall include such provisions in its contracts with them.

9. WORKERS COMPENSATION INSURANCE

Prior to the commencement of services under this Agreement, the Architect shall furnish to the District satisfactory proof that the Architect and all engineers, experts, consultants and subcontractors the Architect intends to employ have taken out, for the period covered by this Agreement, workers' compensation insurance with an insurance carrier satisfactory to the District for all persons whom they may employ in carrying out the work contemplated under this Agreement in accordance with the Workers' Compensation Laws of the State of California. If the Architect employs any engineer, expert, consultant or subcontractor which it did not intend to employ prior to commencement of services, it must furnish such proof of workers' compensation insurance to the District immediately upon employment. Such insurance shall be maintained in full force and effect during the period covered by this Agreement including any extensions of time. If the Architect is self-insured, the Architect shall furnish a Certificate of Permission to Self-Insure and a Certificate of Self- Insurance satisfactory to the District.

10. ERRORS AND OMISSIONS INSURANCE

Professional Liability Insurance covers errors and omissions and wrongful acts by Architect in the performance of the work. For Architect, such insurance shall bear a combined single limit per claim of not less than \$500,000 or the constructed value of the project, whichever is greater; or not less than \$1,000,000 if the constructed value is greater than \$1,000,000. For Consultant retained by Architect, such insurance shall bear a combined single limit per claim of not less than \$500,000 or the amount of Consultant's Subcontract, whichever is greater. Professional Liability Insurance is not required for conceptual or preliminary type of work or for interior design of the work. Such insurance shall remain in full force and effect for the same period as the Commercial General Liability Insurance.

11. COMPLIANCE WITH LAWS

Architect shall be familiar with and shall exercise due and professional care to comply with State and Federal laws and regulations applicable to the Project or lawfully imposed upon the Project by agencies having jurisdiction over the Project. It is understood, however, that various codes and regulations are subject to varying and sometimes contradictory interpretation. Architect shall exercise its professional skill and care consistent with the generally accepted standard of care to provide a design that complies with such regulations and codes.

12. TERMINATION OF AGREEMENT

- 12.1. Termination by District. This Agreement may be terminated or the Project may be cancelled by the District at any time for any or no reason immediately upon written notice to the Architect. In such event, the Architect shall be compensated for the services completed to the date of termination, together with compensation for such Additional Services performed after termination which are authorized by the District to wind up the work performed to the date of termination. Upon the District's request

and authorization, Architect shall perform any and all Additional Services necessary to wind up the work performed to the date of termination.

- 12.2. Termination by Architect. This Agreement may be terminated by the Architect upon written notice to the District only when the District has substantially failed to perform its obligations under this Agreement. The written notice shall include a description of the District's substantial failure to perform, status of work completed as of the date of termination together with a description, and a cost estimate of the effort necessary to complete work in progress. In such event, the Architect shall be compensated for services completed to the date of termination, together with compensation for such Additional Services performed after termination which are authorized by the District to wind up the work performed to the date of termination. Upon the District's request and authorization, Architect shall perform any and all Additional Services necessary to wind up the work performed to the date of termination.

12.3. Termination - Miscellaneous.

- 12.3.1. Following the termination of this Agreement for any reason whatsoever, upon full payment to the Architect for services rendered, the District shall have the right to utilize any designs, plans, specifications, studies, drawings, estimates or other documents, or any other works of authorship fixed in any tangible medium or expression, including, but not limited to, physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared under this Agreement by the Architect. Architect shall promptly make any such documents or materials available to the District upon request without additional compensation. If the Architect for any reason is not allowed to complete all of the services under the Agreement, the Architect shall not be responsible for the accuracy, completeness or constructability of the documents prepared by the Architect. If the documents are used, reused, modified or completed by the District or another party the District shall indemnify and hold the Architect harmless from any and all claims, damages, and liabilities resulting there from.

- 12.3.2. In the event of the termination of this Agreement for any or no reason whatsoever, all designs, plans, specifications, studies, drawings, estimates or other documents, or any other works of authorship fixed in any tangible medium or expression including, but not limited to, physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect or any of its agents pursuant to the Agreement shall immediately, upon request by the District, be delivered to the District. Architect may not refuse to provide such writings or materials for any reason whatsoever including, but not limited to, a possessory interest lien for any claim the Architect may have against the District or a claim by the Architect to an ownership interest in the intellectual property embodied in the documents or materials.

13. ARCHITECT AN INDEPENDENT CONTRACTOR

It is specifically agreed that in the making and performance of this Agreement, the Architect is an independent contractor and is not and shall not be construed to be an

officer or employee of the District.

14. OWNERSHIP OF DOCUMENTS

- 14.1. All designs, plans, specifications, studies, drawings, estimates and other documents or any other works of authorship fixed in any tangible medium of expression including, but not limited to, physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect pursuant to this Agreement are instruments of service but shall, upon full payment to the Architect for services rendered, become the property of the District pursuant to Education Code §17316 for use solely in connection with the project for which they are intended. Any other use shall be at the District's sole risk without liability to the Architect and the District shall defend, indemnify and hold the Architect harmless for any and all claims and liabilities arising there from.
- 14.2 The Architect will provide the District with a set of reproducible designs, plans, specifications, studies, drawings, estimates and other documents or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect pursuant to this Agreement, and will retain, on the District's behalf, the original documents or reproducible copies of all such original documents, however stored, in the Architect's files for a period of no less than fifteen (15) years. Architect shall promptly make available to District any original documents it has retained pursuant to this Agreement upon request by the District. The District recognizes that data, plans, specifications, reports, documents or other information recorded on or transmitted as electronic media are subject to undetectable alteration, either intentional or unintentional due to, among other causes, transmission, conversion, media degradation, software error, or human alteration. Accordingly, the electronic documents provided to the District are for informational purposes only and are not intended as an end-product. The Architect makes no warranties, either expressed or implied, regarding the fitness or suitability of the electronic documents.

15. LICENSING OF INTELLECTUAL PROPERTY

- 15.1. Provided the Architect has been fully paid for services rendered, this Agreement creates a non-exclusive perpetual license for the District to use, any and all copyrights, designs and other intellectual property embodied in plans, specifications, studies, drawings, estimates and other documents, or any other works of authorship fixed in any tangible medium of expression including, but not limited to, physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect pursuant to this Agreement solely for the project for which they were prepared. Any other use shall be at the District's sole risk without liability to the Architect and the District shall defend and indemnify the Architect from claims arising there from. The Architect shall require any and all subcontractors and consultants to agree in writing that the District is granted a non-exclusive and perpetual license for the work of such subcontractors or consultants performed pursuant to this Agreement.

- 15.2. Architect represents and warrants that Architect has the legal right to license any and all copyrights, designs, and other intellectual property embodied in plans, specifications, studies, drawings, estimates or other documents that Architect prepared or causes to be prepared to this Agreement. Architect shall indemnify and hold the District harmless pursuant to Paragraph 18.1 of this Agreement for any breach of this Article. The Architect makes no such representation and warranty in regard to previously prepared designs, plans, specifications, studies, drawings, estimates or other documents or any other works of authorship fixed in any tangible medium of expression including, but not limited to, physical drawings, data magnetically or otherwise recorded on computer disks, or other writings, that were prepared by design professionals other than Architect and provided to Architect by the District. Notwithstanding any other provisions in this Agreement, the Architect shall not be in violation of this Agreement if the Architect utilizes any standard details that may be incorporated into the work product generated by the Architect in connection with this Project. The District understands that regardless of any transfer of ownership or copyright rights granted to the District pursuant to the terms of this Agreement, the Architect shall in no way be restricted or prohibited from future use of any such standard details.

16. ACCOUNTING RECORDS OF ARCHITECT

The Architect's records of accounts regarding the Project shall be kept on a generally recognized accounting basis and shall be available to the District or its authorized representative at mutually convenient times.

17. INDEMNITY

- 17.1. Architect Indemnification. The Architect shall defend, indemnify, and hold harmless the District, the Governing Board of the District, each member of the Board, and their officers, agents and employees against the payment of any and all costs and expenses including, but not limited to, attorney's fees and litigation costs, claims, suits and liability resulting from, arising out of, or in any way connected with any negligent or wrongful acts or omissions of the Architect, the Architect's officers, employees, or consultants in performing or failing to perform any work, services, or functions provided for, referred to, or in any way connected with any work, services, or functions to be performed under this Agreement.
- 17.2. District Indemnification for Use of Third Party Materials. The District shall defend, indemnify, and hold harmless the Architect and its employees against any and all copyright infringement claims by any design professional formerly retained by the District arising out of Architect's completion, use or reuse of that former design professional's design or construction documents in performing this Agreement. Architect shall be entitled to such indemnification only if each of the following conditions are met: (a) Architect actually redraws or completes such other designs or construction documents; (b) Architect complies with the provisions of this Agreement regarding use of materials prepared by other design professionals; (c) District has supplied Architect with the previously prepared documents or materials; and (d) District expressly requests that the Architect utilize the designs or construction documents in question.

- 17.3. District Indemnification for Re-Use of Architect's Contractual Product. The District shall defend, indemnify and hold harmless the Architect and its employees against any and all claims arising out of reuse, by the District or any of its agents, of Architect's designs or construction documents as described in Paragraph 16.1 of this Agreement.

18. TIME SCHEDULE

- 18.1. Time for Completion. The Architect shall put forth reasonable efforts consistent with the generally accepted standard of professional skill and care to complete the Project.
- 18.2. Delays. The District recognizes that circumstances may occur beyond the control of either the District or the Architect and extensions for such delays may be made to the schedule if approved by the District. Any time during which the Architect is delayed in the Architect's work by acts of District or its employees or those in direct contractual relationship with District or by acts of nature or other occurrences which were not or could not have been reasonably foreseen and provided for, and which are not due to any fault or negligence on the part of the Architect or its consultants, shall be added to the time for completion of any obligations of the Architect. District shall not be liable for damages to the Architect on account of any such delay.

19. MISCELLANEOUS PROVISIONS

- 19.2. This Agreement shall be governed by and construed in accordance with the laws of the State of California. If any action is instituted to enforce or interpret this Agreement, venue shall only be in the appropriate state or federal court having venue over matters arising in Butte County, California provided that nothing in this Agreement shall constitute a waiver of immunity to suit by the District.
- 19.3. The Architect shall not assign or transfer any or all of its rights, burdens, duties or obligations under this Agreement excepting preparation of portions of the Construction Documents by duly licensed professional consultants without the prior written consent of the District.
- 19.4. If any action or proceeding arising out of or relating to this Agreement is commenced by either party to this Agreement, the prevailing party shall be entitled to receive from the other party, in addition to any other relief that may be granted, reasonable attorneys' fees, costs and expenses incurred in the action or proceeding.
- 19.5. All notices, certificates, or other communications hereunder shall be deemed given when: a) personally delivered; b) mailed by postage prepaid certified mail; or c) e-mail or facsimile, when accompanied by a proof of delivery and receipt, to the parties at the addresses set forth below:

District: Chico Unified School District
1163 East Seventh Street
Chico, California 95928

Architect: GRA Architecture
2016 P Street, Suite 200
Sacramento, CA 95811

- 19.6. This Agreement shall inure to the benefit of and shall be binding upon the Architect and the District and their respective successors and assigns.
- 19.7. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.
- 19.8. The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
- 19.9. Nothing contained in this Agreement shall create a contractual relationship with or cause of action in favor of a third party against either the District or the Architect.
- 19.10. This Agreement constitutes the entire agreement between the parties, and supersedes any prior agreement or understanding. There are no understandings, agreements, representations or warranties, expressed or implied, not specified in this Agreement. The Architect, by the execution of this Agreement, acknowledges that the Architect has read this Agreement, understands it, and agrees to be bound by its terms and conditions.
- 19.11. The Architect shall have the right to include representations of the design of the Project, including photographs of the exterior and interior, among the Architect's professional materials. The Architect's materials shall not include the District's confidential or proprietary information if the District has previously advised the Architect in writing of the specific information considered by the District to be confidential or proprietary.

IN WITNESS WHEREOF, the parties have caused this instrument to be executed this ____ day of _____, 2018.

ARCHITECT:

GRA ARCHITECTURE

DISTRICT:

CHICO UNIFIED SCHOOL DISTRICT

By: _____
Michael P. Buschow, AIA

By: _____
Kevin Bultema
Assistant Superintendent - Business Services

EXHIBIT “A-1”

ARCHITECT'S FEE SCHEDULE

Attached: GRA Architecture proposal with fee schedule, dated May 1, 2018-Revised



May 1, 2018-Revised

Margaret Reece
Chief Business Officer
Chico Country Day Charter School
102 West 11th Street
Chico, CA 95928

Dear Margaret,

The intent of this letter is to define an agreement whereby The Chico Unified School District (the Client) retains the design services of ORA Architecture (the Architect) for the following work.

ORA Architecture will provide full A/E Programming and Schematic Design documents for District and Charter School review and approval in the basis of development of the referenced project and as identified below

A. PROJECT SCOPE:

- Chico Country Day Charter School has identified to remove (6) individual relocatable buildings (2) standard classrooms, (1) special education, (1) kindergarten, (1) pre-school and (1) administrations building(+/- 6,000 s.f.) and to replace with a new single built in place education building to replace removed programs with the addition of support spaces to be determined(+/- 10,000 s.f.).
- It is the intention to build the project in (2) increments in effort to allow the classrooms and administration to be used during the construction of the new education building facility.
- **Increment 1:** Provide *Schematic Design* documents to temporary relocate (5) existing classrooms and (1) existing administration building and all necessary underground utilities to the west of the site adjacent and the existing parking lot. Provide all necessary ADA accessibility temporary requirements.
- **Increment 2:** Provide civil, architectural, structural, mechanical and electrical *Schematic Design* documents for the new education building facility and support spaces.



B. PROGRAMMING/SCHEMATIC DESIGN: (1 month):
(Civil, Architectural, Structural, Mechanical, Electrical,
and Landscape services).

- Coordinate meetings with Chico Country Day design committee to develop program and conceptual design documents.
- Prepare (Sketchup 3-D Model).
- Conduct Public Outreach Meeting .
- Present Final Design Presentation.
- Prepare schematic design documents:
 - Site Plan
 - Floor Plan
 - Building Elevations
 - Building Sections
 - Identify Estimated Construction Costs.
 - Identify major building systems.
 - Verify scope of Incremental Construction.
- Prepare engineering documents of major building systems.
- Prepare Topographic Survey.

C. PROGRAMMING/SCHEMATIC DESIGN HOURLY FEEBREAKDOWN:

Civil Engineer:	32 hours	\$ 3,575
Boundary/Topo Survey	40 hours	\$ 5,600
Architect:	160 hours	\$24,000
Structural Engineer :	40 hours	\$ 4,650
Electrical Engineer:	40 hours	\$ 4,500
Mechanical Engineer:	32 hours	\$ 3,500
Landscape Architect:	32 hours	_\$,_,000

Project Total: \$48,825

Additional services if required will be provided at the architect's hourly rates .

Principal Architect	\$180.00
Project Manager	\$160.00



Staff Architect	\$150.00
Senior Job Captain	\$130.00
CADD Draftsman	\$100.00
Administrative	\$ 60.00

Reimbursable expenses for reproduction, postage and shipping will be invoiced to the Client at the rate of 1.10 times cost in addition to the above fees. In-house plotting and copying will be invoiced at \$3.00/plot. Travel will be invoiced at \$0.57/per mile. The Architect will invoice the Client monthly. Payment will be due 30 days from the date of the invoice. A late fee of 1.5% will be charged against overdue invoices. This agreement is available for execution for ninety days from the date of this document.

Sincerely,
GRA Architecture

Michael P. Buschow, AIA



California Department of Education
Form SED-LP-5 (Revised 3/2016)

Special Education Division

**Special Education Local Plan Area
Local Educational Agency Assurances**

1. Free appropriate public education (20 *United States Code* [U.S.C.] § 1412 [a][1])

It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school.

2. Full educational opportunity (20 U.S.C. § 1412 [a][2])

It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.

3. Child find (20 U.S.C. § 1412 [a][3])

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

4. Individualized education program (IEP) and individualized family service plan (IFSP) (20 U.S.C. § 1412 [a][4])

It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 U.S.C. § 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 U.S.C. § 1414 (d). It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. Least restrictive environment (20 U.S.C. § 1412 [a][5])

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are

educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

6. Procedural safeguards (20 U.S.C. § 1412 [a][6])

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations.

7. Evaluation (20 U.S.C. § 1412 [a][7])

It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. Confidentiality (20 U.S.C. § 1412 [a][8])

It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act.

9. Procedural safeguards (20 U.S.C. § 1412 [a][6])

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations.

10. Evaluation (20 U.S.C. § 1412 [a][7])

It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate.

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It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate.

14. Confidentiality (20 U.S.C. § 1412 [a][8])

It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act.

15. Part C to part B transition (20 U.S.C. § 1412 [a][9])

It shall be the policy of this LEA that children participating in early intervention programs (Individuals with Disabilities Education Act [IDEA], Part C), and who will participate in preschool programs, experience a smooth and effective transition to those preschool programs in a manner consistent with 20 U.S.C. § 1437 (a)(9). The transition process shall begin prior to the child's third birthday.

16. Private schools (20 U.S.C. § 1412 [a][10])

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

17. Local compliance assurances (20 U.S.C. § 1412 [a][11])

It shall be the policy of this LEA that the Local Plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *Education Code*, Part 30.

18. Interagency (20 U.S.C. § 1412 [a][12])

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

19. Governance (20 U.S.C. § 1412 [a][13])

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

20. Personnel qualifications (20 U.S.C. § 1412 [a][14])

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

21. Performance goals and indicators (20 U.S.C. § 1412 [a][15])

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

22. Participation in assessments (20 U.S.C. § 1412 [a][16])

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

23. Supplementation of state, local, and federal funds (20 U.S.C. § 1412 [a][17])

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds.

24. Maintenance of effort (20 U.S.C. § 1412 [a][18])

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations.

25. Public participation (20 U.S.C. § 1412 [a][19])

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

26. Rule of construction (20 U.S.C. § 1412 [a][20])

(Federal requirement for state educational agency only)

27. State advisory panel (20 U.S.C. § 1412 [a][21])

(Federal requirement for state educational agency only)

28. Suspension and expulsion (20 U.S.C. § 1412 [a][22])

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised.

29. Access to instructional materials (20 U.S.C. § 1412 [a][23])

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard.

30. Overidentification and disproportionality (20 U.S.C. § 1412 [a][24])

It shall be the policy of this LEA to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities.

31. Prohibition on mandatory medicine (20 U.S.C. § 1412 [a][25])

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

32. Distribution of funds (20 U.S.C. § 1411 [e] and [f][1–3])

(Federal requirement for state educational agency only)

33. Data (20 U.S.C. § 1418 [a–d])

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

34. Charter schools (California *Education Code* 56207.5 [a–c])

It shall be the policy of this LEA that a request by a charter school to participate as an LEA in a special education local plan area (SELPA) may not be treated differently from a similar request made by a school district.

In accordance with federal and state laws and regulations, the Chico Country Day Charter School certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *U.S.C.* 1400 et seq., and implementing regulations under 34 *Code of Federal Regulations*, Parts 300 and 303, 29 *U.S.C.* 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the LEA and the SELPA offices, and are available to any interested party.

Adopted this __14__ day of ____May_____, 2018____.

Yeas: _____ Nays: _____

Signed: _____

Amie Parent, Director of Special Education

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Chico Unified School District

Contact Name and Title

Colly Fischer
Dean of Students

Email and Phone

cfischer@chicocountryday.org
530-895-2650

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Chico Country Day School, a public charter school, serves approximately 560 students in the city and surrounding areas of Chico, California. Enrollment at this school is by lottery and the student population represents the many diverse neighborhoods of Chico. Our demographic breakdown is approximately 76% White (Non-Hispanic), 18% Socio-economically Disadvantaged, and 10% Hispanic. CCDS offers a broad and enriched K-8 curriculum. Our instructional strategies include project based learning and a focus on deeper learning competencies. Relationships are at the core of what we do, an essential function of schooling is to foster the creation of deep and meaningful relationships. Traditional core subjects: math, science, history, and English will be integrated into projects.

CCDS school wide learner outcomes are that

1. Engaged students at CCDS strive for academic excellence and apply content knowledge and basic skills to authentic applications.
2. Connected students at CCDS build character and become responsible citizens by making conscientious choices locally and globally, authentically applying life skills and serving their community.
3. Innovative students at CCDS are skilled inquirers and creative problem solvers who work collaboratively, communicate effectively, and utilize technology to produce purposeful work.

LCAP Highlights

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

Through stakeholder meetings and analysis of our state and local data, three goals have been identified:

Goal 1- Inclusive environment: CCDS will provide improved, supported, and equitable conditions of learning for all students.

Goal 2- High quality achievement: CCDS will ensure student outcomes reflect access and achievement in research based and Common Core aligned instructional strategies and support programs.

Goal 3- Positive school climate: CCDS will create a supportive, safe, and engaging environment for all students, parents and staff.

Key initiatives this year include building staff experience and capacity to engage students in project based learning, a focus on social emotional learning of our students, and a continued support of a broad course of studies for our students.

Review of Performance

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

Greatest Progress

As the 2016 and 2017 SBAC results were compared and analyzed by stakeholder groups at Chico Country Day, the findings were extremely positive. In addition, the stakeholders used the LCFF evaluation rubrics as they compared progress. The three year trends in ELA and Math show a steady increase (4.5% and 2.6% respectively) of students moving into the "Exceeded" category. 2016/2017 SBAC results showed us that 65% of the students are in the "Standard Met or Exceeded" category in ELA and 55% of the students are in the "Standard Met or Exceeded" category in Math.

Our socio-economically disadvantaged subgroup made significant progress in both ELA and Math. They are still below level 3 but increased 22 points in ELA and 18 points in Math. There was significant movement out of "Standard Not Met." This shows that our targeted efforts through MTSS in supporting struggling students is moving them forward. Additional local data supports this finding. AIMSWEB is the universal benchmark screener that we use for targeting needs. Based on this year's AIMSWEB data, our students are benchmarking above the national norms in reading and math. There has been much effort directed towards targeted reading interventions and a cohesive increased rigor in literacy in project work. For the future, our student supports will grow as classroom teachers and intervention teams work together supporting students with evidence based practices.

We are seeing marked improvements of school climate through many aspects. Discipline suspensions and referrals have decreased this year with the practice of Restorative Circles and added social emotional learning through evidence based curriculums. Chronic absenteeism is between 1-2.5% of the students, significantly below the State of California and surrounding district schools. Stakeholder input from parents, based on survey results, have shown over 90% feel

emotionally and physically safe at the school and feel that their students are connected and engaged in learning. 95% of respondents feel their child is getting a high quality education. 100% of the respondents feel that the facility is in good condition. We speculate that the next few years will show marked academic growth as we implement all these practices with fidelity.

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

Greatest Needs

Chico Country Day's student data from our LCFF Evaluation Rubrics comprised of Suspension and CAASPP test results in English Language Arts and Mathematics show that overall, student suspensions have maintained and academic performance has increased. There are three identified subgroups of 30 or more students (Socio-Economically Disadvantaged, Hispanic and White) and one unidentified subgroup (Students with Disabilities).

Suspension rates have decreased significantly (-5.5%) in Students with Disabilities, maintained in the Socio-Economically Disadvantaged subgroup, declined in the White subgroup and increased significantly (3.6%) in the Hispanic subgroups. The total number of suspensions for the 16/17 school year was 15. Because of the small number of suspensions and the size of our subgroups, these increases and/or decreases can be one student. Students are supported through our MTSS model as we see behaviors of concern. We have added trauma informed practices and trained the staff on the Adverse Childhood Experiences (ACES) research. Additional administrative staff was added to support student behavior in and out of the classroom. Positive Behavior Intervention Support was continued and targeted social emotional learning groups have been added this year at the primary level. The LEA was awarded a grant under the Multi-Tiered Student Support/SUMS work that is being done statewide. This has helped the LEA implement evidence based practices for social emotional learning and add to the current programs we provide. Additionally, we have collected data for the current year in our student information system which show a significant decrease (60%) in overall suspensions and a maintained level disciplinary referrals.

CAASPP data shows that our Socio-Economically Disadvantaged students are performing below other subgroups. There is a distinct difference in their status compared to all other subgroups. In ELA and math, they are performing 8-20 points below level 3, which is an actual increase from last year. Changes that were made through this year were increased outreach for chronically absent students which reached the 5 Socio-Economically Disadvantaged students are chronically absent. Also, our Response to Intervention for academic performance is in the third year of practice with fidelity. Classroom teachers are working closely with the RTI teams to provide improved services. The continuous improvement and training for staff in our Response to Intervention program has occurred this year. A team approach to identifying targeted students and providing as many tiered services for them in the classroom has happened as a result. Our local performance indicator, AIMSWEB, shows that our students reading levels are above the average in California.

Content knowledge for teachers is as important as the student learning opportunities. Our LEA has supported many teachers in NGSS and writing professional learning over the past year. All teachers

have participated in literacy and NGSS infusion into project work, culminating in a vertical alignment for the future. Five teachers participated in the Project Based/Deeper Learning Assessment conference, bringing back best practices to the staff. All staff participates in collaborative project development (curricular development) including project tuning and critiquing with their peers, creating a cohesive conversation for student expectations. Opportunities for professional learning around the implementation of the Next Generation Science Standards will continue to be a focus in future years. Through the continual support of adult learning, we plan to see improvements in our student learning.

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

Performance Gaps

CAASPP data shows that our Socio-Economically Disadvantaged students are performing below other subgroups. There is a distinct difference in their status and change compared to all other subgroups. As we look at status, SED students performed 8 points below level 3 in ELA and 21 points below level 3 in math. In contrast, Hispanic and White subgroups are performing 5 points above level 3 and 33 points above level 3 in ELA and 7 points below level 3 and 8 points above level 3 in math, respectively. As we look at change, SED students have increased by 22 points in ELA and 18 points in math. Whereas Hispanic increased 19 points in ELA and increased 15 points in math. The White subgroup had the smallest increases with by 6 points in ELA and 7 points in math.

An ongoing outreach for chronically absent students, reaching out to the families with support has had a positive effect on student academic success. Forty percent of our chronically absent students are Socio-Economic Disadvantaged students. As attendance improves, student progress is improving. Also, our Response to Intervention for academic performance is in the fourth year of practice with fidelity. Classroom teachers are working closely with the RTI teams to provide improved services each year. The continuous improvement and training for staff in our Response to Intervention program has occurred this year. A team approach to identifying targeted students and providing as many tiered services for them in the classroom rather than out of the classroom was implemented this year. The LEA is providing staffing and resources for these tiered interventions. Research shows that student time out of class has a direct result in performance and we are attempting to keep it at a minimum. An early indicator for student progress is our local performance indicator, AIMSWEB. We see an improved performance in math and reading screeners for all students at the beginning of 2017/18 school year as compared to the 2016/17 school year.

In addition, continuous support in teacher knowledge of implementation of California Common Core Standards and Next Generation Science Standards will continue through learning opportunities and curricular choices. Particular interest and effort by the LEA was put in to increasing rigor in our PBL practices.

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

Increased or Improved services

The LEA will improve services in two significant ways. First, the LEA will continue with a grant for Multi-Tiered Support Services (MTSS). In looking at our data and completing a Swift Fidelity Implementation Analysis (FIA), areas of need were that of fully tracking our interventions in both behavior and academics. Therefore, we will be supporting this effort and improving services to our students by retaining a .5 resource specialist position. In addition, we will provide improved and effective instructional strategies in Project Based Learning through fully supporting project work and exhibition with a focus on literacy and science.

The LEA expenditures in the LCAP are available broadly, but the services are principally directed towards its unduplicated students. Being a small charter school and our own LEA, we warrant a school-wide approach, which allows for targeted support while retaining some economy of scale and site flexibility.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$4965488
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$589,275.00

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

Chico Country Day School's core program consists of K-8 classroom instruction using Project Based Learning wherein students are provide authentic learning experiences which incorporate academic standards, college and career-readiness standards and school-wide learning outcomes. Teachers not only teach skills but facilitate inquiry and deeper learning for the students. Our core program includes highly qualified teachers in each classroom, standards based supplemental and core curriculum from K-8, and a special education program. The school prides itself providing art, music and technology as an integral part of student learning. As a public charter school, we offer educational choice to the community.

Our General Fund Budget Expenditures include salary and benefit expenditures, books and supplies, non-capitalized equipment, services and other operating expenses, and capital outlay.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$157259

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

GOAL 1:
CCDS will provide high quality classroom instruction, multi-tiered supports, and equitable conditions of learning for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1- Teacher Credentials (SARC)</p> <p>17-18 100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.</p> <p>Baseline 100% of teachers are appropriately assigned and fully credentialed.</p>	<p>All teachers are appropriately assigned and fully credentialed. We will continue to recruit and hire highly qualified teachers as needed.</p>
<p>Metric/Indicator Priority1-Instructional Materials (SARC)</p>	<p>1. Four teachers and one administrator attended the NGSS Rollout. From this, the faculty used a professional learning day to collaborate, align and develop projects that correlate with the NGSS. 2. New ELA curriculum is being piloted for the elementary grades to better align with CCSS.</p>

Expected

17-18

Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials and professional learning.

Baseline

100% of students have access to CCSS aligned textbooks or curricular materials.

Metric/Indicator

Priority 2: Local indicators CASS Implementation Metric

17-18

Math: 90% of teachers are at "full awareness to implementation"
ELA: 85% of teachers are at "full awareness to implementation"

Baseline

Math: 85% of teachers are at "full awareness to implementation"
ELA: 80% of teachers are at "full awareness to implementation"

Metric/Indicator

Priority1-Facilities in Good Repair (SARC)

17-18

Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.

Baseline

SARC- 100% facility system inspections are in "good" repair

Actual

3. Staff collaborated on alignment of NGSS standards within project work K-8.
4. Curriculum/digital subscriptions purchased that were aligned to NGSS.

1. 91% of the teachers feel they are at "full awareness to implementation" of knowledge of CCSS in Math and ELA and 76% are at "full awareness to implementation" of collaborative planning for CCSS in Math and ELA.

1. Facility staff follows an established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.
2. Bond funding is providing the site with new classroom furniture and solar.
3. 100% of surveyed parents respond with 4 or 5 on a 5 point scale that the school is clean and in good repair.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.	All teachers appropriately assigned and fully staffed.	substitute teachers for training for teachers needing prof. development 1000-1999: Certificated Personnel Salaries Base 1500	Substitute Teachers 1000-1999: Certificated Personnel Salaries Base 1500
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		textbooks/instructional materials 4000-4999: Books And Supplies Base 1000	books & instructional materials 4000-4999: Books And Supplies Base 1200
Students to be Served All		trainings/professional development 5800: Professional/Consulting Services And Operating Expenditures Base 500	Trainings/professional development 5800: Professional/Consulting Services And Operating Expenditures Base 8800
Location(s) All Schools			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials.	1. Four teachers and one administrator attended the NGSS Rollout. From this, the faculty used a professional learning day to collaborate, align and develop projects that correlate with the NGSS. 2. New ELA curriculum is being piloted for the elementary grades to better align with CCSS. 3. Staff collaborated on alignment of NGSS standards within project work K-8.	science materials/texts 4000-4999: Books And Supplies Base 4000	science materials/texts 4000-4999: Books And Supplies Base 4250
		substitute teachers - training days 1000-1999: Certificated Personnel Salaries Base 3000	substitute teachers - training days 1000-1999: Certificated Personnel Salaries Base 3000
		trainings/consultants 5800: Professional/Consulting Services And Operating Expenditures Base 1000	trainings/consultants 5800: Professional/Consulting Services And Operating Expenditures Base 3358

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

Students to be Served
All

Location(s)
All Schools

4. Curriculum/digital subscriptions purchased that were aligned to NGSS.
5. PD in Lexia provided (reading support)
6. PD in Go Math and CPM provided

Action 3

Planned Actions/Services

Continue to provide professional learning to teachers in effective three-tier instruction and intervention and evidence based social emotional learning.

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

Students to be Served
Low Income

Scope of Services
Schoolwide

Locations
All Schools

Actual Actions/Services

1. Professional Development provided opportunities for all staff in Trauma Informed Practices, Restorative Practices, CPI, Nurtured Heart
2. Continuous PD in Project Based Learning with a focus on literacy
3. PD in Lexia provided (reading support)
4. PD in Go Math and CPM provided
5. SRSS data collected and used in SEL interventions
6. Middle School Advisory program aligned and coordinated with year long social emotional learning goals, collaboration time provided for advisory teachers
7. Continue with our PBIS framework implementation for the school
8. Benchmark data collected and used for RTI in reading and math

Budgeted Expenditures

School Psychologist 1000-1999: Certificated Personnel Salaries Supplemental 9000

School Pyschologist benefits 3000-3999: Employee Benefits Supplemental 1500

Estimated Actual Expenditures

School Psychologist 1000-1999: Certificated Personnel Salaries Supplemental 9250

School Psychologist benefits 3000-3999: Employee Benefits Supplemental 1585

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.	Followed established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.	janitorial & maintenance staff 2000-2999: Classified Personnel Salaries Base 120000	janitorial & maintenance staff 2000-2999: Classified Personnel Salaries Base 123000
		custodial & maintenance supplies 4000-4999: Books And Supplies Base 20000	custodial & maintenance supplies 4000-4999: Books And Supplies Base 19000
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served All			
Location(s) All Schools			

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

CCDS provided high quality classroom instruction, multi-tiered supports, and equitable conditions of learning for all students by keeping our facility in excellent condition, providing professional learning opportunities for staff in evidence based social emotional learning, CCSS, NGSS and funding curricular needs to infuse these into project work that is accessed by all learners. See "Greatest Successes" for further information about performance data from the LCFF Evaluation Rubrics.

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

In providing high quality classroom instruction, multi-tiered supports and equitable conditions of learning, our SBAC results were extremely positive. In addition, the stakeholders used the LCFF evaluation rubrics as they compared progress. The three year trends in ELA and Math show a steady increase (4.5% and 2.6% respectively) of students moving into the “Exceeded” category. 2016/2017 SBAC results showed us that 65% of the students are in the “Standard Met or Exceeded” category in ELA and 55% of the students are in the “Standard Met or Exceeded” category in Math.

From our emphasis on CCSS/NGSS professional learning opportunities for teachers we are seeing an increase in Standards knowledge for teachers as reported through the CASS Implementation Metric but as we added 7 new teachers this year, there is room for growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes were made to this goal, expected outcomes, metrics or actions and services.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

GOAL 2:
CCDS will ensure student outcomes reflect access and achievement in research based and Common Core State Standard aligned instructional strategies and support programs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 2: Local indicators CASS Implementation Metric</p> <p>17-18 Math: 90% of teachers are at "full awareness to implementation" ELA: 85% of teachers are at "full awareness to implementation" NGSS: 75% of teachers are at "awareness"</p> <p>Baseline Math: 85% of teachers are at "full awareness to implementation" ELA: 80% of teachers are at "full awareness to implementation"</p>	<p>1. 91% of the teachers feel they are at "full awareness to implementation" of knowledge of CCSS in Math and ELA and 76% are at "full awareness to implementation" of collaborative planning for CCSS in Math and ELA.</p>

Expected

Metric/Indicator

Priority 4 ELA CAASPP

17-18

Overall maintains or improves and LI improves by 5 points.

Baseline

Distance from level 3 (15/16):

Overall: 26.7

LI: -30.5

Metric/Indicator

Priority 4 Math CAASPP

17-18

Overall maintains or improves and LI improves by 5 points.

Baseline

Distance from level 3 (15/16):

Overall: -0.9

SD: -39.9

Metric/Indicator

Priority 4: English language learner progress, ELPAC, Reclassification rates

17-18

Review and track EL progress and reclassification rates at a local level.

Baseline

N/A: Summary reports are not provided for subgroups less than three.

Metric/Indicator

Priority 4/8 Local Metric- AIMSWEB/ESGI

17-18

100% of students will be progress monitored through universal screeners and multiple measures K-8.

Baseline

90% of students will be progress monitored through universal screeners and multiple measures K-8.

Actual

1. As reported on the LCFF Evaluation Rubrics, the overall student Distance from Level 3 improved by 7 points and LI improved by 22.3 points. Overall: 26.3 and LI: -8.2. This metric has been met.

1. As reported on the LCFF Evaluation Rubrics, the overall student Distance from Level 3 improved by 6.3 points and LI improved by 18.3 points. Overall: 5.4 and LI: -21.3. This metric has been met.

1. English Learner progress has been tracked, this subgroup is less than three. Therefore, there is no reflection on the LCFF Evaluation Rubrics.
2. ELPAC testing was implemented this year.

1. 100% of students were monitored twice this school year through universal screeners.
2. New math screeners from the Go Math program were piloted at the K-5 levels. These will be assessed for future use.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Projects will be designed with rigor and informed by the Next Generation Science Standards and the Common Core. Therefore, content knowledge professional development and implementation time in Next Generation Science Standards and the Common Core will be provided for teachers.</p> <p>Materials and supplies for NGSS implementation will be provided as needed.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>1. Professional learning days were provided to collaborate K-8 in aligning NGSS through the grades and create projects with a foundation in science.</p> <p>2. Teachers attended NGSS rollout 2017/2018.</p> <p>3. Middle School Science teacher provided release time to support K-5 teachers in integrating science into their classes.</p> <p>4. STEM class implemented in K-3.</p> <p>5. Supplies and materials were purchased as needed.</p>	<p>Engineering supplies grades K-3 4000-4999: Books And Supplies Base 2000</p>	<p>Engineering Supplies Grades K-3 4000-4999: Books And Supplies Base 1509.93</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>Interventions services will be coordinated and improved upon through best practices in three-tier model of academic and behavior instruction and intervention by providing an intervention specialist, RTI director and academic coaches.</p> <p>Materials and professional development will be provided for classroom teachers to improve evidence based RTI practices.</p> <p>AIMSEB, ESGI, and SBAC interims will be among some of the programs used as local metrics for student outcomes. Professional development will be provided and a local data tracking system will be implemented.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations</p>	<p>1. Intervention services were provided as planned. 2. Materials and PD in Seeing Stars and Lexia (evidence based programs) were provided. 3. Added PD in Go Math for K-5 teachers, accessing the program for intervention and local metrics. 4. Local tracking data system was not developed yet, but is in the process.</p>	<p>Education Specialist Teacher 1000-1999: Certificated Personnel Salaries Supplemental 48000</p> <p>RTI Coordinator, Academic Coaches 2000-2999: Classified Personnel Salaries Supplemental 86000</p> <p>benefits for teacher, RTI employees 3000-3999: Employee Benefits Supplemental 28000</p> <p>Professional Development- Lexia/AIMSWEB, Linda Mood Bell, 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000</p> <p>RTI materials- Seeing Stars, AIMSWEB, ESGI subscriptions 4000-4999: Books And Supplies Supplemental 5000</p>	<p>Education Specialist Teacher 1000-1999: Certificated Personnel Salaries Supplemental 48985</p> <p>RTI Coordinator, Academic Coaches 2000-2999: Classified Personnel Salaries Supplemental 51500</p> <p>benefits 3000-3999: Employee Benefits Supplemental 28785</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2500</p> <p>RTI materials 4000-4999: Books And Supplies Supplemental 4009.54</p>
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Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

CCDS is ensuring student outcomes reflect access and achievement in research based and Common Core State Standard aligned instructional strategies and support programs through our planned actions and services which were almost fully implemented. All actions were implemented except for developing a local data tracking system. The data tracking system was drafted but not fully implemented due to a lack of staff oversight and need for collecting additional feedback from stakeholders.

Content knowledge for teachers is as important as the student learning opportunities. Our LEA has supported many teachers in NGSS and writing professional learning over the past year. All teachers have participated in literacy and NGSS infusion into project work, culminating in a vertical alignment for the future. Five teachers participated in the Project Based/Deeper Learning Assessment conference, bringing back best practices to the staff. All staff participates in collaborative project development (curricular development) including project tuning and critiquing with their peers, creating a cohesive conversation for student expectations. Opportunities for professional learning around the implementation of the Next Generation Science Standards will continue to be a focus in future years. Through the continual support of adult learning, we plan to see improvements in our student learning.

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

These actions and services result directly in student achievement and those findings were extremely positive. In addition, the stakeholders used the LCFF evaluation rubrics as they compared progress. The three year trends in ELA and Math show a steady increase (4.5% and 2.6% respectively) of students moving into the “Exceeded” category. 2016/2017 SBAC results showed us that 65% of the students are in the “Standard Met or Exceeded” category in ELA and 55% of the students are in the “Standard Met or Exceeded” category in Math.

Our socio-economically disadvantaged subgroup made significant progress in both ELA and Math. They are still below level 3 but increased 22 points in ELA and 18 points in Math. There was significant movement out of "Standard Not Met." This shows that our targeted efforts through MTSS in supporting struggling students is moving them forward. Additional local data supports this finding. AIMSWEB is the universal benchmark screener that we use for targeting needs. Based on this year's AIMSWEB data, our students are benchmarking above the national norms in reading and math. There has been much effort directed towards targeted reading interventions and a cohesive increased rigor in literacy in project work. For the future, our student supports will grow as classroom teachers and intervention teams work together supporting students with evidence based practices.

Our Response to Intervention for academic performance is in the third year of practice with fidelity. Classroom teachers are working closely with the RTI teams to provide improved services. The continuous improvement and training for staff in our Response to Intervention program has occurred this year. A team approach to identifying targeted students and providing as many tiered services for them in the classroom has happened as a result. Our local performance indicator, AIMSWEB, shows that our students reading levels are above the average in California.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes were made to this goal, expected outcomes, metrics or actions and services.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 3

Goal 3: CCDS will create a supportive, safe and engaging environment for all students, parents and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<div><p>Metric/Indicator Priority 5- Chronic Absenteeism rates</p><p>17-18 Chronic absenteeism rates will decrease by 2% in socioeconomically disadvantaged subgroup.</p><p>Baseline 15/16 Overall: 3.9% LI: 10.6%</p></div>	<div><p>Chronic absenteeism rates decreased to overall:1.8% and LI: 4.1%. This metric was met.</p></div>

Expected

Metric/Indicator

Priority 5- Attendance Rates

17-18

Attendance rate will stay above 96%.

Baseline

15/16 rates

Elementary: 96.31%

Middle School: 96.46%

Metric/Indicator

Priority 5-Drop Out rate

17-18

0% drop out rate.

Baseline

15/16 rates

0% of students drop out

Metric/Indicator

Priority 6- Suspension

17-18

Maintain rates or decrease

Baseline

LCFF Evaluation Rubric status 14/15

Overall- 1.7%

LI- 2.6%

Actual

16/17 Attendance rates:

Elementary: 96.99%

Middle School: 96.85%

This metric was met.

0% drop out rate.

1. As reported for the 16/17 school year in the LCFF Evaluation Rubric, overall: 1.9% (maintained) and LI: 3.8% (maintained). This metric was met.

Expected

Metric/Indicator

Priority 6- Local indicator for school climate

17-18

90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.

Baseline

90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.

Metric/Indicator

Priority 3- Local indicator for parent involvement

17-18

40% of families will participate in surveys and those will be collected at conference time.

Baseline

Parents voluntarily participate in yearly climate survey.

Actual

1. 100% of students participated in a local survey based on Healthy Kids and all teachers participated in Student Risk Screening Scale data collection.

1. 25% of the families participated in the surveys. The timing of the survey was changed this year and this possibly had an impact on the response rates. In the future, the timing of the survey will be analyzed to reach the most families and possibly deliver the survey in multiple ways. (Linked to a text message, teacher emails, and newsletters). This metric was not met.

Actions / Services

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

Action 1

Planned Actions/Services

Purchase bus passes and non-perishable food items for students who are chronically absent or tardy due to lack of transportation or hungry due to lack of food.

Actual Actions/Services

No bus passes were needed this year. Non perishable food items were purchased through the year.

Budgeted Expenditures

non-perishable food items 4000-4999: Books And Supplies Supplemental 200

bus passes 5000-5999: Services And Other Operating Expenditures Supplemental 300

Estimated Actual Expenditures

non-perishable food items 4000-4999: Books And Supplies Supplemental 289

bus passes 5000-5999: Services And Other Operating Expenditures Supplemental 0

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

Students to be Served

Low Income

Scope of Services

LEA-wide

Locations

Action 2

**Planned
Actions/Services**

Continue to implement and expand high-interest and inquiry based programs and electives school-wide like Engineering, Choir, classroom music and art, Theater, and Band among others.

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

Students to be Served

All

Location(s)

All Schools

**Actual
Actions/Services**

All classes and programs were staffed as planned.

**Budgeted
Expenditures**

art/music teachers 1000-1999: Certificated Personnel Salaries Base 65000

non-certificated non-core class teachers 2000-2999: Classified Personnel Salaries Base 88200

benefits for certificated and classified employees 3000-3999: Employee Benefits Base 35800

books and supplies for electives, music, art, choir, band classes 4000-4999: Books And Supplies Base 12500

**Estimated Actual
Expenditures**

art/music teachers 1000-1999: Certificated Personnel Salaries Base 62156

non-certificated non-core class teachers 2000-2999: Classified Personnel Salaries Base 90105.60

benefits for certificated and classified employees 3000-3999: Employee Benefits Base 41362

books and supplies for electives, music, art, choir, band classes 4000-4999: Books And Supplies Base 11500

Action 3

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

<p>Continue school-wide implementation of Lifeskills, attendance incentives, and Positive Behavioral Interventions and Supports.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations</p>	<p>All planned actions were completed. Incentives and staffing were implemented as planned.</p>	Parent Liaison classified position 2000-2999: Classified Personnel Salaries Supplemental 5000	Parent Liason, Classified Position 2000-2999: Classified Personnel Salaries Supplemental 5050
		Parent Liaison benefits 3000-3999: Employee Benefits Supplemental 2000	Parent Liaison benefits 3000-3999: Employee Benefits Supplemental 2212.55
		incentives & materials 4000-4999: Books And Supplies Supplemental 1000	incentives & materials 4000-4999: Books And Supplies Supplemental 758

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue supporting trauma informed practices. Provide restorative practices training for staff.</p>	<p>1. Evidence based SEL curriculum was purchased and implemented. Training provided as well. (Second Step) 2. Restorative practice training provided for all staff, 3 teachers and 1 administrator sent to conferences. Training provided for staff on restorative circles and continued support for teachers. 4. Trauma informed practice training provided, outreach and support continued.</p>	Social Emotional data collection & Social Emotional Group Lessons 2000-2999: Classified Personnel Salaries Supplemental 1500	Social Emotional data collection & Social Emotional Group Lessons 2000-2999: Classified Personnel Salaries Supplemental 1875
		benefits 3000-3999: Employee Benefits Supplemental 500	benefits 3000-3999: Employee Benefits Supplemental 498
		Lesson plan needs 4000-4999: Books And Supplies Supplemental 500	Lesson plan needs 4000-4999: Books And Supplies Supplemental 485

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

Students to be Served

English Learners
Foster Youth
Low Income

Scope of Services

LEA-wide

Locations

5. Student Risk Screening Scale data was collected at three points through the year.
6. Evidence based "Social support groups" provided for students K-8.

Professional development/
Restorative Practices 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental 5000

Professional development/
Restorative Practices 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental 4335

Action 5

**Planned
Actions/Services**

Support personnel to implement attendance tracking and family outreach for chronically absent students.

CCDS continues a member of Butte County's SARB (School Attendance Review Board) charter coalition.

**Actual
Actions/Services**

All planned actions were completed.

**Budgeted
Expenditures**

personnel/Dean of Students
1000-1999: Certificated
Personnel Salaries Supplemental
9000

personnel/ Attendance - Office
Manager 2000-2999: Classified
Personnel Salaries Supplemental
5600

Personnel benefits 3000-3999:
Employee Benefits Supplemental
2700

**Estimated Actual
Expenditures**

personnel/Dean of Students
1000-1999: Certificated
Personnel Salaries Supplemental
9225

personnel/ Attendance - Office
Manager 2000-2999: Classified
Personnel Salaries Supplemental
5709

Personnel benefits 3000-3999:
Employee Benefits Supplemental
5090.70

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

Students to be Served

English Learners
Foster Youth
Low Income

Scope of Services

LEA-wide

Locations

Action 6

**Planned
Actions/Services**

Increase parent/community outreach and community event opportunities.

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

Students to be Served

English Learners
Foster Youth
Low Income

Scope of Services

LEA-wide

Locations

**Actual
Actions/Services**

1. Parent information night about Common Core Math was provided.
2. Increased communication pathways and text and automatic phone calling systems for a variety of school information.
3. Development of a parent communication plan with parent liaison using the aforementioned services.
4. Exhibition Night outreach conducted to include community members at our events.

**Budgeted
Expenditures**

Parent Liaison 2000-2999:
Classified Personnel Salaries
Supplemental 5000

personnel benefits 3000-3999:
Employee Benefits Supplemental
2000

supplies for outreach/community
events 5000-5999: Services And
Other Operating Expenditures
Supplemental 1000

**Estimated Actual
Expenditures**

Parent Liaison 2000-2999:
Classified Personnel Salaries
Supplemental 5050

personnel benefits 3000-3999:
Employee Benefits Supplemental
2212.55

supplies for outreach/community
events 5000-5999: Services And
Other Operating Expenditures
Supplemental 976

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

CCDS created a supportive, safe and engaging environment for all students, parents and staff through providing engaging curricular opportunities, developing a sense of community in the student body, increasing our parent and community outreach, and supporting our attendance tracking. Also, providing adult learning in trauma informed practices, restorative practices, PBIS, SEL curriculum, and bolstering our character development, called "Lifeskills."

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

The actions and services are seemingly effective due to our suspension rates have decreased significantly (-5.5%) in Students with Disabilities, maintained in the Socio-Economically Disadvantaged subgroup, declined in the White subgroup and increased significantly (3.6%) in the Hispanic subgroups. The total number of suspensions for the 16/17 school year was 15. Because of the small number of suspensions and the size of our subgroups, these increases and/or decreases can be one student. Students are supported through our MTSS model as we see behaviors of concern. We have added trauma informed practices and trained the staff on the Adverse Childhood Experiences (ACES) research. Additional administrative staff was added to support student behavior in and out of the classroom. Positive Behavior Intervention Support was continued and targeted social emotional learning groups have been added this year at the primary level. The LEA was awarded a grant under the Multi-Tiered Student Support/SUMS work that is being done statewide. This has helped the LEA implement evidence based practices for social emotional learning and add to the current programs we provide. Additionally, we have collected data for the current year in our student information system which show a significant decrease (60%) in overall suspensions and a maintained level disciplinary referrals.

Our attendance rates are higher than the state average and our Chronic Absenteeism is lower than the state average. Student survey responses are very positive, over 90% of students feel safe and happy at school. Survey results are still being collated for a school total but individual class surveys have been extremely positive.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes were made to this goal, expected outcomes, metrics or actions and services.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

Stakeholder Meetings:

September 13, 2017: Board meeting

At this meeting, administrative team conducted an informational presentation about LCAP local indicators, goals and actions for the 2017/2018 school year. Parents, teachers and board members were present to discuss and provide feedback.

Fall Newsletters: The LCAP process and a review of goals and action were provided for parents. This was an informational platform.

October 11, 2017: Staff meeting

At this meeting the CAASPP scores were discussed and grade level actions were planned.

November 15, 2017 and December 20, 2017: Staff meetings

At these meetings, administrative team reviewed the LCAP goals and actions for the year. Staff provided feedback and discussion.

January, 2018: Parent Survey

Parents were provided a climate and input survey. This was open until the stakeholder meeting on February 21, 2018.

February 21, 2018: LCAP/WASC Stakeholder meeting

At this meeting, the administrative team presented progress towards goals regarding WASC and the LCAP. Discussion and input was facilitated with the group. Survey results, test scores, discipline data, attendance rates and information of the educational program was provided. Parents, teachers and board members were present.

August- LCAP posted on website

September and October newsletters provided parent information.

Surveys:

February- Survey sent to parents/stakeholders. Data gathered and analyzed about actions and services.

January-February- Student survey sent to middle school and elementary students. Data gathered and analyzed about actions and services.

Board Presentations:

August 9, 2017

September 13, 2017

December 13, 2017

March 14, 2017

Impact on LCAP and Annual Update

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

Input from the community and stakeholders yielded several themes that emerged resulting in reviewing the data which led to the identification of needs resulting in future actions or services in this Local Control Accountability Plan.

- Continued support in project alignment with CCSS and NGSS.- Goal 2
- Continued data driven cycles of review and revision – Goal 2
- Parent or community education in Project Based Learning, Common Core State Standards, and social emotional learning is needed.- Goal 3

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

GOAL 1:

CCDS will provide high quality classroom instruction, multi-tiered supports, and equitable conditions of learning for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Identified Need:

Our unduplicated students need an environment of caring, committed adults and engaging, authentic work.
Our students need school facilities that remain safe and in excellent repair.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1- Teacher Credentials (SARC)	100% of teachers are appropriately assigned and fully credentialed.	100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.	100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.	100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority1-Instructional Materials (SARC)	100% of students have access to CCSS aligned textbooks or curricular materials.	Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials and professional learning.	Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials and professional learning.	Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials and professional learning.
Priority 2: Local indicators CASS Implementation Metric	Math: 85% of teachers are at "full awareness to implementation" ELA: 80% of teachers are at "full awareness to implementation"	Math: 90% of teachers are at "full awareness to implementation" ELA: 85% of teachers are at "full awareness to implementation"	Math: 95% of teachers are at "full awareness to implementation" ELA: 90% of teachers are at "full awareness to implementation"	Math: 100% of teachers are at "full awareness to implementation" ELA: 95% of teachers are at "full awareness to implementation"
Priority1-Facilities in Good Repair (SARC)	SARC- 100% facility system inspections are in "good" repair	Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.	Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.	Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.

2018-19 Actions/Services

100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.

2019-20 Actions/Services

100% of teachers are appropriately assigned and fully credentialed. Continue to recruit and hire highly qualified and credentialed teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1500	1500	1500
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries substitute teachers for training for teachers needing prof. development	1000-1999: Certificated Personnel Salaries substitute teachers for training for teachers needing prof. development	1000-1999: Certificated Personnel Salaries substitute teachers for training for teachers needing prof. development
Amount	1000	1000	1000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies textbooks/instructional materials	4000-4999: Books And Supplies textbooks/instructional materials	4000-4999: Books And Supplies textbooks/instructional materials
Amount	500	500	500
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures trainings/professional development	5800: Professional/Consulting Services And Operating Expenditures trainings/professional development	5800: Professional/Consulting Services And Operating Expenditures trainings/professional development

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Students will engage in learning informed by Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials.

2018-19 Actions/Services

Students will engage in learning built upon Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum materials.

2019-20 Actions/Services

Students will engage in learning built upon Common Core State Standards in ELA and Math and Next Generation Science Standards supported through continued funding of CCSS and NGSS curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4000	2000	2000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies science materials/texts	4000-4999: Books And Supplies science materials/texts	4000-4999: Books And Supplies science materials/texts
Amount	3000	3000	3000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries substitute teachers - training days	1000-1999: Certificated Personnel Salaries substitute teachers - training days	1000-1999: Certificated Personnel Salaries substitute teachers - training days
Amount	1000	1000	1000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures trainings/consultants	5800: Professional/Consulting Services And Operating Expenditures trainings/consultants	5800: Professional/Consulting Services And Operating Expenditures trainings/consultants

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide professional learning to teachers in effective three-tier instruction and intervention and evidence based social emotional learning.

2018-19 Actions/Services

Continue to provide professional learning to teachers in effective three-tier instruction and intervention and evidence based social emotional learning.

2019-20 Actions/Services

Continue to provide professional learning to teachers in effective three-tier instruction and intervention and evidence based social emotional learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9000	9225	9450
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries School Psychologist	1000-1999: Certificated Personnel Salaries School Psychologist	1000-1999: Certificated Personnel Salaries School Psychologist

Amount	1500	1550	1575
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits School Psychologist benefits	3000-3999: Employee Benefits School Psychologist benefits	3000-3999: Employee Benefits School Psychologist benefits

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.

2018-19 Actions/Services

Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.

2019-20 Actions/Services

Follow established maintenance and facility repair schedule keeping the school and outdoor areas in excellent condition.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	120000	120000	124000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries janitorial & maintenance staff	2000-2999: Classified Personnel Salaries janitorial & maintenance staff	2000-2999: Classified Personnel Salaries janitorial & maintenance staff
Amount	20000	20000	20000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies custodial & maintenance supplies	4000-4999: Books And Supplies custodial & maintenance supplies	4000-4999: Books And Supplies custodial & maintenance supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

GOAL 2:

CCDS will ensure student outcomes reflect access and achievement in research based and Common Core State Standard aligned instructional strategies and support programs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Our unduplicated students need literacy and math skills based on a performance gap as seen in the LCFF Evaluation Rubrics. Increase student achievement through incorporation of CCSS and NGSS into project design.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2: Local indicators CASS Implementation Metric	Math: 85% of teachers are at "full awareness to implementation"	Math: 90% of teachers are at "full awareness to implementation"	Math: 90% of teachers are at "full awareness to implementation"	Math: 90% of teachers are at "full awareness to implementation"

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	ELA: 80% of teachers are at "full awareness to implementation"	ELA: 85% of teachers are at "full awareness to implementation" NGSS: 75% of teachers are at "awareness"	ELA: 85% of teachers are at "full awareness to implementation" NGSS: 75% of teachers are at "full awareness"	ELA: 85% of teachers are at "full awareness to implementation" NGSS: 75% of teachers are at "full awareness to implementation"
Priority 4 ELA CAASPP	Distance from level 3 (15/16): Overall: 26.7 LI: -30.5	Overall maintains or improves and LI improves by 5 points.	Overall maintains or improves and LI improves by 5 points.	Overall maintains or improves and LI improves by 5 points.
Priority 4 Math CAASPP	Distance from level 3 (15/16): Overall: -0.9 SD: -39.9	Overall maintains or improves and LI improves by 5 points.	Overall maintains or improves and LI improves by 5 points.	Overall maintains or improves and LI improves by 5 points.
Priority 4: English language learner progress, ELPAC, Reclassification rates	N/A: Summary reports are not provided for subgroups less than three.	Review and track EL progress and reclassification rates at a local level.	Review and track EL progress and reclassification rates at a local level.	Review and track EL progress and reclassification rates at a local level.
Priority 4/8 Local Metric-AIMSWEB/ESGI	90% of students will be progress monitored through universal screeners and multiple measures K-8.	100% of students will be progress monitored through universal screeners and multiple measures K-8.	100% of students will be progress monitored through universal screeners and multiple measures K-8.	100% of students will be progress monitored through universal screeners and multiple measures K-8.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Projects will be designed with rigor and informed by the Next Generation Science Standards and the Common Core. Therefore, content knowledge professional development and implementation time in Next Generation Science Standards and the Common Core will be provided for teachers.

Materials and supplies for NGSS implementation will be provided as needed.

2018-19 Actions/Services

Projects will be designed with rigor and informed by the Next Generation Science Standards and the Common Core. Therefore content knowledge professional development and implementation time in Next Generation Science Standards and the Common Core will be provided for teachers.

Materials and supplies for NGSS implementation will be provided as needed.

2019-20 Actions/Services

Projects will be designed with rigor and informed by the Next Generation Science Standards and the Common Core. Therefore content knowledge professional development and implementation time in Next Generation Science Standards and the Common Core will be provided for teachers.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2000	2000	2000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Engineering supplies grades K-3	4000-4999: Books And Supplies NGSS supplies	4000-4999: Books And Supplies NGSS supplies

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Interventions services will be coordinated and improved upon through best practices in three-tier model of academic and behavior instruction and intervention by providing an intervention specialist, RTi director and academic coaches.

2018-19 Actions/Services

Interventions services will be coordinated and improved upon through best practices in three-tier model of academic and behavior instruction and intervention by providing an intervention specialist, RTi director and academic coaches.

2019-20 Actions/Services

Interventions services will be coordinated and improved upon through best practices in three-tier model of academic and behavior instruction and intervention by providing an intervention specialist, RTi director and academic coaches.

Materials and professional development will be provided for classroom teachers to improve evidence based RTI practices.

AIMSEB, ESGI, and SBAC interims will be among some of the programs used as local metrics for student outcomes. Professional development will be provided and a local data tracking system will be implemented.

Materials and professional development will be provided for classroom teachers to improve evidence based RTI practices.

AIMSEB, ESGI, and SBAC interims will be among some of the programs used as local metrics for student outcomes. Professional development will be provided and a local data tracking system will be implemented.

Materials and professional development will be provided for classroom teachers to improve evidence based RTI practices.

AIMSEB, ESGI, and SBAC interims will be among some of the programs used as local metrics for student outcomes. Professional development will be provided and a local data tracking system will be implemented.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	48000	48000	48000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Education Specialist Teacher	1000-1999: Certificated Personnel Salaries Education Specialist Teacher	1000-1999: Certificated Personnel Salaries Education Specialist Teacher
Amount	86000	86900	87500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries RTI Coordinator, Academic Coaches	2000-2999: Classified Personnel Salaries RTI Coordinator, Academic Coaches	2000-2999: Classified Personnel Salaries RTI Coordinator, Academic Coaches
Amount	28000	29500	30500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits benefits for teacher, RTI employees	3000-3999: Employee Benefits benefits for teacher, RTI employees	3000-3999: Employee Benefits benefits for teacher, RTI employees

Amount	5000	5000	5000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development- Lexia/AIMSWEB, Linda Mood Bell,	5800: Professional/Consulting Services And Operating Expenditures Professional Development- Lexia/AIMSWEB, Linda Mood Bell, Go-Math	5800: Professional/Consulting Services And Operating Expenditures Professional Development- Lexia/AIMSWEB, Linda Mood Bell,
Amount	5000	5000	5000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies RTI materials- Seeing Stars, AIMSWEB, ESGI subscriptions	4000-4999: Books And Supplies RTI materials- Seeing Stars, AIMSWEB, ESGI subscriptions	4000-4999: Books And Supplies RTI materials- Seeing Stars, AIMSWEB, ESGI subscriptions

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Goal 3: CCDS will create a supportive, safe and engaging environment for all students, parents and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Our students need social-emotional skills to be ready to learn, to be on time and attend school every day and have positive support and effective discipline.

Families need to feel welcome and connected to support the educational success of their students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5- Chronic Absenteeism rates	15/16 Overall: 3.9% LI: 10.6%	Chronic absenteeism rates will decrease by 2% in socioeconomically disadvantaged subgroup.	Maintain rates or decrease	Maintain rates or decrease

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5- Attendance Rates	15/16 rates Elementary: 96.31% Middle School: 96.46%	Attendance rate will stay above 96%.	Attendance rate will stay above 96%.	Attendance rate will stay above 96%.
Priority 5-Drop Out rate	15/16 rates 0% of students drop out	0% drop out rate.	0% drop out rate.	0% drop out rate.
Priority 6- Suspension	LCFF Evaluation Rubric status 14/15 Overall- 1.7% LI- 2.6%	Maintain rates or decrease	Maintain rates or decrease	Maintain rates or decrease
Priority 6- Local indicator for school climate	90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.	90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.	90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.	90% of students in grade 4-8 participated in a student survey based on Healthy Kids Survey.
Priority 3- Local indicator for parent involvement	Parents voluntarily participate in yearly climate survey.	40% of families will participate in surveys and those will be collected at conference time.	50% of families will participate in surveys and those will be collected at conference time.	50% of families will participate in surveys and those will be collected at conference time.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Purchase bus passes and non- perishable food items for students who are chronically absent or tardy due to lack of transportation or hungry due to lack of food.

2018-19 Actions/Services

Purchase bus passes and non- perishable food items for students who are chronically absent or tardy due to lack of transportation or hungry due to lack of food.

2019-20 Actions/Services

Purchase bus passes and non- perishable food items for students who are chronically absent or tardy due to lack of transportation or hungry due to lack of food.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	200	200	200
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies non-perishable food items	4000-4999: Books And Supplies non-perishable food items	4000-4999: Books And Supplies non-perishable food items
Amount	300	100	100
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures bus passes	5000-5999: Services And Other Operating Expenditures bus passes	5000-5999: Services And Other Operating Expenditures bus passes

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to implement and expand high-interest and inquiry based programs and electives school-wide like Engineering, Choir, classroom music and art, Theater, and Band among others.

2018-19 Actions/Services

Continue to implement and expand high-interest and inquiry based programs and electives school-wide like Engineering, Choir, classroom music and art, Theater, and Band among others.

2019-20 Actions/Services

Continue to implement and expand high-interest and inquiry based programs and electives school-wide like Engineering, Choir, classroom music and art, Theater, and Band among others.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	65000	68000	70000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries art/music teachers	1000-1999: Certificated Personnel Salaries art/music teachers	1000-1999: Certificated Personnel Salaries art/music teachers

Amount	88200	89600	90500
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries non-certificated non-core class teachers	2000-2999: Classified Personnel Salaries non-certificated non-core class teachers	2000-2999: Classified Personnel Salaries non-certificated non-core class teachers
Amount	35800	35800	35800
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits benefits for certificated and classified employees	3000-3999: Employee Benefits benefits for certificated and classified employees	3000-3999: Employee Benefits benefits for certificated and classified employees
Amount	12500	12500	12500
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies books and supplies for electives, music, art, choir, band classes	4000-4999: Books And Supplies books and supplies for electives, music, art, choir, band classes	4000-4999: Books And Supplies books and supplies for electives, music, art, choir, band classes

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue school-wide implementation of Lifeskills, attendance incentives, and Positive Behavioral Interventions and Supports.

2018-19 Actions/Services

Continue school-wide implementation of Lifeskills, attendance incentives, and Positive Behavioral Interventions and Supports.

2019-20 Actions/Services

Continue school-wide implementation of Lifeskills, attendance incentives, and Positive Behavioral Interventions and Supports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	5500	6000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Parent Liaison classified position	2000-2999: Classified Personnel Salaries Parent Liaison classified position	2000-2999: Classified Personnel Salaries Parent Liaison classified position
Amount	2000	2000	2000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Parent Liaison benefits	3000-3999: Employee Benefits Parent Liaison benefits	3000-3999: Employee Benefits Parent Liaison benefits
Amount	1000	1000	1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies incentives & materials	4000-4999: Books And Supplies incentives & materials	4000-4999: Books And Supplies incentives & materials

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue supporting trauma informed practices. Provide restorative practices training for staff.

2018-19 Actions/Services

Continue supporting trauma informed practices. Provide restorative practices training for staff.

2019-20 Actions/Services

Continue supporting trauma informed practices. Provide restorative practices training for staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1500	1500	1500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Social Emotional data collection & Social Emotional Group Lessons	2000-2999: Classified Personnel Salaries Social Emotional data collection & Social Emotional Group Lessons	2000-2999: Classified Personnel Salaries Social Emotional data collection & Social Emotional Group Lessons

Amount	500	500	500
Source	Title I	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Amount	500	500	500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Lesson plan needs	4000-4999: Books And Supplies Lesson plan needs	4000-4999: Books And Supplies Lesson plan needs
Amount	5000	5000	5000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development/ Restorative Practices	5800: Professional/Consulting Services And Operating Expenditures Professional development/ Restorative Practices	5800: Professional/Consulting Services And Operating Expenditures Professional development/ Restorative Practices

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Support personnel to implement attendance tracking and family outreach for chronically absent students.

CCDS continues a member of Butte County's SARB (School Attendance Review Board) charter coalition.

2018-19 Actions/Services

Support personnel to implement attendance tracking and family outreach for chronically absent students.

CCDS continues a member of Butte County's SARB (School Attendance Review Board) charter coalition.

2019-20 Actions/Services

Support personnel to implement attendance tracking and family outreach for chronically absent students.

CCDS continues a member of Butte County's SARB (School Attendance Review Board) charter coalition.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9000	9200	93500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries personnel/Dean of Students	1000-1999: Certificated Personnel Salaries personnel/Dean of Students	1000-1999: Certificated Personnel Salaries personnel/Dean of Students
Amount	5600	5800	6000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries personnel/ Attendance - Office Manager	2000-2999: Classified Personnel Salaries personnel/ Attendance - Office Manager	2000-2999: Classified Personnel Salaries personnel/ Attendance - Office Manager
Amount	2700	2800	2900
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Personnel benefits	3000-3999: Employee Benefits Personnel benefits	3000-3999: Employee Benefits Personnel benefits

Amount

5000

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Foster Youth

Low Income

LEA-wide

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Increase parent/community outreach and community event opportunities.

2018-19 Actions/Services

Increase parent/community outreach and community event opportunities.

2019-20 Actions/Services

Increase parent/community outreach and community event opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	5000	5000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Parent Liaison	2000-2999: Classified Personnel Salaries Parent Liaison	2000-2999: Classified Personnel Salaries Parent Liaison
Amount	2000	2100	2200
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits personnel benefits	3000-3999: Employee Benefits personnel benefits	3000-3999: Employee Benefits personnel benefits
Amount	1000	1000	1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures supplies for outreach/community events	5000-5999: Services And Other Operating Expenditures supplies for outreach/community events	5000-5999: Services And Other Operating Expenditures supplies for outreach/community events

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$	%

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

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

All funds are being expended on an LEA wide basis while also principally targeting unduplicated students. Our instructional strategies include project based learning as well as workshop models that allow for personalization of student learning. Relationships are at the core of what we do- an essential function of schooling is to foster the creation of deep and meaningful relationships. Chico Country Day has chosen to follow a Multi-Tiered System of Supports which is a framework that brings together both RtI and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system. The data team, composed of stakeholders, created to follow school wide data from the lense of LCAP and WASC has determined the need for improved services in the following areas:

1. Improved practices of evidence based Social Emotional Learning including trauma informed practices and inclusive intervention practices in the form of high quality personnel and data collection systems.
2. Improved practices and implementation of Project Based Learning including a focus and an infusion of science by adding personnel to teach engineering and continuing a broad base of electives and professional development.
3. Improved parent outreach, communication and support.

Based on supporting research in MTSS and effective instruction, Chico Country Day has determined these actions described in the LCAP are the most effective use of fund to meet the LEA's goals for unduplicated students.

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

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

The actions and services from 2017/2018 school year were principally directed to our unduplicated students in that through our MTSS supports and educational program, all students have access to programs that fit their needs. Our low income student academic performance as reported in the LCFF evaluation rubrics, increased more than 3.9%. In addition, 100% of students have participated in social emotional evidence based program/curriculum this school year. The services are the most effective use of the funds to meet the goals of our subgroups and local priorities given all students have equal access to the services. By being provided theses services, students will develop social-emotional skills and, as research has shown, improve in achievement. (CASEL, 2008)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$157259

3.91%

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

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

All funds are being expended on an LEA wide basis while also principally targeting unduplicated students. Our instructional strategies include project based learning as well as workshop models that allow for personalization of student learning. Relationships are at the core of what we do- an essential function of schooling is to foster the creation of deep and meaningful relationships. Chico Country Day has chosen to follow a Multi-Tiered System of Supports which is a framework that brings together both RtI and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system. The data team, composed of stakeholders, created to follow school wide data from the lense of LCAP and WASC has determined the need for improved services in the following areas:

1. Improved practices of evidence based Social Emotional Learning including trauma informed practices and inclusive intervention practices in the form of high quality personnel and data collection systems.
2. Improved practices and implementation of Project Based Learning including a focus and an infusion of science by adding personnel to teach engineering and continuing a broad base of electives and professional development.
3. Improved parent outreach, communication and support.

Based on supporting research in MTSS and effective instruction, Chico Country Day has determined these actions described in the LCAP are the most effective use of fund to meet the LEA's goals for unduplicated students.

The actions and services from 2017/2018 school year were principally directed to our unduplicated students in that through our MTSS supports and educational program, all students have access to programs that fit their needs. Our low income student academic performance as reported in the LCFF evaluation rubrics, increased more than 3.9%. In addition, 90% of students have participated in some kind of social emotional evidence based program/curriculum this school year.

Addendum

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

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

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	578,300.00	561,121.87	578,300.00	589,275.00	678,225.00	1,845,800.00
	0.00	0.00	0.00	5,000.00	0.00	5,000.00
Base	354,500.00	370,741.53	354,500.00	356,900.00	363,800.00	1,075,200.00
Supplemental	223,800.00	190,380.34	223,300.00	227,375.00	314,425.00	765,100.00
Title I	0.00	0.00	500.00	0.00	0.00	500.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	578,300.00	561,121.87	578,300.00	589,275.00	678,225.00	1,845,800.00
	0.00	0.00	0.00	5,000.00	0.00	5,000.00
1000-1999: Certificated Personnel Salaries	135,500.00	134,116.00	135,500.00	138,925.00	225,450.00	499,875.00
2000-2999: Classified Personnel Salaries	311,300.00	282,289.60	311,300.00	314,300.00	320,500.00	946,100.00
3000-3999: Employee Benefits	72,500.00	81,745.80	72,500.00	74,250.00	75,475.00	222,225.00
4000-4999: Books And Supplies	46,200.00	43,001.47	46,200.00	44,200.00	44,200.00	134,600.00
5000-5999: Services And Other Operating Expenditures	1,300.00	976.00	1,300.00	1,100.00	1,100.00	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	11,500.00	18,993.00	11,500.00	11,500.00	11,500.00	34,500.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	578,300.00	561,121.87	578,300.00	589,275.00	678,225.00	1,845,800.00
		0.00	0.00	0.00	5,000.00	0.00	5,000.00
1000-1999: Certificated Personnel Salaries	Base	69,500.00	66,656.00	69,500.00	72,500.00	74,500.00	216,500.00
1000-1999: Certificated Personnel Salaries	Supplemental	66,000.00	67,460.00	66,000.00	66,425.00	150,950.00	283,375.00
2000-2999: Classified Personnel Salaries	Base	208,200.00	213,105.60	208,200.00	209,600.00	214,500.00	632,300.00
2000-2999: Classified Personnel Salaries	Supplemental	103,100.00	69,184.00	103,100.00	104,700.00	106,000.00	313,800.00
3000-3999: Employee Benefits	Base	35,800.00	41,362.00	35,800.00	35,800.00	35,800.00	107,400.00
3000-3999: Employee Benefits	Supplemental	36,700.00	40,383.80	36,200.00	38,450.00	39,675.00	114,325.00
3000-3999: Employee Benefits	Title I	0.00	0.00	500.00	0.00	0.00	500.00
4000-4999: Books And Supplies	Base	39,500.00	37,459.93	39,500.00	37,500.00	37,500.00	114,500.00
4000-4999: Books And Supplies	Supplemental	6,700.00	5,541.54	6,700.00	6,700.00	6,700.00	20,100.00
5000-5999: Services And Other Operating Expenditures	Supplemental	1,300.00	976.00	1,300.00	1,100.00	1,100.00	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	Base	1,500.00	12,158.00	1,500.00	1,500.00	1,500.00	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	10,000.00	6,835.00	10,000.00	10,000.00	10,000.00	30,000.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	161,500.00	174,943.00	161,500.00	159,775.00	164,025.00	485,300.00
Goal 2	174,000.00	137,289.47	174,000.00	176,400.00	178,000.00	528,400.00
Goal 3	242,800.00	248,889.40	242,800.00	253,100.00	336,200.00	832,100.00

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