



LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

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## 2017-20 Plan Summary

### THE STORY

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

Cielo Vista Charter School is located in the southeastern part of Palm Springs. As one of sixteen elementary schools in the Palm Springs Unified School District, Cielo Vista Charter (CVC) serves approximately 815 students in grades kindergarten through seven. We have two co-principals, two academic coaches and 36 teachers. As a member of Palm Springs Unified School District (PSUSD), CVC implements the goals of the district and is committed to providing quality standards based education in all areas, as reflected in our LCAP plan, that meets the needs of all students. The Cielo Vista Charter Staff not only strives to promote academic excellence, safety, self-esteem, and character building, but also understands and appreciates individual differences. Teachers continue to review data, evaluate strengths and challenges, and use effective teaching strategies and standards-based materials to enable students to learn at their highest ability levels. The staff focuses instruction on the individual needs of the students in their classrooms.

All stakeholders in the Cielo Vista Charter (“CVC” or “Charter School”) community (teachers, parents, staff, students, administrators, and community leaders) will be actively engaged in working collaboratively to help all students increase academic proficiency based on California content and performance standards. State of the art 60/40 laptop technology (60% technology and 40% traditional paper pencil) co-curriculum and hands-on academic activities will be enhanced to achieve this vision.

Cielo Vista Charter School creates a safe environment that fosters the social, emotional, intellectual, and character growth of our students. A sense of unity exists between family, school, and community. Our cooperative learning environment enables the students to reach their full potential as responsible, informed citizens, and lifelong learners.

Our vision defines the kind of school we are and aspire to become. It is the foundation of all our school programs. Our vision is multi-layered and consists of the following:

1. We provide a safe, welcoming, and clean school environment.
2. We develop the highest competence in academic, intellectual, and social skills.
3. We promote creative abilities through music and the arts.
4. We build students of strong character through trustworthiness, respect, responsibility, fairness, caring, and citizenship.
5. We foster teamwork while embracing individual differences, within our learning community.
6. We expand students' knowledge and understanding of the community, nation, and world.

7. We develop and maintain partnerships that support the education of our youth through service to their community.

In conjunction with Palm Springs Unified School District, Cielo Vista Charter is committed to creating a coherent Local Control and Accountability Plan to provide support to all students, supplemental and enrichment resources and ensure that all students graduate with 21st century skills as well as college and career readiness. As a charter school, we are committed to increasing student achievement while working in partnership with our school community and our highly qualified staff, all of whom share in the vision of providing students a safe, rigorous and engaging learning environment.

## LCAP HIGHLIGHTS

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

The CVC LCAP is designed to meet the needs of all students and in particular the unduplicated student population. The plan seeks to lay out the vision of the school with concrete actions and services for the entire student population including specific focus areas for unduplicated student populations. Increased and improved services for these students are clearly seen under each of the goals articulated in the plan. Socio-economically disadvantaged and English learner students have demonstrated overall greater need that is clearly identified in our review of results and addressed throughout the plan. Other areas for intervention/enrichment are included to specifically address the needs of individuals and groups of students in alignment with the philosophy and foundations of the Charter school outlined in our current petition. Student, staff and parent input is clearly reflected in the plan. Increased academic achievement through access to rigorous instruction that is aligned to the CA state standards is our primary goal (Goal 1). State assessment scores reflect results for both ELA and Math that are above the state average overall. Our ELL and SED subgroups did not make similar progress to other groups within our school, therefore they have been identified as target groups in this year's LCAP with actions specifically developed to address areas for improvement. In Math, though we remained above the state average for a second year, none of our groups made the adequate growth progress. In order to increase growth progress and maintain/increase our level above the state average, goal 2 is written to make sure that we are consistently assisting students of all groups to make connection between disciplines and apply what they are learning to real world applications (Goal 2). This in connection with developing the child as a whole, through the physical, social and emotional climate that is focused on college & career readiness will ensure that students are working towards an overall well-balanced development that will increase their college and career readiness (goal3).

## 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

Cielo Vista Charter is consistently defined as a school where students and parents feel that their students are safe and secure, physically, emotionally, socially and academically. We have a variety of systems in place that allow us to provide this atmosphere for all students. Data for absenteeism, school culture and suspension rate indicators provide the concrete evidence of the culture that has been established and enhanced throughout the years. Our systems for ensuring the maintenance of this environment are reflected, revised and honed to meet the current needs of our school community on an ongoing basis. We embody the ideal of growth mindset as we develop each individual student's character traits and ability to grow as a life long learner. As concerns arise, they are addressed with great urgency by staff and students. Discipline, when needed, is focused on natural consequences and character development. This positive approach to build students and learning from mistakes is evident in our suspension rate indicator. As a result of students feeling safe and secure, student chronic absenteeism is low. The staff and community of Cielo Vista is constantly monitoring and educating parents, students and families on the importance of attendance. As concerns with attendance begin to emerge, teachers and administration take a pro-active approach to work with families to identify solutions to the barriers that they are facing in helping their child attend school regularly. We continue to develop the overall school culture based on the philosophy that we are a large extended family. This is apparent in the conversations we have in the classroom, on the fields, during discipline as well as the active involvement of parents in our school community. As a school we implement a student survey based on the 40 developmental assets that help in our process of reflection and future implementation of programs that are centered around developing the child as a whole and committing to the family atmosphere we have built in our school community.

As a school, with 42% of our population considered English Language Learners (ELLs) we are constantly monitoring in order to ensure progress in language acquisition as well as in academic readiness. Our ELLs have consistently shown progress according to our Annual Measurable Achievement Objectives. We have been consistent in maintaining adequate progress towards English proficiency from one year to the next for the past 10 years. This past year we have 76.9% of our ELLs making adequate yearly progress. We are very proud of the fact that within that group of ELLs making progress our Long Term English Language (LTEL) students are making significant gains as well with 72.9% of those who have been learning English for 5 or more years making adequate progress towards English Language Proficiency. Our status on the state accountability measures for English Learner progress places us at a high level that has been able to be maintained based on data from the previous two years.

As a staff, we are constantly striving to develop the academic skills for our students as we prepare them each year for College and Career Readiness. Staff has been trained in backwards mapping accountability measures to monitor the effects and diagnose causes of growth or decreases in student achievement on a regular basis beyond the yearly state assessments. This allows us to identify areas of focus and make course corrections as needed in our collaborative teams on a regular basis so that we are always focused on student achievement at the highest rigor of the standards. This professional development and ongoing collaboration allows teacher to develop a better understanding of the skills and rigor needed for proficiency at each grade level in the continuum of preparing for college and career readiness. Teacher created local assessments that accurately reflect the rigor of the yearly state assessments are constantly being adjusted and revised in order to develop predictability and indication of students progress on a more regular basis than once a year. These local assessments are given 5 times a year and the data from these results are used to refine the process and develop instructional strategies and interventions for groups and individual students. This focus on data driven instruction and learning is a model of collaboration that has been highly effective over the past 10 years. As a staff we have committed to continuing this model as our standards and the accountability systems for the state have changed, due to its effectiveness and its ability to identify and address the needs of all students.

With the shifts in instruction, standards and the new accountability measures we have achieved a high ranking of student achievement in English Language Arts. This past year using the systems mentioned in the previous paragraph as well as our focuses on educating the child as a whole, we have increased our overall average of student growth performance by 8.7 points. We attribute this growth to our collaborate approach to identifying the rigor of the standards and designing instruction across the grade levels to reflect those understandings, as well as the continual focus on college and career readiness at all grade levels. This cross-curricular collaborative approach to backwards mapping standards and accountability measures allow teacher and students a better understanding in meeting high expectations.

	Student Performance	Number of Students	Status
<a href="#">All Students</a>		766	Very Low 0.5%
<a href="#">English Learners</a>		348	Very Low 0%
Foster Youth		N/A	N/A
Homeless		N/A	N/A
<a href="#">Socioeconomically Disadvantaged</a>		614	Very Low 0.3%
<a href="#">Students with Disabilities</a>		26	Very Low 0%
<a href="#">African American</a>		25	High 4%
<a href="#">American Indian</a>		1	*
<a href="#">Asian</a>		3	*
<a href="#">Filipino</a>		37	Very Low 0%
<a href="#">Hispanic</a>		555	Very Low 0.4%
<a href="#">Pacific Islander</a>		*	*
<a href="#">Two or More Races</a>		11	Very Low 0%
<a href="#">White</a>		133	Low 0.8%

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?

This past year we have 76.9% of our English Language Learners (EL) making adequate yearly progress. We are very proud of the fact that within that group of ELs making progress our Long Term English Language (LTEL) students are making significant gains as well with 72.9% of those who have been learning English for 5 or more years making adequate progress towards English Language Proficiency. However, when we compare this progress to our Language Arts scores and how this group is doing academically we see a discrepancy between ELL progress versus other groups within the school. This year our English Language Learners are 7.7 points below a medium achievement level where as our overall student population is performing high with 16.2 points above that level, a difference of 23.9 achievement points. When you look closer and compare our EL group to our Hispanic group there is a 9.5 point difference. Based on these discrepancies in achievement levels between our total student population, Hispanic group and our English Language Learners, we are able to establish the need for additional English Language acquisition support in the coming years.

Though it is not as much of a discrepancy, we are also seeing that our Socioeconomically Disadvantaged group is performing 12.2 points below the total population for the school. In the growth report from last year, this group maintained their medium level achievement status, however because there is a discrepancy in achievement levels we need a plan to bridge the achievement gap between this group and the overall total student population. We are identifying this as an area of need as well, because as a high risk population this difference is something that needs to be addressed in order to decrease the gap and ensure that this discrepancy does not go any further.

Overall math growth is another area of need for the total student population. As a school, we are consistent with a medium achievement status in each of our major groupings except for the white population who is achieving at a high level. However, this past year each group consistently declined in the growth measurement. This decline that is across the board is one of our major focuses driving the need for

**GREATEST NEEDS**

focusing on math achievement levels. Within the focus for the entire school we need to maintain diligence in meeting the needs of each our demographic populations.

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

In looking closely at our student group report, we have identified a few performance gaps. Our first noticing is in the area of suspension rates. Our white group of students is being suspended at a greater significant rate. We are working with this group of students to ensure proactive measures are in place to ensure that they can attend school and are successful in dealing with any problem that may interfere with student achievement. One of many ways in dealing with this achievement gap is through our tiered behavior plan. Our school counselor, is an integral tier 2 intervention that students have access to prior to administrative intervention. She meets individually with these students to discuss specific strategies for dealing with problems such as anger management, defiance and peer pressure. These students become empowered to monitor their own behaviors and make more positive choices at school. These positive choices allow them to stay in school and ultimately learn.

Our second noticing is in the area of English Language Arts with our English Learners groups showing a significant achievement gap. As part of our intervention approach, we are looking closely at detailed data analysis reports that are specific to each claim. We identify their greatest weaknesses and build them while capitalizing on their individual strengths, while noting the areas of concern and designing specific instructional strategies that we can incorporate into daily instruction to enhance understanding in those areas. In classrooms, teachers will capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language and enrich their academic language. Teachers will also continue to coordinate and collaborate in planning for language and content teaching and learning. Through on-going collaboration, They will reference content standards and language development standards in planning for language learning while holding them to the high levels of rigor. Teachers will also give them multiple opportunities to use higher order thinking skills while promoting self-reflection of their own learning. These strategic measures will close the performance gap that our ELLs are exhibiting now. As a result of knowing that this was an area that needed strategic focus, we are sending several of our teachers, parents and administration to the local California Association for Bilingual Education (CABE). During the 2016-17 school year, this group attended this conference, with specific data reflection prior in order to target the current specific needs from each perspective in order to develop a cohesive plan for professional development and research-and evidence-based instructional strategies that support the achievement of ELLs moving forward.

We also noticed a slight performance gap in our Socioeconomically Disadvantaged group in that they are considered a medium achievement level that has maintained while overall students are Cielo Vista Charter had a growth increase of 8.7 points. Though this is not two or more performance levels below the all student performance, we are proactively analyzing these results to determine the cause of the discrepancy and develop interventions in order to close the achievement gap. As a No Excuses University we are consistently talking to students of all grade levels, ethnicity and socio-economic determination about the need to constantly be focused on meeting high expectations. The culture of our school, from parents to staff to students, is based on the foundation of college and career readiness at all levels. We are consistently conversing with students on the importance of attendance, and focusing on achievement at their highest level in order to meet their individual goals.

## INCREASED OR IMPROVED SERVICES

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

As mentioned, all actions are being implemented school wide with an increase to services provided to unduplicated students through demonstrated need. Specific actions that will improve services to low-income, English learners and foster youth include: professional development, academic and reading intervention coaches to address the tiered support & intervention. Professional development will be targeted to address the areas that staff has identified as needing additional strategies and skills to address improved best first instruction. The academic coach will be working with teachers at all grade levels to develop and improve tier 2 classroom support and intervention for both ELA and math. The Reading Coach will be continuing to assist with the development of tier 2 reading interventions as well as tier 3 pull out interventions for students who are demonstrating foundational gaps that are effecting their reading comprehension.

## 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

\$ 6,684,230

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$1,702,240.00

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.

General fund budget expenditures that are not included in the LCAP include base funded personnel and other operating expenditure that include but are not limited to facilities, services and oversight.

Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant						
		2016-17	2017-18**	2018-19**	2019-20**	2020-21**
1.	LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>	1,879,964	1,836,044	1,851,115	1,892,869	1,943,287
2.	Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils	1,389,766	1,660,747	1,702,240	1,782,409	1,858,560
3.	Difference [1] less [2]	490,198	175,297	148,875	110,460	84,727
4.	Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate <i>GAP funding rate</i>	270,981 55.28%	41,493 23.67%	80,169 53.85%	76,151 68.94%	84,727 100.00%
5.	Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) <i>LCAP Section 3, Part A</i>	1,660,747	1,702,240	1,782,409	1,858,560	1,943,287
6.	Base Funding <i>LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement &amp; Transportation LCFF Phase-In Entitlement</i>	6,583,922 8,244,669	6,684,230 8,386,470	6,868,655 8,651,064	7,100,079 8,958,639	7,396,239 9,339,526
7/8.	Minimum Proportionality Percentage* [5] / [6] <i>LCAP Section 3, Part B</i>	25.22%	25.47%	25.95%	26.18%	26.27%
*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year. If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5. **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.						

\$ 8,386,470

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 1

All students will have access to a rigorous curriculum that is aligned to the CA state standards, delivered by highly qualified credentialed staff with appropriate English Learner authorizations in a safe school environment that promotes higher levels of learning.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

100% of our core teachers will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.

100% of students have access to textbooks and instructional materials as evidenced by Williams Reports and site information. Administration, Teachers and Governing Board review all instructional materials before purchase pursuant to E.C. § 60119.

100% of students, including EL students will have access to rigorous academic content knowledge and educational programs based on CA state standards that meet individual student needs. Students who are performing below grade level will participate in Tier 1, 2 or 3 interventions based on individual needs.

Annually, 100% of our teachers will participate in at least eight hours of professional development. Professional Development calendar and attendance rosters will evidence participation by teachers in professional development activities.

80% of ELL students will develop English Language Proficiency through the implementation of appropriate instructional strategies. ELL students will advance at least 1 performance level per the

#### ACTUAL

100% of our core teachers hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and are appropriately assigned.

100% of students have access to textbooks and instructional materials as evidenced by Williams Reports and site information. Administration, teacher and the governing board were involved in the recommendation/adoption of new ELA curriculum for 2017-18 school year.

100% of students, had access to rigorous academic content knowledge and educational programs that were backwards mapped from CA state standards. We have provided additional Tier 3 interventions services in math for grades 2-6, as well as in ELA for 32 2nd-5th grade students. K-8 classrooms are providing tier 2 interventions within their instruction, through Independent work time procedures.

100% of our teachers participated in at least eight hours of professional development, many participated in much more due to attending conferences, taking professional classes and working with hired consultants and academic coach on a regular basis. Major conferences that we attended were No Excuses University, California Math Council, and CABE. Each teacher sent to one of these conferences returned and shared what they had learned following time to implement the new ideas in their classroom.

We had 76.9% of our EL students make adequate yearly progress with a .6% increase from the previous year. This placed our school in a high status with maintained growth.

CELDT/ELPAC assessment each academic year. This will be achieved through the implementation of appropriate instructional strategies to increase overall proficiency.

10% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on statewide assessments.

90% of all items on quarterly site and facility inspection checklists will be in compliance/good standing. 100% of identified required corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.

20% of our English Language learners qualified and were able to be reclassified this year as Fluent English Proficient based on their performance on CELDT and grade level statewide assessments.

100% of all items on site and facility inspections checklists are in compliance/good standing with all areas requiring corrections having been corrected.

**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.

<p>Action <b>1</b></p>		
<p>Actions/Services</p>	<p><b>PLANNED</b>                  100% of core teachers candidates screened for employment will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.</p> <ul style="list-style-type: none"> <li>• PSUSD will annually review credential status.</li> </ul>	<p><b>ACTUAL</b>                  100% of our core teachers hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and are appropriately assigned.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  Employment incentive for recruitment (MOU) 1000-1999: Certificated Personnel Salaries Concentration 20,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Employment incentive for recruitment (MOU) 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration 20,000</p>
<p>Action <b>2</b></p>		
<p>Actions/Services</p>	<p><b>PLANNED</b>                  100% of our teachers will participate in annual professional development on the implementation of California State Standards.</p>	<p><b>ACTUAL</b>                  100% of our teacher participated in professional development of CA state standards throughout the year, through opportunities provided by the site as well as independently. We provided the following areas of professional development during the past school year:</p>

- Teachers will be provided the opportunity to attend conferences and staff development that support the implementation of the CCSS, NGSS, standards based instruction, as well as ELD, GATE and PBL instructional strategies.
- Staff members or outside consultants will present staff development after attending conferences on how to align the research based strategies into all content areas to help increase student achievement.
- Contact RCOE for a consultant who can provide staff development on Data Driven Decision Making through PLC teams for all teachers.

1. Long Term planning based on Essential Standards
2. SBAC type assessments that predict/reflect rigor of the assessment (SMART goals/PREVI/PT)
3. Writing (revision focus)
4. Revising vertical strategies and agreements,
5. Writing across content areas
6. Math (conceptual understanding)
7. Number/Math talks - math discourse (Rodriguez)
8. PBL – math focus to build conceptual understanding (Tech 4 Learning)
9. Math Vertical team - NBT and OA strategy alignment
10. NGSS (roll out using essential standards)
11. Content Literacy through NGSS standards
12. GATE training
13. New teacher training - Introduction to CVC systems
14. No Excuses National Conference
15. CA math conference
16. CAFE - bilingual education
17. Backwards mapping of performance tasks and instructional impacts

**BUDGETED**  
 Expenditures Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 35,000  
 Conferences 5000-5999: Services And Other Operating Expenditures Supplemental 25,000

**ESTIMATED ACTUAL**  
 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 20,350  
 Conferences 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 18,545

Action **3**

**PLANNED**  
 Actions/Services 100% of our students will have access to standards-aligned materials and additional instructional materials to meet student needs as outlined in our charter petition.

- Teachers will use California Treasures, Eureka Math, Envision Math, Holt Mathematics, Ready Common Core Curriculum Associates, Harcourt Science, Reflection Science, Literature & Language Arts-Holt, CPO Science, CA Social Studies-McDougal Littell instruction daily to

**ACTUAL**  
 100% of students have access to textbooks and instructional materials. We have provided all of the listed curriculum and supplemental resources listed, as well as best first instruction using those materials.

We established an ELA curriculum committee composed of administration, support staff, and teachers to make recommendations for the adoption of ELA curriculum that is aligned to Common Core State Standards. We have actively sought the input from Parents and Students on the new

support instruction of CCSS, NGSS, ELD standards for TK-8th grade.

- Use of manipulatives and other supplemental materials to support learning during CCSS, NGSS, ELD standards based instruction.
- Continue implementation of effective scientifically research-based instructional strategies and materials, including but not limited to strategies of: Project Based Learning, Thinking Maps, direct instruction, GATE, reciprocal teaching, process writing, ELD and SDAIE instruction.
- EL students will participate in content curriculum instruction that is integrated with EL instructional strategies that promote English Language Proficiency while scaffolding instruction to meet the rigor of the course content.

curriculum recommendation during class and at the School Site Council meeting in February. The committee's recommendation was approved by the governing board at April's general meeting in public session.

Expenditures

**BUDGETED**

Instructional Materials 4000-4999: Books And Supplies Concentration 386,424

**ESTIMATED ACTUAL**

Instructional Materials 4000-4999: Books And Supplies Supplemental & Concentration 243,800

Action

**4**

Actions/Services

**PLANNED**

Teachers will meet in Professional Learning Community data teams where the needs of all students will be identified, addressed, and monitored through the analysis of multiple assessment results.

- Contact RCOE for a consultant who can provide staff development on Data Driven Decision Making through PLC teams for all teachers.
- Grade level action plans will be created containing SMART goals to monitor student growth and achievement.

**ACTUAL**

100% of students, had access to rigorous academic content knowledge and educational programs that were backwards mapped from CA state standards. Teachers worked collaboratively each week to ensure this goal was met on a consistent basis. Each grade level team met consistently with administration and our RCOE consultant to analyze data from PREVI and performance task in order to determine next steps in developing best first instruction. SMART goals were established and monitored every 6-8 weeks throughout the year as a method of collaboratively identifying best first instruction. Google classroom, EADMS and OARS were used to assess students in the format that most resembled the end of year state assessments in 2nd through 8th grade. Kindergarten through first grade continued to provide

- Teachers will analyze data from SMART goal and PREVI assessments every six weeks to monitor student progress and to inform instruction and programming needs.
- Teachers will use computers and printers to utilize OARS and EDAMS to create SMART goals and PREVI assessments.

assessments in traditional paper & pencil, though they focused on enhancing student's technology skills in preparation for 2nd grade assessments.

Expenditures

**BUDGETED**  
 Consultants 5000-5999: Services And Other Operating Expenditures Concentration 60,000

**ESTIMATED ACTUAL**  
 Consultants 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 38,700

Action **5**

Actions/Services

**PLANNED**  
 Schedule and conduct interventions to meet individual student needs based on SMART goal, PREVI, and statewide assessments.

- Provide PD to teachers as needed on strategies for implementing Tier 1 and 2 interventions in the classroom.
- Provide classroom aides to support tier 2 interventions for TK-2 grade students in understanding the instructional strategies and curriculum.
- Tier 3 ELA intervention classes during school hours for students scoring below grade level standards on the PREVI and CAASPP. This intervention class is in addition to the tier1 and tier 2 interventions done during the school day.

**ACTUAL**  
 Students who were performing below grade level were monitored at each reporting period. Students who were struggling were identified and targeted for additional tiered support within the classroom or in various pull out groups for both reading and math in grades 2-6. Kindergarten through 1st grade students were provided intervention through small group instruction with classroom teachers, aides and volunteers. Students in 6-8 grade were provided opportunities for additional assistance through after school tutoring with classroom teachers. Students who have continued to struggle and not make adequate progress within those interventions have been recommended for our SST process in order to identify further strategies that are needed for the individual student.

Expenditures

**BUDGETED**  
 TOSA - reading intervention coach 1000-1999: Certificated Personnel Salaries Supplemental 135,080  
 TK-2 Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental 152,716  
 TOSA - academic coach 1000-1999: Certificated Personnel Salaries Supplemental 112,204

**ESTIMATED ACTUAL**  
 TOSA - reading intervention coach 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 138,645  
 TK-2 Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental & Concentration 236,790  
 TOSA - academic coach 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 115,535

Action **6**

Actions/Services

**PLANNED**  
 Provide EL students instructional support which includes 1-on-1 teacher support, small group work, and usage of SDAIE and other ELD instructional strategies.

- Administer CELDT Test to monitor the language growth of EL students.
- SDAIE strategies will be implemented in all classrooms and integrated into professional development.
- Integrated EL instructional strategies integrated into course content in order to promote English Language Proficiency that meets the rigor of the course content.
- Teach designated ELD using state adopted curriculum.

**ACTUAL**  
 We continued the employment of 4 kindergarten aides, 1 first grade aide and 1 second grade aide to support students in accessing best first instruction as well as providing tier 2 support as necessary. We completed all initial CELDT testing prior to the beginning of the school year, allowing teachers to know the ability levels of their English Language Learners from the very beginning of the year. This allowed them to being differentiating instruction and meeting individual needs from day 1. We are scheduled to complete annual CELDT testing in October with classroom teachers giving the tests based on the philosophy that students will perform better for the teachers once they have an established relationship with them.

ELD strategies are discussed within PLC meetings, data analysis meetings and is tracked through the Smart goal process as team identify strategies to meet the needs of EL students and set goals for improvement within the Smart goal process. We have consistently met our AMAO targets using this strategy so it will be continue to be implemented. Teachers continue to use the tools that are provided through Treasures to teach ELD with a higher focus being placed on integrated ELD strategies providing access to content standards.

Expenditures

**BUDGETED**  
 EL Academic Support

Note: EL students participate in English Language Arts/Literacy and Math content instruction with appropriate instructional support.  
 4000-4999: Books And Supplies Supplemental 5,000

EL Language Support

Note: EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to content curriculum. All teachers will participate in professional development activities to support EL Learners.  
 4000-4999: Books And Supplies Supplemental 2,500

Student Achievement

Note: EL students will receive in-class instructional support which includes 1-on-1 teacher support, small group work, and usage of SDAIE and ELD

**ESTIMATED ACTUAL**  
 EL Academic Support 4000-4999: Books And Supplies Supplemental & Concentration 5,944

EL Language Support 4000-4999: Books And Supplies Supplemental & Concentration 2,500

Student Achievement 4000-4999: Books And Supplies Supplemental & Concentration 35,000

instructional strategies allowing them to progress towards Reclassified English Proficient.  
 4000-4999: Books And Supplies Supplemental 35,000  
 Administering CELDT in Summer Costs 2000-2999: Classified Personnel Salaries Supplemental 10,000

Administering CELDT in Summer Costs 2000-2999: Classified Personnel Salaries Supplemental & Concentration 1,698

Action **7**

Actions/Services

**PLANNED**  
 Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and quarterly facility inspections will screen for safety hazards.

**ACTUAL**  
 Daily general cleaning by custodial staff was complete to maintain campus cleanliness; Annual and quarterly facility inspections screened for safety hazards, with 100% of all hazards being remedied.

Expenditures

**BUDGETED**

**ESTIMATED ACTUAL REMOVE**

Action **8**

Actions/Services

**PLANNED**  
 Annually, all school employees will be trained on the elements of the School Safety Plan. Students will participate in quarterly fire, earthquake, lock downs, and safety drills.

**ACTUAL**  
 All school employees were trained on the elements of the School Safety Plan during the first staff meeting of the year. This plan was reviewed in the fall after each drill for revision and clarification as needed. Every 3 months the Safe School Committee met and any areas of concern were also addressed. Students participated in monthly fire, earthquake, lock downs, and safety drills.

Expenditures

**BUDGETED**  
 Emergency Materials for middle school expansion 4000-4999: Books And Supplies Concentration 4,000

**ESTIMATED ACTUAL**  
 Emergency Materials for middle school expansion 4000-4999: Books And Supplies Supplemental & Concentration 466

**ANALYSIS**

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

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

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

We met or exceeded all measurable outcomes, except for the goal that stated 80% of our ELL students would make adequate yearly progress. 76.9% of students made the required yearly progress, 3.1% short of our initial goal. Though with that being said, we did have 20 % of our students qualify for reclassification whereas our goal was only 10%. The discrepancy between our students making adequate yearly progress and still not meeting the academic rigor of the yearly progress has been identified as an area of need for next year's LCAP.

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

The overall effectiveness of the action/services listed to achieve the articulated goals were meeting our expectations. In next year's LCAP we will address areas that did not meet the amount of growth we were desiring, ie. - EL adequate yearly progress that reflects academic readiness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall the budgeted expenditures were in alignment with the actual expenses incurred in implementing the action plans. There were some actions listed that did not require budgeted expenditures that will be revised in next year's plan for this goal. We also had some actual expenditures that went over budget such as instructional aides for instructional support.

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

We will be adapting this goal and combining it with another goal so that it has more of the academic focus for all students and a second goal will identify the actions specific to targeting specific groups of students who have been identified as having differentiated needs.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 2

Every student, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate growth towards proficiency in grade level skills and content knowledge in all core content areas.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Cielo Vista will maintain a 95% ADA rate.

With a minimum,90% participation rate on the PREVI and CAASPP assessments, 80% students will show growth towards proficiency on the PREVI in the areas of English Language Arts/Literacy and Mathematics.

90% of enrolled students will have fewer than five absences during any one school year.

50% of students, including all student subgroups, will make progress towards proficiency in the statewide assessment as mandated by the CA State Board of Education in Language Arts.

50% of students, including all student subgroups, will make progress towards proficiency in the statewide assessment as mandated by the CA State Board of Education in Mathematics.

50% of all students will make progress towards proficiency of grade level content (Science and Social Studies) through PBL products and assessments.

#### ACTUAL

Cielo Vista Charter has exceeded it's target of a 95% annual Average Daily Attendance rate. The current ADA rate is 98%. 86% of enrolled students had fewer than five absences during the 2016-17 school year.

Cielo Vista Charter had 99% participation on the CAASPP assessments in 2015-16. In 2016-17 year we have had 100% participation on the teacher created PREVI assessments that monitor student growth and progress towards proficiency. 100% of our students are making progress towards proficiency on grade level essential standards since pre-assessments. Grade level proficiency varies from 15% growth to 40%, Compared to last year's 0%-20%. These assessments have been refined and much closer to predictability than they were in previous years, however they are not yet developed to the point that overall student growth is predictable of state tests.

2015-16 SBAC results show that overall students made a 8.7 point growth increase over the previous years scores in English Language Arts proficiency with a high level of academic achievement overall. Our SED group had a medium level of achievement while maintaining a 6.7 point growth level. Our hispanic population had medium level of achievement while increasing student growth by 8 points. Our white population maintained it's growth rate at 5.3 points while remaining in a high level of academic achievement. Our EL population had a medium level of achievement that decreased in student growth levels from the previous year by 1.1 points.

2015-16 SBAC math results show that all subgroups achieved in the medium range for achievement with all groups declining or declining significantly compared to the previous years SBAC scores.



More than 80% of students are making progress towards grade level content based on PBL products and classroom assessments.

**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	<b>1</b>	
Actions/Services	<p><b>PLANNED</b> Annual Average Daily Attendance will be at least 95%.</p> <ul style="list-style-type: none"> <li>Parents will be informed of chronic absences as specified in Attendance &amp; Truancy Policy.</li> <li>Perfect attendance will be promoted in classrooms and school-wide through celebrations occurring on weekly, monthly and yearly basis.</li> </ul>	<p><b>ACTUAL</b> Cielo Vista Charter has exceeded it's target of a 95% annual Average Daily Attendance rate. The current ADA rate is 98%. Cielo has consistent attendance incentive program that was implemented accordingly. Administration met with parents of students with chronic absenteeism (SART Review) to discuss possible solutions to making sure that students were present on a consistent basis. Research on chronic absenteeism and high school dropout rates was presented and discussed with each parent. The parents were educated on the strong correlation between chronic absenteeism and high school dropout rates.</p>
Expenditures	<p><b>BUDGETED</b> Attendance Incentives 4000-4999: Books And Supplies Concentration 1,000</p>	<p><b>ESTIMATED ACTUAL</b> 1,000 4000-4999: Books And Supplies Supplemental &amp; Concentration 1,000</p>

Action	<b>2</b>	
Actions/Services	<p><b>PLANNED</b> Classroom instruction will be standards-based, driven by data analysis and best practice instructional strategies to ensure high levels of learning. Instructional strategies include: Small group instruction, shared reading groups, one-to one conferencing, and intervention strategies.</p> <ul style="list-style-type: none"> <li>PLC will promote learning conducive environments that implement appropriate CA state standard aligned instructional materials and strategies.</li> </ul>	<p><b>ACTUAL</b> RCOE consultant, Lynn Figurate has presented for New Teacher Orientation. GATE specialist provided 3 days of Staff members have presented NGSS roll out training at the beginning of the school year as well as an introduction to math discourse using Number talks. Vertical teams have been established for writing, math, technology and character education. These teams have met bi-monthly to discuss vertical strategies and address concerns between grade levels. Team members have brought information back from vertical teams to the grade level teams in order to impact student learning at all levels. Each grade level has identified</p>

- Teachers will be provided opportunities to collaborate vertically to identify best practices that impact student achievement across grade levels and in preparation for Higher levels of learning.
- Teachers will analyze data from SMART goal assessments every six weeks to monitor student progress and to inform instruction and programming needs. Teachers will use computers and printers to utilize OARS and EDAMS to create SMART goals.
- Teachers will analyze data from SMART goal assessments every six weeks to monitor student progress and to inform instruction and programming needs. Teachers will use computers and printers to utilize OARS and EDAMS to create SBAC based SMART goals.
- Students performing below grade level will participate in appropriate interventions.
- Instructional technology and PBL strategies will be utilized to promote real world application of skills in all content areas.
- Instructional aides will be provided in TK-2 classrooms to support instruction and student learning.
- K-5 grade students participate in the school wide Accelerated Reader program.

essential standards based on released SBAC information. They have then backwards mapped assessments and instruction based on this information. SMART goals have been consistently addressed in both ELA and math to monitor student progress as collaborative teams have worked to identify best instructional practices. Teacher created benchmark exams that are backwards mapped from released test items have been given at regular intervals as well to guide instructional practices and target student growth. Math intervention groups were established for grades 2-5 in order to target conceptual and procedural interventions. K-2 grade classrooms have regular access to instructional aides in order to assist with small group reading and ELD interventions. All K-5 students have participated regularly in the school wide Accelerated Reader program in order to encourage reading for comprehension.

Expenditures

**BUDGETED**

Computer software programs 5000-5999: Services And Other Operating Expenditures Supplemental 50,000  
 Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 10,000

**ESTIMATED ACTUAL**

Computer software programs 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 46,303  
 Substitutes 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 59,504

Action **3**

Actions/Services

**PLANNED**

Classroom instruction will incorporate testing strategies and targeted growth areas identified through PLC analysis of

**ACTUAL**

Teachers meet in PLC every week either as a grade level or in a vertical team discussion. Throughout the year, each

SBAC aligned SMART goals and PREVI assessments, in preparation for statewide assessments.

- Use standards based test preparation materials.
- Develop teacher created assessments that are based on SBAC questioning types and stems.

grade level has met with the RCOE consultant for data analysis of SBAC results. These data analysis meetings and discussions are driving professional development and instructional strategies being implemented. The focus this year was to monitor change over time results, as well as reflecting on grade level growth in order to develop predictability on these benchmarks by the mid-PREVI assessments and continuing that discussion throughout the year. As soon as SBAC results are released, teams will complete their reflection and assessment of predictability for their teacher created benchmarks and analyze the effectiveness of their instructional focus and strategies this past year.

Expenditures

**BUDGETED**  
Student Achievement 4000-4999: Books And Supplies Supplemental 5,000

**ESTIMATED ACTUAL**  
Student Achievement 4000-4999: Books And Supplies Supplemental & Concentration 5,000

Action **4**

Actions/Services

**PLANNED**  
Instructional technology and PBL strategies will be utilized to promote real world application of skills that meet higher levels of DOK in all content areas.

- Students will participate in PBL projects that integrate: collaboration, communication, critical thinking and creativity skills.
- Students will develop communication skills that integrate speaking skills to present information, presentation of projects, fiction/nonfiction text, and the development of technology skills.
- Students will use technology for Project Based Learning activities, assessment, and content area support.

**ACTUAL**  
In October for our non-student days, Tech4Learning provided PBL basics and Math PBL training to teachers. We also had writing training with a focus on revision for all teacher who did not require PBL basics training. Our vertical writing and technology teams consistently discussed revision strategies and collaborated on strategies that spanned the various grade levels in order to enhance student production of real world applicable projects. All grade levels have increased student access to technology and learning activities that are more real world applicable and focused on projects using technology.

Expenditures

**BUDGETED**  
Consultant (PBL Training) 5000-5999: Services And Other Operating Expenditures Concentration 7,500

**ESTIMATED ACTUAL**  
Consultant (PBL Training) 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 7,500

Action **5**

Actions/Services

**PLANNED**  
 Continue the implementation and maintenance of classroom technology with the use of the laptops, chrome books, iPads and all other technology as tools to support the Math, Language Arts, ELL, Social Studies and Science curricula.

**ACTUAL**  
 We have continued to provide technology support to all classrooms and have begun to meet this goal with the purchase of additional carts to replace the original carts that are now 3 year old and were beginning to fail. We purchased 4 grade levels worth of additional chromebook to begin the rotation of upgrading technology on a rotating basis. We plan to use our older chromebooks for check out through our library next school year. This will allow students who need additional access to devices at home to check out technology to be used at home, bridging the gap between school use of technology and home usage. We maintain our 60% technology and 40% paper focus in all testing grade levels, students in lower grade levels are utilizing technology for instruction and practice based on their developmental readiness and skills.

Expenditures

**BUDGETED**  
 Technology maintenance and replacement rotation 4000-4999: Books And Supplies Supplemental 179,575

**ESTIMATED ACTUAL**  
 Technology maintenance and replacement rotation 4000-4999: Books And Supplies Supplemental & Concentration 190,782

Action **6**

Actions/Services

**PLANNED**  
 All students participate in math five days per week. Instructional strategies implemented in math include: focused and designed instruction to include both content standards and the standards for math practice; small group work, and hands on math.

- Students will be presented a balanced curriculum that integrates conceptual, procedural and application of problem solving concepts.
- Students will be taught on a continuum that makes connections to higher levels of math application and prior knowledge.

**ACTUAL**  
 All students have participated in math five days per week. Standards for math practice are being integrated regularly and appropriately in various math lessons. math vertical team has focused on developing strategies to enhance student conceptual and procedural development based on that claim area being the weakest in last year's SBAC assessment. The strategies researched and presented through vertical teams have been shared and built upon at grade level collaboration. Strategies discussed in both collaborative environments are visible in classroom instruction.

Expenditures

**BUDGETED**

**ESTIMATED ACTUAL**  
 REMOVE

Action **7**

Actions/Services

**PLANNED**  
 All students will be provided direct instruction and application of content literacy though an integrated PBL approach as they study:

- American History, World History, Government, Geography and Economics using grade appropriate content standards. Strategies included in the integrated approach are: analysis of non-fiction/fiction texts, the development of enduring understandings through research projects and presentations, experiential learning, real-world connections and experiences (field trips, speakers, etc.) that are cross-content related.
- Science and Engineering practices with strategies that include: analysis of non-fiction texts, experiential learning, hands-on learning, the gathering and analysis of data and integration of real-world connections and skills/experience that are cross-content related.

**ACTUAL**  
 All students were provided direct instruction and application of content literacy though an integrated PBL approach in the mathematics, social studies and science. Strategies included in the integrated approach are: analysis of non-fiction/fiction texts, the development of enduring understandings through research projects and presentations, experiential learning, real-world connections and experiences (field trips, speakers, etc.) that are cross-content related.

Expenditures

**BUDGETED**

**ESTIMATED ACTUAL REMOVE**

Action

8

Actions/Services

**PLANNED**  
 100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

**ACTUAL**  
 All students have access to all curriculum at this time. Teachers continue to teach to the rigor of the standards based on released test questions and use the curriculum as a guide to assist with the planning and implementation of lessons. They pull from whichever resources they feel, in their professional opinion and based on research/data results, will best meet the needs of their students at the time of instruction.

Expenditures

**BUDGETED**

**ESTIMATED ACTUAL REMOVE**

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.

Cielo Vista Charter has implemented all actions thoroughly as outlined in this goal and the actual implementation details next to each action.

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

We have made significant progress towards meeting our goal through the effective actions listed above. With the change in the accountability system this past year, we have reflected on areas that need additional focus and attention to the growth goals. In the future, we will make our actions and matrixes more accurately reflect the updated accountability system.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our expected expenditures and estimated actual expenditures were closely aligned. We will revise next year's budget accordingly based on the estimated actual expenditures and the combination of actions from goal 1 & 2.

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.

In next year's LCAP this goal will be combined with goal 1, we have realized with the new accountability system the actions of the two goals go together as we are monitoring and attending to student academic achievement and growth. We will continue many of the same actions, however we will adjust and refine them to meet the needs of our sub groups as well as addressing the needs of student growth in math based on our analysis of specific areas needed for improvement. We will also be removing the actions that were included in the plan that do not require budgetary expenditures .

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 3

CVC will develop and maintain parent engagement and community partnerships that further the educational development of all students through the "Child as as Whole" philosophy.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Annually, the CVC PTG and the School Site Council will have 50% parent representation.

Campus community surveys will generate a consistent rate of return of at least 25% community members.

At least three campus community events will be held throughout the academic year.

Annual Average Daily Attendance will be at least 95%.

90% of enrolled students will have fewer than five absences during any one school year.

Charter School will co-sponsor at least three community events annually in conjunction with the CVC Parent Teacher Group.

Charter School will maintain an annual suspension rate of less than 2% and an annual expulsion rate of less than 1% and will demonstrate a 3% decrease in behavior tickets.

#### ACTUAL

The CVC PTG has exceeded 50% parent representation with 90% parent representation at general meetings and 100% of parents represented on their board. The School Site Council has the established 50% parent representation.

We have held 3 Family fun nights with the PTG each trimester and also provided 4 additional family universities for parent education on current educational trends. The family universities were planned and presented by our vertical teams in September, November, February and March. We have also held three counselor nights focusing on HS pathways and middle school programs for the next year. Attendance at family universities were not as high as expected, however middle school and high school informational nights were very well attended with 80+ participants each night.

We have maintained a safe and secure learning environment with a .5% suspension rate and a 0% expulsion rate, we have had a significant decrease in the number of referrals being sent to the office due to our tiered behavior approach and the utilization of peer mediators.

Cielo Vista Charter has exceeded it's target of a 95% annual Average Daily Attendance rate. The current ADA rate is 98%. 86% of enrolled students had fewer than five absences during the 2016-17 school year.

Our monthly ADA reports have consistently been over 95% in all grade levels.

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.

<p>Action <b>1</b></p>		
<p>Actions/Services</p>	<p><b>PLANNED</b>                  Students, parents and teachers will feel a sense of community on campus, and within their classroom community.</p> <ul style="list-style-type: none"> <li>• Community and parent volunteers will be invited to assist and help teachers with target students (Near Standards and Below Standards) to close the achievement gap.</li> <li>• Administration will promote community partners. Our partners will be included in activities relating to academics and enrichment.</li> <li>• Students actively participate in PTG meetings and sponsored events, as well as monthly Character Counts activities throughout the school year.</li> <li>• A variety of fun and engaging co-curricular opportunities will further enhance students sense of belonging and community.</li> </ul>	<p><b>ACTUAL</b>                  We have continued partnerships with several local community partners, including the McCallum Theater, The City of Palm Springs, Desert Healthcare District and Palm Springs fire and police organizations. These partnerships have enriched our learning community by providing connections to services and speakers that connect classroom learning with real world application.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  Principal's Newsletter 4000-4999: Books And Supplies Supplemental 1,000</p> <p>Communication Folders 2000-2999: Classified Personnel Salaries Supplemental 1,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Principal's Newsletter 4000-4999: Books And Supplies Supplemental &amp; Concentration 757</p> <p>Communication Folders 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration 1,294</p>
<p>Action <b>2</b></p>		
<p>Actions/Services</p>	<p><b>PLANNED</b>                  Promote consistent daily attendance with weekly, monthly and yearly celebrations and incentives:</p>	<p><b>ACTUAL</b>                  Every month, students are being recognized for perfect attendance at our Character Counts Assemblies. To be considered for perfect attendance, students must not have any absences or tardies. The classroom with the highest percentage fo students who have earend perfect attendance</p>

- Use Character Counts curriculum and attendance bracelets and necklaces to encourage students to attend school every day.
- Use PA system to deliver rewards to classrooms who have perfect attendance and are in uniforms.
- Provide monthly principal's recess to grade level with the higher ADA.
- Provide monthly picnic with the Principals as an incentive for the class with the highest perfect attendance for the previous month.
- Charter school will offer an academically engaging learning environment for all its students, including members of all subgroups that will encourage daily attendance.

earn a special principal's lunch in the poetry garden. We have also surprised various classes with special rewards when they have had their ticket pulled and everyone is present on the day the ticket was pulled. Many of these rewards were donated through our community partners. Monthly grade levels with the highest ADA on our monthly report earn a 15 minute principal's recess at the end of the school day.

Expenditures

**BUDGETED**

Attendance incentives 4000-4999: Books And Supplies Concentration 1,000

**ESTIMATED ACTUAL**

Attendance incentives 4000-4999: Books And Supplies Supplemental & Concentration 1,000

Action

**3**

Actions/Services

**PLANNED**

Maintain parent representation on the Charter School Site Council.

- Each fall, the School Site Council nominates and elects parents to serve as parent members.
- Charter School administration will work with the PTG to recruit parent representatives via flyers, classroom newsletters, and monthly parent meetings.
- Annually, Charter School administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion.

**ACTUAL**

Elections for the School Site Council were held in September in order to maintain the 50% parent representation on the School Site Council. The number of active members in our PTG, School Site Council and ELAC committees grew in the beginning of the year as we targeted recruiting new parents to the school. Those numbers have remained consistent throughout the year. Several new parents have taken leadership opportunities, in PTG as well as on our School Site Council. Parents on ELAC are also taking more steps to be involved and have recently established a Spanish book club that meets on campus once a week.

	<ul style="list-style-type: none"> <li>Charter School Administration will meet with leadership of the Parent Teacher Group to identify opportunities and events to create and nurture community on campus.</li> </ul>	
Expenditures	<p><b>BUDGETED</b></p> <p>Survey subscription 5000-5999: Services And Other Operating Expenditures Supplemental 1,000</p> <p>Parent Involvement 4000-4999: Books And Supplies Supplemental 500</p> <p>Conferences 5000-5999: Services And Other Operating Expenditures Supplemental 5,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Survey subscription 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration 1,000</p> <p>Parent Involvement 4000-4999: Books And Supplies Supplemental &amp; Concentration 500</p> <p>Conferences 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration 5,000</p>

Action **4**

Actions/Services	<p><b>PLANNED</b></p> <p>Maintain the CVC Parent Teacher Group (PTG).</p> <ul style="list-style-type: none"> <li>Charter School administration will work with the PTG to recruit parent representatives via flyers, classroom newsletters, and monthly parent meetings.</li> <li>Administration will work with PTG to schedule evening PTG nights each trimester and inform parents of those nights.</li> <li>Charter school administration will meet with leadership of the Parent Teacher Group to identify opportunities and events to create and nurture community on campus.</li> <li>Provide professional development and support to parents to expand our educational programs for all students beyond the school.</li> </ul>	<p><b>ACTUAL</b></p> <p>The CVC PTG has remained a very active group that has enhanced the learning environment by encouraging parents to become involved and to support activities that build the child as a whole. Administration has met with PTG leadership and joined general PTG meetings regularly to plan ideas, and build the parent/school relationship. Admin and/or their designee has met with the PTG treasurers on a monthly basis to assist with bookkeeping and make sure that financial records are current.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Parental Involvement 4000-4999: Books And Supplies Supplemental 500</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Parental Involvement 4000-4999: Books And Supplies Supplemental &amp; Concentration 500</p>

Action **5**

Actions/Services	<p><b>PLANNED</b></p>	<p><b>ACTUAL</b></p>
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Cielo Vista Charter will use the Character Counts and No Excuses University Programs as a school wide character and discipline program.

- Monthly meetings to review student performance/attendance/behavior as referred by parent/teacher/school personnel.
- Cielo Vista will create and maintain a family-oriented school culture and develop such character within the students that suspensions and expulsion procedures will seldom be needed.

Monthly meetings have been held through the SST process on a monthly basis, in addition to other times required by parents or teachers if needs didn't align with the SST schedule. Character Counts and No Excuses philosophies have been focused on and the foundation of all positive/negative behavior and academic conversations with admin, teachers and parents. Parents report that overall they feel comfortable coming to school and feel supported in helping develop character and academic skills in their students.

Expenditures

**BUDGETED**  
Instructional Materials and Supplies 4000-4999: Books And Supplies Supplemental 1,000

**ESTIMATED ACTUAL**  
Instructional Materials and Supplies 4000-4999: Books And Supplies Supplemental & Concentration 1,528

Action

# 6

Actions/Services

**PLANNED**  
Conduct a standards based Back to School Night and Parent Education Nights. These nights are intended to help the school meet all related school goals.

**ACTUAL**  
We held our standards based Back to School Night on August 9 with approximately 90-95% of parents signed in as present in classrooms for presentations. We held 4 family universities' throughout the school year with limited parent participation of 25-40 participants each night. Regardless of how often we publicized, offered incentives, etc. the parent participation in the parent education nights were not very well attended. The PTG also held it's general meetings bi-weekly in the evening and had to change it to during the school day in January due to a lack of parent participation in the evening activities. Family festivals and movie nights were the only evening activities that were well participated in after school hours.

Expenditures

**BUDGETED**  
Parent Universities materials and supplies 4000-4999: Books And Supplies Supplemental 1,000  
Parent University/ELAC childcare 2000-2999: Classified Personnel Salaries Supplemental 1,000

**ESTIMATED ACTUAL**  
Parent Universities materials and supplies 4000-4999: Books And Supplies Supplemental & Concentration 1,000  
Parent University/ELAC childcare 2000-2999: Classified Personnel Salaries REMOVE 0

ANALYSIS

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

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

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

We have increased overall parent participation in the PTG as well as provided additional opportunities for parent involvement during family universities.

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

Parents were asking for additional support and assistance in helping their students in last year's surveys. However we found that our additional family universities were not well attended overall. Parent feedback was that evening activities had too many conflicts with extra-curricular activities and that though they wanted the information, they felt that the teachers were providing the needed information and additional support when asked.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall budget and estimated actuals were closely aligned.

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

We were expecting to have more involvement in our family universities and we will be rethinking how we can provide the support and assistance that parents/families need without the time constraints of coming to school for an evening activity. Possible options we have considered are webinars, that can be recorded and presented through our school website.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 4

All students, including student subgroups, unduplicated students and students with exceptional needs, will continue to develop skills in social, emotional and physical well-being that will support the development of the whole child in preparation for college and career readiness.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Students will demonstrate proficiency of skills through performance and teacher created assessments.

Students will demonstrate 80% proficiency on grade level appropriate skills based on teacher created authentic assessments and observation notes.

10% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will increase their PE scores on a yearly basis. Formal assessments will include: CALPADS, BMI and PFT assessments.

80% of K-6 students will demonstrate yearly progress on grade level proficiency through their PE scores and completion of Dairy Council Curriculum (Health and Nutrition).

Cielo Vista will increase the number of students will make progress towards grade level proficiency in Visual and performing arts by 3% or more.

#### ACTUAL

Cielo Vista Charter had 99% participation on the CAASPP assessments in 2015-16. In 2016-17 year we have had 100% participation on the teacher created PREVI assessments that monitor student growth and progress towards proficiency. 100% of our students are making progress towards proficiency on grade level essential standards since pre-assessments. Grade level proficiency varies from 15% growth to 40%, Compared to last year's 0%-20%. These assessments have been refined and much closer to predictability than they were in previous years, however they are not yet developed to the point that overall student growth is predictable of state tests.

2015-16 SBAC results show that overall students made a 8.7 point growth increase over the previous years scores in English Language Arts proficiency with a high level of academic achievement overall. Our Socio-economically disadvantage group had a medium level of achievement while maintaining a 6.7 point growth level. Our Hispanic population had medium level of achievement while increasing student growth by 8 points. Our white population maintained it's growth rate at 5.3 points while remaining in a high level of academic achievement. Our EL population had a medium level of achievement that decreased in student growth levels from the previous year by 1.1 points.

2015-16 SBAC math results show that all subgroups achieved in the medium range for achievement with all groups declining or declining significantly compared to the previous years SBAC scores.

More than 80% of students are making progress towards grade level content based on PBL products and classroom assessments.



All K-2 students have participated in weekly art lesson with a certified art teacher who has enhanced content instruction through the visual art standards for each grade level.

All 3-5 grade students have participated in two McCallum visual performing arts units that have enhanced content instruction through various modalities of visual performing arts.

All 6th grade students participated in art exploration, band or choir during the school year.

All 7th-8th grade students were given elective choices that included art instruction, performance choir or performance band.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

**PLANNED**  
 Cielo Vista Charter will use the Character Counts and No Excuses University Programs as a school wide character and discipline program.

**ACTUAL**  
 We have continued to implement Character Counts as the proactive foundation for our school wide behavior system. All discipline and rewards are connected to the various pillars of character that promote the essential skills necessary for developing citizenship and effecting the overall school environment. We have presented a 3-tier approach to discipline that was rolled out to all staff in August before school began. We continue to focus discipline on the character traits that were not followed with natural consequences directly related to the offense whenever possible. We have also continued our No Excuses University implementation with a renewal training for all staff and by taking 12 newer teachers to the philosophy to the national convention where a group of us presented our approach with this method for ensuring the success of all students through our whole child philosophy. Upon returning from that conference, those trained at the national conference presented the information and ideas that were received with vertical and grade level teams. This has enhanced our implementation and promoted additional exposure to college readiness for all students.

Expenditures	<p><b>BUDGETED</b>                  Conferences 5000-5999: Services And Other Operating Expenditures Concentration 45,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Conferences 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration 15,786</p>
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Action **2**

Actions/Services	<p><b>PLANNED</b>                  Employee a full-time School Counselor that will, perform a variety of duties including:</p> <ul style="list-style-type: none"> <li>• Develop identified social/emotional needs of target students</li> <li>• Monitor and assist in academic achievement of target students receiving assistance for social/emotional concerns.</li> <li>• Educate the school community on A-G requirements and pathway programs to promote college and career readiness</li> <li>• Attend PD opportunities that will enhance the counseling program and meet the needs of individual/groups of students</li> </ul>	<p><b>ACTUAL</b>                  We have continued to hire a full-time counselor who is consistently meeting with students proactively in lunch bunch groups as well as reacting to new situations and providing the social and emotional support needed as students develop and mature. She leads our peer mediation groups and meets with individual, small groups and classrooms of students to provide social and emotional support. She has also focused more on counseling students in 7th-8th grade on academic requirements for high school and college. Providing instruction on how to read transcripts, preparing for interviews and overall transitional needs of students promoting this year to their local high school. She continues to collaborate with high school counselors in order to best meet the individual and group needs of our students.</p>
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Expenditures	<p><b>BUDGETED</b>                  Full time Counselor 1000-1999: Certificated Personnel Salaries Supplemental 90,000                  Conferences 5000-5999: Services And Other Operating Expenditures Concentration 3,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Full Time Counselor 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration 87,271                  Conferences 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration 2,350</p>
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Action **3**

Actions/Services	<p><b>PLANNED</b>                  Develop appreciation of fine arts through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include:</p> <ul style="list-style-type: none"> <li>• Employee an art teacher to develop student abilities and appreciation of visual arts.</li> <li>• Purchase of art materials for student visual arts</li> </ul>	<p><b>ACTUAL</b>                  We have employed an art teacher to work with K-2 grade students weekly. Art is also held as an elective for 6th through 8th grade students who choose to participate in that elective. All but 3 of our 3-5 grade teachers attended professional development for the McCallum partnership in the Summer. The remaining 3 attended their workshop PD in October. We were assigned 2 presentations and programs</p>
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	<ul style="list-style-type: none"> <li>• 3-5 grades partner with McCallum Theater visiting artists to develop performance and visual art appreciation in connection with core content area standards.</li> <li>• 3rd grade will partner with Palm Springs Art Museum for art lessons and a visit to the museum</li> </ul>	<p>and teachers effectively integrated those units into their content teaching. 3rd grade continued working with the Palm Springs Art Museum on developing art skills and reflecting on professional art during a field trip to the local museum.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  McCallum partnership and professional development 5000-5999: Services And Other Operating Expenditures Concentration 22,000                  Art Instructor 2000-2999: Classified Personnel Salaries Concentration 145,000                  Art materials and supplies 4000-4999: Books And Supplies Concentration 10,000</p>	<p><b>ESTIMATED ACTUAL</b>                  McCallum partnership 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration 6,200                  Art Instructor 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration 133,733                  Art Materials and Supplies 4000-4999: Books And Supplies Supplemental &amp; Concentration 4,700</p>
<p>Action</p>	<h1>4</h1>	
<p>Actions/Services</p>	<p><b>PLANNED</b>                  Students will participate in a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress grade levels.</p> <ul style="list-style-type: none"> <li>• Provide PD for music teachers to enhance the music program.</li> <li>• Provide release time for musical performances,</li> <li>• Cover the cost of renting facilities, transportation and additional costs related to student performances</li> </ul>	<p><b>ACTUAL</b>                  Schedules were created that provided time for K-5 music lessons to occur weekly as part of the prep schedule. 6-8 grade students have the option of participating in either choir or band as their elective choice for the year. Our choir teacher is receiving monthly coaching with the coach he began with last year with an emphasis on developing our choral program. Our band director will be attending a band conference in December. Both teachers have expressed need for funding additional sheet music to develop their programs and that has been added in this SPSA revision. We are also working with our PTG to establish a Band booster committee that will focus on supporting and eventually help fund raise to assist in meeting the financial needs of the band.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  Conferences 5000-5999: Services And Other Operating Expenditures Concentration 2,500                  Coaching 5000-5999: Services And Other Operating Expenditures Concentration 2,500                  Facilities and transportation 5000-5999: Services And Other Operating Expenditures Concentration 1,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Conferences 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration 331                  Coaching 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration 400                  Facilities and Transportation 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration 1,000</p>

Action

# 5

Actions/Services

**PLANNED**

Students will participate in a PE/Nutrition program designed to promote healthy choices that are able to be transferred from school to home, that include:

- Continuation and upkeep of the organic garden to promote healthy nutrition lessons that connect to real world application of science, math and literacy standards.
- K-6 weekly nutrition lessons that focus on healthier food options.
- K-6 participation in additional PE instruction beyond the state's mandated minutes.
- 7-8 grades participate in weekly fitness lessons using the CVC fitness center.
- Maintenance and replacement of PE & Community Gym equipment to enhance the educational program and accessibility.
- Provide release time for track meet duties, grant writing and award applications.
- Schoolwide implementation of the Playworks structured recess K-8 including: full-time recess coach, program development assistance and equipment necessary for the program.

**ACTUAL**

Schedules were created that provided time for K-6 nutrition lessons to occur weekly as part of the prep schedule. 7th and 8th grade has not yet fully implemented the weekly use of the fitness center due to hot day schedules and the need for a smaller amount of students in that area for safety. Plans to increase the use by students will begin this fall. We held a Community Gym open house and parent night with cheap physicals available to encourage more parental involvement and use of the community gym. We provided play works training over the summer to our full time coach and all supervision aides in order to advance the program. Our coach is working with the district liaison weekly to further the implementation process with outstanding feedback given by those that oversee the program. Students and teacher had developed a buy-in for the program that was not as extensive as it was last year.

Expenditures

**BUDGETED**

Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 20,000  
 Equipment 4000-4999: Books And Supplies Supplemental 8,000  
 Playworks Coach 2000-2999: Classified Personnel Salaries Concentration 30,000  
 PE paraprofessional 2000-2999: Classified Personnel Salaries Supplemental 25,000

**ESTIMATED ACTUAL**

Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 1,464  
 Equipment 4000-4999: Books And Supplies Supplemental & Concentration 1,545  
 Playworks Coach 2000-2999: Classified Personnel Salaries Supplemental & Concentration 30,000  
 PE Paraprofessional 2000-2999: Classified Personnel Salaries Supplemental & Concentration 15,776

Action **6**

Actions/Services

**PLANNED**  
 Students will participate in a Foreign Language appreciation/acquisition program beginning in 3rd grade and continuing through 8th grade.

- Students in grades 3-5 will explore foreign language opportunities and gain an appreciation for foreign languages through the use of Rosetta Stone online programs.
- Students in grade 6 will participate in the online Rosetta Stone program, focusing on developing Spanish Language acquisition.
- Student in grades 7-8 will participate in High School entry level Spanish courses based on the native or heritage track that best suits their needs in preparation for furthering their language development and potentially completing part of their A-G language requirements for college entrance.

**ACTUAL**  
 All 3-5 grade students were given access to explore foreign languages through our Rosetta Stone subscription. There were some technical difficulties and a learning curve in getting all students enrolled and for teacher to successfully integrate this program into their class periods, however by February all classrooms were operational and students were beginning to access the program based on our plan. All students in grade 6 accessed Rosetta Stone and began practicing the Spanish language on a weekly basis in their ELA/SS blocked period. All students in grade 7-8 grade participated in A-G recommended high school courses with the same curriculum that is currently being used at the district high schools. 75% of the students in these grades were passing with a c or better and ready to move onto the next level of Spanish instruction next year.

Expenditures

**BUDGETED**  
 Spanish books and materials 4000-4999: Books And Supplies Supplemental 34,000

**ESTIMATED ACTUAL**  
 Spanish books & materials 4000-4999: Books And Supplies Supplemental & Concentration 33,035

ANALYSIS

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

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

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

We have fully implemented all of the actions associated with this goal.

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

Students, Staff and parents continue to reflect on the additional activities and supports that we are providing as we focus on developing the child as a whole as very positive and what keeps students engaged in doing well at school as well as developing as individuals that will some day contribute positively to their community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall our actual expenses were less that what was budgeted for these actions. Actions that had set costs prior to the development of this plan were closer than those such as professional development opportunities that required additional resources such as substitutes. Our art teacher has not needed to spend the total amount allotted to her as she has been extremely resourceful in seeking out donations as well as developing partnerships that have provided many of the required resources.

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

We will continue to implement most of these actions within our next plan as they have proved to be very beneficial overall to our students and the entire school community.

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

In order to meet the statutory requirements pursuant to Education Code 52062, Students, parents, staff, and community stakeholders were involved in the review of the 2016-2017 Cielo Vista Charter LCAP.

As a dependent charter, we have taken into account PSUSD results of their stakeholder input as well as the results of our own survey reflecting current practices and the needs of our students. The Cielo Vista LCAP is reviewed and revised with careful reflection of stakeholder input, current levels of student achievement and review of existing programs and anticipated needs.

The Cielo Vista Charter LCAP plan for Cielo Vista Charter is based on extensive analysis of school data, including recent achievement data (California Dashboard (Equity Report), CELDT, subgroup information) attendance, climate surveys, and special education information, Healthy Kids Surveys, free and reduced lunch populations, local community statistics (crime, etc.) and other data deemed necessary to fully understanding the needs of our school community.

A Cielo Vista Charter LCAP Survey (English and Spanish) was conducted from January through March 2017 to collect feedback and suggestions from stakeholders regarding the current educational programs and systems implemented in the LCAP plan. The survey also encouraged all stakeholders to provide suggestions for future planning. The survey has provided feedback on the strengths and areas of need within the plan. The planning process for our LCAP/Annual Review and Analysis included parents, students, community members, and staff of Cielo Vista. Discussions on our LCAP LCAP/Annual Review and Analysis have been held during our CVC School Site Council meetings, ELAC meetings, CVC Governing Board meetings, PTG meetings, staff meetings and CVC LCAP information & input meeting.

Dates of Stakeholder Meetings:

CVC School Site Council meetings (9/26/2016, 12/5/2016, 2/6/2017)

ELAC meetings (10/3/2016, 11/7/2016, 12/5/2016, 2/6/2017)

CVC Governing Board meetings ( 9/6/2016, 10/4/2016, 11/1/2016, 12/6/2016, 1/10/2017, 2/7/2017, 3/7/2017 )

PTG meetings (9/21/2016, 11/16/2016, 1/18/2017, )

Staff meetings ( 8/10/2016, 10/12/2016, 11/30/2016, 1/11/2017, 3/8/2017)

CVC LCAP information & input meeting (2/6/2017)

On February 6, 2016, the parents, students, community members, and staff of Cielo Vista were invited to a LCAP information & input meeting. The co-principals reviewed the feedback from the Cielo Vista Charter LCAP Survey as well as the structure and contents of the LCAP plan with stakeholders while seeking detailed feedback on each specific area of the plan.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

This plan is reflective of stakeholder input. After carefully review of student achievement data, ongoing programs and needs of the school, all stakeholders agreed to the following outcomes from these meetings:

To continue raising student achievement by:

- Ensuring that the CVC LCAP plan provides all students with continuous access to a rigorous curriculum and assessments that are aligned to the CA common core standards.
- Ensuring that the CVC LCAP plan provides a highly qualified credentialed staff with appropriate English Learner authorizations.
- Ensuring that the CVC LCAP plan provides a safe and clean school environment that promotes higher levels of learning.
- Ensuring that the CVC LCAP plan provides all staff with professional development that fosters data driven decision making through Professional Learning Community and provides staff with research-based best instructional practices (Hattie) for all learners.
- Ensuring that the CVC LCAP plan provides tier 2 and 3 interventions in English Language Arts and Mathematics.

All students will make growth towards proficiency in grade level skills and content knowledge by:

- Ensuring that the CVC LCAP plan provides systems that address chronic absenteeism and tardiness.
- Ensuring that the CVC LCAP plan provides provided opportunities to collaborate vertically to identify best practices and establish SMART goals to monitor student progress that impact student achievement.
- Ensuring that the CVC LCAP plan provides provide professional development in instructional technology and Project Based Learning will be utilized to promote real world application of skills in all content areas.

Maintaining parent engagement and community partnerships that develops the "Child as as Whole" by:

- Ensuring that all stake holders have an opportunity to actively engage in the LCAP process.
- Ensuring that the CVC LCAP plan provides systems that address chronic absenteeism and tardiness.
- Ensuring that the CVC LCAP plan provides provided opportunities to collaborate vertically to identify best practices and establish SMART goals to monitor student progress that impact student achievement.
- Ensuring that the CVC LCAP plan provides provide professional development in instructional technology and Project Based Learning will be utilized to promote real world application of skills in all content areas.
- Ensuring that the CVC LCAP plan conducts Family University Nights and provides professional development to parent as a part our home to school connection.
- Ensuring that the CVC LCAP plan maintains the CVC Parent Teacher Group.

Meeting the social, emotional, academic and physical well-being needs of all students as we prepare them for college and career readiness by:

- Ensuring that the CVC LCAP implement a school wide Character Counts program.
- Ensuring that the CVC LCAP employ a full-time counselor to identify and address social/emotional needs.
- Ensuring that the CVC LCAP develops community partnerships and programs that develop an appreciation of fine arts.
- Ensuring that the CVC LCAP supports a music appreciation program that includes vocal and instrumental skill development.
- Ensuring that the CVC LCAP supports a PE/Nutrition program that develops motor skills and movement patterns as well as achieving and maintaining a healthy level of physical fitness.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 1

All students will have access to rigorous instruction that is aligned to the CA state standards, delivered by highly qualified credentialed staff, that will lead to demonstrated growth towards meeting and improving grade level skills and content knowledge in all core content areas.

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

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

[Identified Need](#)

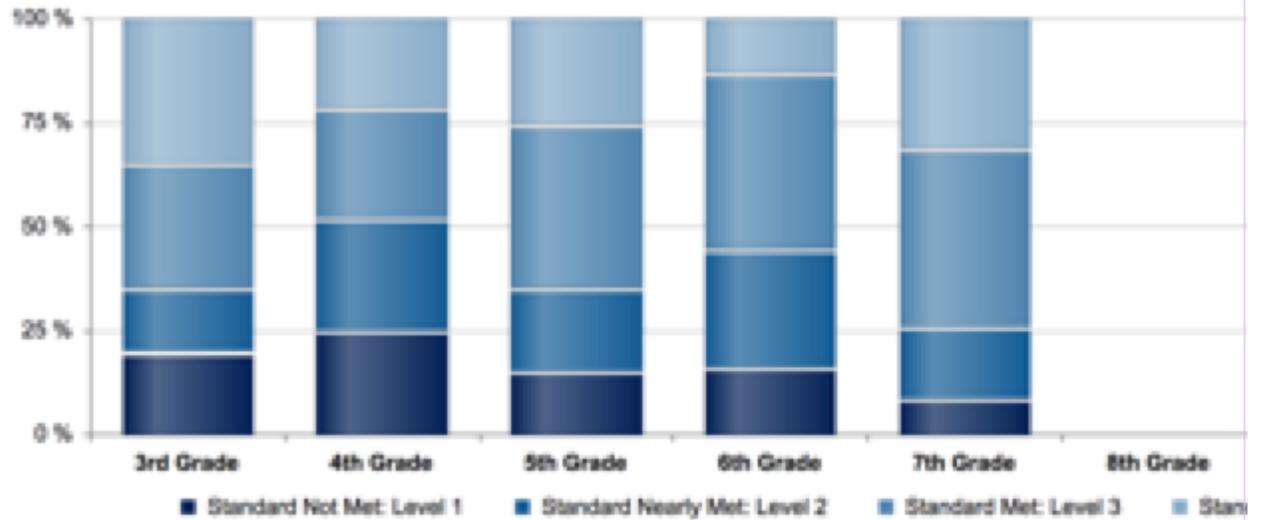
61% of all students are meeting or exceeding standards on the 2015-16 English Language Arts (ELA) SBAC assessment. Within the claim areas: 26% are reading above standard, 30% are writing above standard, 25% are listening above standard, and 35% are above standard in research/inquiry. 37% of our EL students and 56% of our Economically Disadvantaged students are meeting or exceeding standards. 17% of our students with disabilities are currently meeting or exceeding standards in ELA. Our EI population had a decline in meeting math standards of 1.1 points compared to the previous years results, all other groups maintained or had an increase.

48% of all students are meeting or exceeding standards on the 2015-16 Mathematics SBAC assessment. Within the claim areas: 26% are above standard in concepts & procedures, 22% are above standard in problem solving skills, and 27% are above standards in communicating reasoning. 32% of our EL students and 45% of our Economically Disadvantaged students are meeting or exceeding standards. 13% of our students with disabilities are currently meeting or exceeding standards in Mathematics. All subgroups declined in meeting math standards compared to the previous years results by 9.4 points.

76.9% of our English Language Learners (EL) made adequate yearly progress. Long Term English Language (LTEL) students are making significant gains as well with 72.9% of those who have been learning English for 5 or more years making adequate progress towards English Language Proficiency. We had a 7% reclassification rate of EL students this past year.

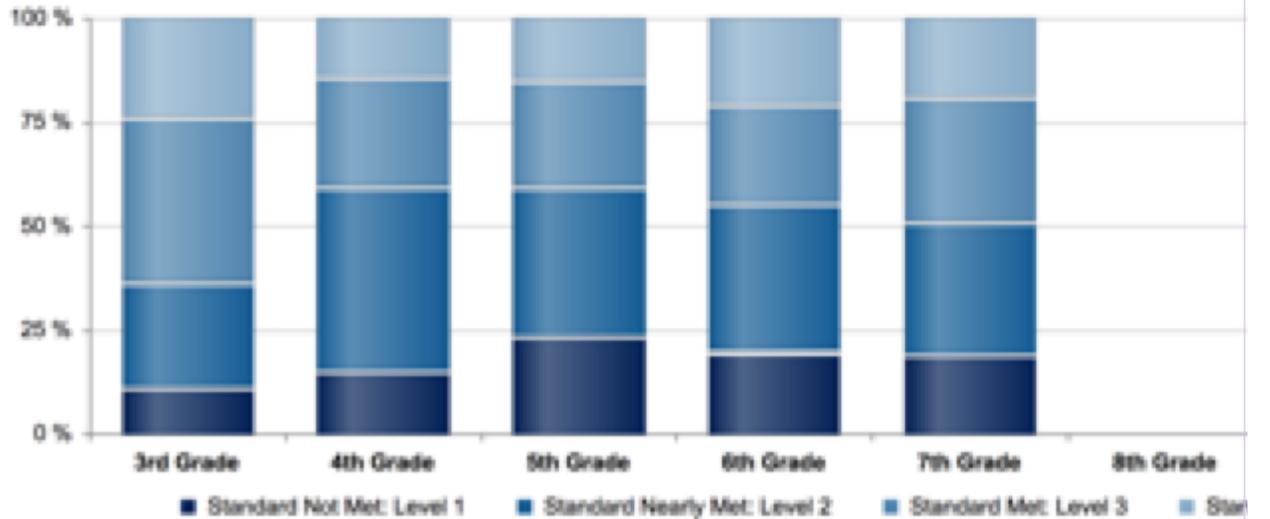
## ENGLISH LANGUAGE ARTS/LITERACY

### Achievement Level Distribution



## MATHEMATICS

### Achievement Level Distribution



EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Highly Qualified teachers	CALPADS Highly Qualified Teacher rate: 100% of teachers hold a valid CA Teaching Credential with appropriate English Learner authorization	CALPADS Highly Qualified Teacher rate: Maintain 100% of teachers hold a valid CA Teaching Credential with appropriate English Learner authorization	CALPADS Highly Qualified Teacher rate: Maintain 100% of teachers hold a valid CA Teaching Credential with appropriate English Learner authorization	CALPADS Highly Qualified Teacher rate: Maintain 100% of teachers hold a valid CA Teaching Credential with appropriate English Learner authorization
Access to aligned instructional materials	Williams Report: 100% of students access to textbooks and instructional materials	Williams Report: Maintain 100% of students access to textbooks and instructional materials	Williams Report: Maintain 100% of students access to textbooks and instructional materials	Williams Report: Maintain 100% of students access to textbooks and instructional materials
ELA SBAC assessment	Dashboard Status: High 16.2 points above level 3 Dashboard Change: Increased 8.7 points Dashboard Performance Level: Green	Dashboard Status: High 17.7 points above level 3 Dashboard Change: Increased 1.5 points Dashboard Performance Level: Green	Dashboard Status: High 19.2 points above level 3 Dashboard Change: Increased 1.5 points Dashboard Performance Level: Green	Dashboard Status: High 20.7 points above level 3 Dashboard Change: Increased 1.5 points Dashboard Performance Level: Green
Math SBAC assessment	Dashboard Status: Medium 7.7 points below level 3 Dashboard Change: Declined 9.4 points Dashboard Performance Level: Orange	Dashboard Status: Medium 2.7 points below level 3 Dashboard Change: Increased 5 points Dashboard Performance Level: Green	Dashboard Status: Medium 2.3 points above level 3 Dashboard Change: Increased 5 points Dashboard Performance Level: Green	Dashboard Status: Medium 7.3 above level 3 Dashboard Change: Increased 5 points Dashboard Performance Level: Green
CELDT/ ELPAC assessment	Annual Measurable Achievement Objective 1 (AMAO 1): 76.9% Annual Measurable Achievement Objective 2 (AMAO 2): 72.9% Initial Fluent English Proficient (IFEP): 10% Reclassified Fluent English Proficient (RFEP) rate: 8%	Annual Measurable Achievement Objective 1 (AMAO 1): 78% Annual Measurable Achievement Objective 2 (AMAO 2): 74% Initial Fluent English Proficient (IFEP): 10% Reclassified Fluent English Proficient (RFEP) rate: 9%	Annual Measurable Achievement Objective 1 (AMAO 1): 79% Annual Measurable Achievement Objective 2 (AMAO 2): 75% Initial Fluent English Proficient (IFEP): 10% Reclassified Fluent English Proficient (RFEP) rate: 10%	Annual Measurable Achievement Objective 1 (AMAO 1): 80% Annual Measurable Achievement Objective 2 (AMAO 2): 76% Initial Fluent English Proficient (IFEP): 10% Reclassified Fluent English Proficient (RFEP) rate: 11%
Teacher Created PREVI assessments backwards mapped from SBAC released	2016-17 End of year ELA PREVI results: 26% meeting/exceeding	2016-17 End of year ELA PREVI results: 29% meeting/exceeding	2016-17 End of year ELA PREVI results: 31% meeting/exceeding	2016-17 End of year ELA PREVI results: 34% meeting/exceeding

items (80% as the baseline to determine meeting/exceeding)	2016-17 End of year Math PREVI results: 26% meeting/exceeding	2016-17 End of year Math PREVI results: 29% meeting/exceeding	2016-17 End of year Math PREVI results: 31% meeting/exceeding	2016-17 End of year Math PREVI results: 34% meeting/exceeding
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**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

100% of core teachers candidates screened for employment will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.

**2018-19**

New  Modified  Unchanged

100% of core teachers candidates screened for employment will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.

- PSUSD will annually review credential status.

**2019-20**

New  Modified  Unchanged

100% of core teachers candidates screened for employment will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.

- PSUSD will annually review credential status.

- PSUSD will annually review credential status.

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	10,000	Amount	15,000	Amount	25,000
Source	Supplemental	Source	Supplemental	Source	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Employment incentive for recruitment (MOU)	Budget Reference	1000-1999: Certificated Personnel Salaries Employment incentive for recruitment (MOU)	Budget Reference	1000-1999: Certificated Personnel Salaries Employment incentive for recruitment (MOU)

Action **2**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans: TK-8

**ACTIONS/SERVICES**

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

Provide professional development to enhance the best, first-instruction of California State Standards that meet the specific learning needs of all student groups.

- Attend conferences/professional development that support the implementation of the CCSS, NGSS, standards based instruction, as well as ELD, GATE, technology and PBL instructional strategies.
- Provide all teaching staff professional development on integrated and designated ELD strategies and scaffolds to increase access to core content for all learners.
- Provide professional development on Tier 1 and 2 interventions, including: small group instruction, shared reading groups, one-on-one conferencing, and other intervention strategies as needed.
- Provide an Academic Coach for instructional support, including but not limited to: site-based professional development, side-by-side coaching, collaborative resources and just in time coaching/models.
- Provide a Literacy Coach for instructional support and reading intervention specifically focusing on developing early literacy skills.
- Contract with outside consultants for staff development on the alignment of research based instructional/learning strategies.

Provide professional development to enhance the best, first-instruction of California State Standards that meet the specific learning needs of all student groups.

- Attend conferences/professional development that support the implementation of the CCSS, NGSS, standards based instruction, as well as ELD, GATE, technology and PBL instructional strategies.
- Provide all teaching staff professional development on integrated and designated ELD strategies and scaffolds to increase access to core content for all learners.
- Provide professional development on Tier 1 and 2 interventions, including: small group instruction, shared reading groups, one-on-one conferencing, and other intervention strategies as needed.
- Provide an Academic Coach for instructional support, including but not limited to: site-based professional development, side-by-side coaching, collaborative resources and just in time coaching/models.
- Provide a Literacy Coach for instructional support and reading intervention specifically focusing on developing early literacy skills.
- Contract with outside consultants for staff development on the alignment of research based instructional/learning strategies.
- Contract with RCOE consultant for staff development of Data Driven Decision Making and research based collaboration.

Provide professional development to enhance the best, first-instruction of California State Standards that meet the specific learning needs of all student groups.

- Attend conferences/professional development that support the implementation of the CCSS, NGSS, standards based instruction, as well as ELD, GATE, technology and PBL instructional strategies.
- Provide all teaching staff professional development on integrated and designated ELD strategies and scaffolds to increase access to core content for all learners.
- Provide professional development on Tier 1 and 2 interventions, including: small group instruction, shared reading groups, one-on-one conferencing, and other intervention strategies as needed.
- Provide an Academic Coach for instructional support, including but not limited to: site-based professional development, side-by-side coaching, collaborative resources and just in time coaching/models.
- Provide a Literacy Coach for instructional support and reading intervention specifically focusing on developing early literacy skills.
- Contract with outside consultants for staff development on the alignment of research based instructional/learning strategies.
- Contract with RCOE consultant for staff development of Data Driven Decision Making and research based collaboration.

- Contract with RCOE consultant for staff development of Data Driven Decision Making and research based collaboration.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	60,000
Source	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development/Conferences/Substitutes
Amount	125,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Coach
Amount	27,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures RCOE Consultant

**2018-19**

Amount	20,000
Source	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development/Conferences/Substitutes
Amount	130,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Coach
Amount	30,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures RCOE Consultant

**2019-20**

Amount	60,000
Source	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development/Conferences/Substitutes
Amount	140,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Coach
Amount	35,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures RCOE Consultant

**Action 3**

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

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

OR

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

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

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

Provide access to standards-aligned instructional materials as outlined in our charter petition.

- Curriculums and supplemental materials include, but are not limited to: Benchmark Advance, StudySync, Eureka Math, Envision Math, Holt Mathematics, Ready Common Core Curriculum Associates, Harcourt Science, Reflections Social Science, Literature & Language Arts-Holt, CPO Science, and CA Social Studies-McDougal Littell.
- Access to curriculum through scientific, research-based instructional strategies, including but not limited to: Project Based Learning, Thinking Maps, direct instruction, GATE, reciprocal teaching, process writing, ELD, GLAD and SDAIE instruction.
- Grade level and vertical teams will collaborate to identify best practices and the appropriate alignment of

**2018-19**

New     Modified     Unchanged

Provide access to standards-aligned instructional materials as outlined in our charter petition.

- Curriculums and supplemental materials include, but are not limited to: Benchmark Advance, StudySync, Eureka Math, Envision Math, Holt Mathematics, Ready Common Core Curriculum Associates, Harcourt Science, Reflections Social Science, Literature & Language Arts-Holt, CPO Science, and CA Social Studies-McDougal Littell.
- Access to curriculum through scientific, research-based instructional strategies, including but not limited to: Project Based Learning, Thinking Maps, direct instruction, GATE, reciprocal teaching, process writing, ELD, GLAD and SDAIE instruction.
- Grade level and vertical teams will collaborate to identify best practices and the appropriate alignment of instructional materials/curriculum and research-based strategies.
- Grade level PLC teams will analyze data from SMART goal assessments every six weeks and PREVI/PT benchmarks to inform instruction and monitor student progress.

**2019-20**

New     Modified     Unchanged

Provide access to standards-aligned instructional materials as outlined in our charter petition.

- Curriculums and supplemental materials include, but are not limited to: Benchmark Advance, StudySync, Eureka Math, Envision Math, Holt Mathematics, Ready Common Core Curriculum Associates, Harcourt Science, Reflections Social Science, Literature & Language Arts-Holt, CPO Science, and CA Social Studies-McDougal Littell.
- Access to curriculum through scientific, research-based instructional strategies, including but not limited to: Project Based Learning, Thinking Maps, direct instruction, GATE, reciprocal teaching, process writing, ELD, GLAD and SDAIE instruction.
- Grade level and vertical teams will collaborate to identify best practices and the appropriate alignment of instructional materials/curriculum and research-based strategies.
- Grade level PLC teams will analyze data from SMART goal assessments every six weeks and PREVI/PT benchmarks to inform instruction and monitor student progress.

instructional materials/curriculum and research-based strategies.

- Grade level PLC teams will analyze data from SMART goal assessments every six weeks and PREVI/PT benchmarks to inform instruction and monitor student progress.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	24,755
Source	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Supplemental Instructional Materials

**2018-19**

Amount	20,000
Source	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Supplemental Instructional Materials

**2019-20**

Amount	20,000
Source	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Supplemental Instructional Materials

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES**2017-18**

New  Modified  Unchanged

Provide standards-based, data-driven instruction to all students. Instructional strategies include:

- Instructional technology will be used to enhance instruction/learning of 21st century, real world skills.
- PBL projects that integrate: collaboration, communication, critical thinking and creativity skills
- Integration of oral and written communication skills across content area.
- Math instruction that is focused and designed to include both content standards and the standards for math practice; small group work, and hands on math.
- A balanced math curriculum that integrates conceptual, procedural and application of problem solving concepts.
- A vertical standards based continuum that makes connections to higher levels of application and prior knowledge.
- K-5 grade students participate in the school wide Accelerated Reader incentive program.

**2018-19**

New  Modified  Unchanged

Provide standards-based, data-driven instruction to all students. Instructional strategies include:

- Instructional technology will be used to enhance instruction/learning of 21st century, real world skills.
- PBL projects that integrate: collaboration, communication, critical thinking and creativity skills
- Integration of oral and written communication skills across content area.
- Math instruction that is focused and designed to include both content standards and the standards for math practice; small group work, and hands on math.
- A balanced math curriculum that integrates conceptual, procedural and application of problem solving concepts.
- A vertical standards based continuum that makes connections to higher levels of application and prior knowledge.
- K-5 grade students participate in the school wide Accelerated Reader incentive program.

**2019-20**

New  Modified  Unchanged

Provide standards-based, data-driven instruction to all students. Instructional strategies include:

- Instructional technology will be used to enhance instruction/learning of 21st century, real world skills.
- PBL projects that integrate: collaboration, communication, critical thinking and creativity skills
- Integration of oral and written communication skills across content area.
- Math instruction that is focused and designed to include both content standards and the standards for math practice; small group work, and hands on math.
- A balanced math curriculum that integrates conceptual, procedural and application of problem solving concepts.
- A vertical standards based continuum that makes connections to higher levels of application and prior knowledge.
- K-5 grade students participate in the school wide Accelerated Reader incentive program.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	10,000	Amount	10,000	Amount	10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PBL professional development	Budget Reference	5000-5999: Services And Other Operating Expenditures PBL professional development	Budget Reference	5000-5999: Services And Other Operating Expenditures PBL professional development
Amount	7,000	Amount	7,000	Amount	7,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Computer Software license	Budget Reference	5000-5999: Services And Other Operating Expenditures Computer Software license	Budget Reference	5000-5999: Services And Other Operating Expenditures Computer Software license

Action **5**

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

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

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

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

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

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

Instruction will incorporate targeted growth areas identified through collaborative analysis of SBAC aligned SMART goals and PREVI assessments, and CAASSP assessments.

- Provide instructional aides to support tier 2 interventions for TK-2 grade students.
- All classrooms will provide Tier 1 interventions based on checks for understandings in the gradual release of responsibility instructional method.
- All classrooms will provide an opportunity for Tier 2 interventions to address individual student needs.
- Tier 3 Reading intervention classes during school hours for students who are missing foundational skills to progress in reading comprehension.
- Tier 3 Math intervention classes for grades 2-5, to enhance conceptual and procedural understanding of standards.

Instruction will incorporate targeted growth areas identified through collaborative analysis of SBAC aligned SMART goals and PREVI assessments, and CAASSP assessments.

- Provide instructional aides to support tier 2 interventions for TK-2 grade students.
- All classrooms will provide Tier 1 interventions based on checks for understandings in the gradual release of responsibility instructional method.
- All classrooms will provide an opportunity for Tier 2 interventions to address individual student needs.
- Tier 3 Reading intervention classes during school hours for students who are missing foundational skills to progress in reading comprehension.
- Tier 3 Math intervention classes for grades 2-5, to enhance conceptual and procedural understanding of standards.

Instruction will incorporate targeted growth areas identified through collaborative analysis of SBAC aligned SMART goals and PREVI assessments, and CAASSP assessments.

- Provide instructional aides to support tier 2 interventions for TK-2 grade students.
- All classrooms will provide Tier 1 interventions based on checks for understandings in the gradual release of responsibility instructional method.
- All classrooms will provide an opportunity for Tier 2 interventions to address individual student needs.
- Tier 3 Reading intervention classes during school hours for students who are missing foundational skills to progress in reading comprehension.
- Tier 3 Math intervention classes for grades 2-5, to enhance conceptual and procedural understanding of standards.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	142,000
Source	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Coach/Intervention
Amount	205,245
Source	Supplemental & Concentration

**2018-19**

Amount	150,000
Source	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Coach/Intervention
Amount	212,409
Source	Supplemental & Concentration

**2019-20**

Amount	160,000
Source	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Coach/Intervention
Amount	239,560
Source	Supplemental & Concentration

Budget Reference 2000-2999: Classified Personnel Salaries Instructional Aides

Budget Reference 2000-2999: Classified Personnel Salaries Instructional Aides

Budget Reference 2000-2999: Classified Personnel Salaries Instructional Aides

Action **6**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans: TK-8

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

EL students will participate in content curriculum instruction that is integrated with EL instructional strategies that promote English Language Proficiency with appropriate instructional support.

- Administer initial CELDT/ELPAC tests before the school year in order to identify proficiency levels and begin appropriate support immediately.

**2018-19**

New  Modified  Unchanged

EL students will participate in content curriculum instruction that is integrated with EL instructional strategies that promote English Language Proficiency with appropriate instructional support.

- Administer initial CELDT/ELPAC tests before the school year in order to identify proficiency levels and begin appropriate support immediately.
- Integrate EL instructional strategies into academic course content through appropriate scaffolds that develop academic proficiency.

**2019-20**

New  Modified  Unchanged

EL students will participate in content curriculum instruction that is integrated with EL instructional strategies that promote English Language Proficiency with appropriate instructional support.

- Administer initial CELDT/ELPAC tests before the school year in order to identify proficiency levels and begin appropriate support immediately.
- Integrate EL instructional strategies into academic course content through appropriate scaffolds that develop academic proficiency.

- Integrate EL instructional strategies into academic course content through appropriate scaffolds that develop academic proficiency.
- Explicitly teach designated ELD using state adopted curriculum that authentically connects to the standards/skills being taught and/or utilized in ELA, Science and History.
- Additional instructional supports/scaffolds including but not limited to: 1-on-1 teacher support, instructional aides, small group intervention, realia, real world application, visuals, GLAD, SDAIE and other research based ELD instructional strategies.

- Explicitly teach designated ELD using state adopted curriculum that authentically connects to the standards/skills being taught and/or utilized in ELA, Science and History.
- Additional instructional supports/scaffolds including but not limited to: 1-on-1 teacher support, instructional aides, small group intervention, realia, real world application, visuals, GLAD, SDAIE and other research based ELD instructional strategies.

- Explicitly teach designated ELD using state adopted curriculum that authentically connects to the standards/skills being taught and/or utilized in ELA, Science and History.
- Additional instructional supports/scaffolds including but not limited to: 1-on-1 teacher support, instructional aides, small group intervention, realia, real world application, visuals, GLAD, SDAIE and other research based ELD instructional strategies.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	3,000
Source	Supplemental & Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Extra Duty for assessments
Amount	20,000
Source	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development

**2018-19**

Amount	3,000
Source	Supplemental & Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Extra Duty for assessments
Amount	20,000
Source	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences

**2019-20**

Amount	3,000
Source	Supplemental & Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Extra Duty for assessments
Amount	10,000
Source	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development

**Action 7**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans: 6-8

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Students in grades 6-8 will be provided direct instruction and application of cross-content literacy though an integrated PBL approach as they study:

- American History, World History, Government, Geography and Economics using grade appropriate content standards. Strategies included in the integrated approach are: analysis of non-fiction/fiction texts, the development of enduring understandings through research projects and presentations, experiential learning, real-world connections and experiences (field trips, speakers, etc.) that are cross-content related.

**2018-19**

New  Modified  Unchanged

Students in grades 6-8 will be provided direct instruction and application of cross-content literacy though an integrated PBL approach as they study:

- American History, World History, Government, Geography and Economics using grade appropriate content standards. Strategies included in the integrated approach are: analysis of non-fiction/fiction texts, the development of enduring understandings through research projects and presentations, experiential learning, real-world connections and experiences (field trips, speakers, etc.) that are cross-content related.
- Science and Engineering practices with strategies that include: analysis of non-fiction texts, experiential learning, hands-on learning, the gathering and analysis of data and integration of real-world connections and skills/experience that are cross-content related.

**2019-20**

New  Modified  Unchanged

Students in grades 6-8 will be provided direct instruction and application of cross-content literacy though an integrated PBL approach as they study:

- American History, World History, Government, Geography and Economics using grade appropriate content standards. Strategies included in the integrated approach are: analysis of non-fiction/fiction texts, the development of enduring understandings through research projects and presentations, experiential learning, real-world connections and experiences (field trips, speakers, etc.) that are cross-content related.
- Science and Engineering practices with strategies that include: analysis of non-fiction texts, experiential learning, hands-on learning, the gathering and analysis of data and integration of real-world connections and skills/experience that are cross-content related.

- Science and Engineering practices with strategies that include: analysis of non-fiction texts, experiential learning, hands-on learning, the gathering and analysis of data and integration of real-world connections and skills/experience that are cross-content related.



**BUDGETED EXPENDITURES**

**2017-18**

Amount	5,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Instructional Materials

**2018-19**

Amount	5,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Instructional Materials

**2019-20**

Amount	5,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Instructional Materials

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 2

All students will engage in rigorous, relevant and differentiated learning that develops the 21st century skills of collaboration, critical thinking, communication and creativity, through a focus on making connections between disciplines and applying what they have learned to real life.

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

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

[Identified Need](#)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Performance Task Assessments	2015-16 End of the year ELA PREVI (teacher created essential standards assessments backwards mapped from released SBAC information): Kindergarten - 86% 1st grade - 52% 2nd grade - 50% 3rd grade - 21% 4th grade - 27% 5th grade - 27% 6th grade - 18% 7th grade - 28%  2015-16 End of the year Math PREVI (teacher created essential standards assessments backwards mapped from released SBAC information): Kindergarten - 82% 1st grade - 53%	2016-17 End of the year PREVI (teacher created essential standards assessments backwards mapped from released SBAC information): Kindergarten - 87% 1st grade - 55% 2nd grade - 53% 3rd grade - 26% 4th grade - 32% 5th grade - 32% 6th grade - 25% 7th grade - 33% 8th grade - 25%  2016-17 End of the year Math PREVI (teacher created essential standards assessments backwards mapped from released SBAC information): Kindergarten - 83% 1st grade - 56%	2017-18 End of the year PREVI (teacher created essential standards assessments backwards mapped from released SBAC information): Kindergarten - 88% 1st grade - 58% 2nd grade - 56% 3rd grade - 29% 4th grade - 35% 5th grade - 35% 6th grade - 28% 7th grade - 36% 8th grade - 28%  201-18 End of the year Math PREVI (teacher created essential standards assessments backwards mapped from released SBAC information): Kindergarten - 84% 1st grade - 59%	2018-19 End of the year PREVI (teacher created essential standards assessments backwards mapped from released SBAC information): Kindergarten - 89% 1st grade - 62% 2nd grade - 59% 3rd grade - 32% 4th grade - 38% 5th grade - 38% 6th grade - 31% 7th grade - 39% 8th grade - 31%  2018-19 End of the year Math PREVI (teacher created essential standards assessments backwards mapped from released SBAC information): Kindergarten - 85% 1st grade - 62%

	2nd grade - 70% 3rd grade - 17% 4th grade - 47% 5th grade - 27% 6th grade - 43% 7th grade - 19%	2nd grade - 71% 3rd grade - 22% 4th grade - 52% 5th grade - 32% 6th grade - 46% 7th grade - 24% 8th grade - 25%	2nd grade - 72% 3rd grade - 25% 4th grade - 55% 5th grade - 35% 6th grade - 49% 7th grade - 27% 8th grade - 28%	2nd grade - 73% 3rd grade - 28% 4th grade - 58% 5th grade - 38% 6th grade - 52% 7th grade - 30% 8th grade - 31%
Local Technology Survey	CVC technology/broadband home survey: 322 student responses (2nd-8th) 70 no internet connection at home 70 occasional/no access to devices at home	CVC technology/broadband home survey: 400 student responses (2nd-8th) 50 no internet connection at home 50 occasional/no access to devices at home	CVC technology/broadband home survey: 450 student responses (2nd-8th) 30 no internet connection at home 30 occasional/no access to devices at home	CVC technology/broadband home survey: 500 student responses (2nd-8th) 20 no internet connection at home 20 occasional/no access to devices at home
Chronic Absenteeism Rate	Students who miss more than 5 days in the school year (2015-16): 86%	Students who miss more than 5 days in the school year (2016-17): 87%	Students who miss more than 5 days in the school year (2017-18): 88%	Students who miss more than 5 days in the school year (2018-19): 89%

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

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

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Teachers will present instructional strategies that provide support to all students through the use of differentiated learning in the core classroom. Including but not limited to:

- Fluid small group math instruction
- Fluid Small group reading instruction
- Fluid Small group writing instruction
- Integrated ELD support within all content areas
- Designated ELD support that is connected to content learning
- GATE strategies that are connected to content learning
- Project Based Learning

**2018-19**

New  Modified  Unchanged

Teachers will present instructional strategies that provide support to all students through the use of differentiated learning in the core classroom. Including but not limited to:

- Fluid small group math instruction
- Fluid Small group reading instruction
- Fluid Small group writing instruction
- Integrated ELD support within all content areas
- Designated ELD support that is connected to content learning
- GATE strategies that are connected to content learning
- Project Based Learning

**2019-20**

New  Modified  Unchanged

Teachers will present instructional strategies that provide support to all students through the use of differentiated learning in the core classroom. Including but not limited to:

- Fluid small group math instruction
- Fluid Small group reading instruction
- Fluid Small group writing instruction
- Integrated ELD support within all content areas
- Designated ELD support that is connected to content learning
- GATE strategies that are connected to content learning
- Project Based Learning

**BUDGETED EXPENDITURES**

**2017-18**

Amount	20,000
Source	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development/conference/substitutes
Amount	10,000
Source	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Assessment tools

**2018-19**

Amount	10,000
Source	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development/conference/substitutes
Amount	10,000
Source	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Assessment tools

**2019-20**

Amount	20,000
Source	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development/conference/substitutes
Amount	10,000
Source	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Assessment tools

Amount	5,000	Amount	5,000	Amount	5,000
Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies ELD support materials	Budget Reference	4000-4999: Books And Supplies ELD support materials	Budget Reference	4000-4999: Books And Supplies ELD support materials

**Action 2**

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

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

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

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

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Teacher will begin implementing instruction of grade level Next Generation Science Standards. We will develop a school wide focus area to design and implement instruction that matches the rigor of these standards.

**2018-19**

New  Modified  Unchanged

Teacher will begin implementing instruction of grade level Next Generation Science Standards. We will develop a second school wide focus area to design and implement instruction that matches the rigor of these standards. Teachers will continue instruction on the previous focus area from last year as they begin implementation of the second focus area.

**2019-20**

New  Modified  Unchanged

Teacher will begin implementing instruction of grade level Next Generation Science Standards. We will develop a third school wide focus area to design and implement instruction that matches the rigor of these standards. Teachers will continue instruction on the previous focus areas from past years.

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	150,000	Amount	150,000	Amount	150,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies Supplemental curriculum	Budget Reference	4000-4999: Books And Supplies Supplemental curriculum	Budget Reference	4000-4999: Books And Supplies Supplemental curriculum
Amount	50,000	Amount	50,000	Amount	50,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Materials and Supplies	Budget Reference	4000-4999: Books And Supplies Materials and Supplies
Amount	20,000	Amount	20,000	Amount	20,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development/conference/substitutes	Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development/conference/substitutes	Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development/conference/substitutes

Action **3**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Implementing and maintaining instructional technology in each classroom:

- Purchase and maintain laptops, chrome books, iPads and all other technology as tools to support instruction.
- Use of technology for research projects, Project Based Learning, assessment, and content area support.
- Use software programs to enhance instruction the Math, English Language Arts, ELL, social studies and science.
- Transition older devices that have been replaced in the classroom to home use through a check-out system.
- Pilot providing additional limited wifi access for economically disadvantaged students during off school hours for instructional purposes.

**2018-19**

New  Modified  Unchanged

Implementing and maintaining instructional technology in each classroom:

- Purchase and maintain laptops, chrome books, iPads and all other technology as tools to support instruction.
- Use of technology for research projects, Project Based Learning, assessment, and content area support.
- Use software programs to enhance instruction the Math, English Language Arts, ELL, social studies and science.
- Transition older devices that have been replaced in the classroom to home use through a check-out system.
- Pilot providing additional limited wifi access for economically disadvantaged students during off school hours for instructional purposes.

**2019-20**

New  Modified  Unchanged

Implementing and maintaining instructional technology in each classroom:

- Purchase and maintain laptops, chrome books, iPads and all other technology as tools to support instruction.
- Use of technology for research projects, Project Based Learning, assessment, and content area support.
- Use software programs to enhance instruction the Math, English Language Arts, ELL, social studies and science.
- Transition older devices that have been replaced in the classroom to home use through a check-out system.
- Pilot providing additional limited wifi access for economically disadvantaged students during off school hours for instructional purposes.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	45,240
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Hardware and software
Amount	5,000

**2018-19**

Amount	163,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Hardware and software
Amount	5,000

**2019-20**

Amount	150,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Hardware and software
Amount	5,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development/conference/substitutes	Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development/conference/substitutes	Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development/conference/substitutes
Amount	20,000	Amount	20,000	Amount	40,000
Source	Supplemental & Concentration	Source	Supplemental & Concentration	Source	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Wifi access	Budget Reference	5000-5999: Services And Other Operating Expenditures Wifi access	Budget Reference	5000-5999: Services And Other Operating Expenditures Wifi access

Action **4**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide a music appreciation/education program that includes vocal and instrumental skill development that is

**2018-19**

New  Modified  Unchanged

Provide a music appreciation/education program that includes vocal and instrumental skill development that is

**2019-20**

New  Modified  Unchanged

Provide a music appreciation/education program that includes vocal and instrumental skill development that is

developmentally appropriate as students progress grade levels.

- Grades K-3 will develop music appreciation that reflects foundational skills that will prepare them for future vocal or instrumental skill development.
- Grades 4-5 will choose a vocal or instrumental path based on student interests. These classes will develop the specific foundational skills for their focus area
- Grades 6-8 will be provided elective choices that focus on beginning and intermediate levels of vocal and instrumental skill development.
- Provide PD for music teachers to continue the development of the music program.
- Provide release time for two community musical performances each year.
- Cover the cost of renting facilities, transportation and additional costs related to student performances.

developmentally appropriate as students progress grade levels.

- Grades K-3 will develop music appreciation that reflects foundational skills that will prepare them for future vocal or instrumental skill development.
- Grades 4-5 will choose a vocal or instrumental path based on student interests. These classes will develop the specific foundational skills for their focus area
- Grades 6-8 will be provided elective choices that focus on beginning and intermediate levels of vocal and instrumental skill development.
- Provide PD for music teachers to continue the development of the music program.
- Provide release time for two community musical performances each year.
- Cover the cost of renting facilities, transportation and additional costs related to student performances.

developmentally appropriate as students progress grade levels.

- Grades K-3 will develop music appreciation that reflects foundational skills that will prepare them for future vocal or instrumental skill development.
- Grades 4-5 will choose a vocal or instrumental path based on student interests. These classes will develop the specific foundational skills for their focus area
- Grades 6-8 will be provided elective choices that focus on beginning and intermediate levels of vocal and instrumental skill development.
- Provide PD for music teachers to continue the development of the music program.
- Provide release time for two community musical performances each year.
- Cover the cost of renting facilities, transportation and additional costs related to student performances.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	20,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Instruments/repairs
Amount	3,000

**2018-19**

Amount	20,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Instruments/repairs
Amount	5,000

**2019-20**

Amount	30,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Instruments/repairs
Amount	6,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Performance expenses	Budget Reference	5000-5999: Services And Other Operating Expenditures Performance expenses	Budget Reference	5000-5999: Services And Other Operating Expenditures Performance expenses
Amount	5,000	Amount	5,000	Amount	1,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development/Conference	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development/Conference	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development/Conference
Amount	2,000	Amount	2,000	Amount	2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies Instructional Materials & Supplies	Budget Reference	4000-4999: Books And Supplies Instructional Materials & Supplies	Budget Reference	4000-4999: Books And Supplies Instructional Materials & Supplies

**Action 5**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New  Modified  Unchanged

Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include:

- Employee a full-time art teacher to develop student abilities and appreciation of visual arts in grades K-2 and 6-8.
- Purchase of art materials for student visual arts
- 3-5 grades partner with McCallum Theater and/or visiting artists to develop performance and visual art appreciation in connection with core content area standards.
- 3rd grade will partner with Palm Springs Art Museum for art lessons and a visit to the museum.

New  Modified  Unchanged

Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include:

- Employee a full-time art teacher to develop student abilities and appreciation of visual arts in grades K-2 and 6-8.
- Purchase of art materials for student visual arts
- 3-5 grades partner with McCallum Theater and/or visiting artists to develop performance and visual art appreciation in connection with core content area standards.
- 3rd grade will partner with Palm Springs Art Museum for art lessons and a visit to the museum.

New  Modified  Unchanged

Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include:

- Employee a full-time art teacher to develop student abilities and appreciation of visual arts in grades K-2 and 6-8.
- Purchase of art materials for student visual arts
- 3-5 grades partner with McCallum Theater and/or visiting artists to develop performance and visual art appreciation in connection with core content area standards.
- 3rd grade will partner with Palm Springs Art Museum for art lessons and a visit to the museum.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	10,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Materials & Supplies
Amount	15,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Partnership

**2018-19**

Amount	10,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Materials & Supplies
Amount	15,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Partnership

**2019-20**

Amount	10,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Materials & Supplies
Amount	15,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Partnership

Amount 142,000  
 Source LCFF  
 Budget Reference 1000-1999: Certificated Personnel Salaries  
 Full time art teacher

Amount 147,000  
 Source LCFF  
 Budget Reference 1000-1999: Certificated Personnel Salaries  
 Full time art teacher

Amount 152,000  
 Source LCFF  
 Budget Reference 1000-1999: Certificated Personnel Salaries  
 Full time art teacher

Action **6**

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

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

Location(s)  All Schools  Specific Schools:  Specific Grade spans: Grades 3-8

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

World Language cultural and linguistic development that is developmentally appropriate and prepares students for college readiness:

- Grades 3-5 students will be provided access to Rosetta Stone online curriculum and will have a chose of

**2018-19**

New  Modified  Unchanged

World Language cultural and linguistic development that is developmentally appropriate and prepares students for college readiness:

- Grades 3-5 students will be provided access to Rosetta Stone online curriculum and will have a chose of exploring 1 of 5 different languages that are

**2019-20**

New  Modified  Unchanged

World Language cultural and linguistic development that is developmentally appropriate and prepares students for college readiness:

- Grades 3-5 students will be provided access to Rosetta Stone online curriculum and will have a chose of exploring 1 of 5 different languages that are

exploring 1 of 5 different languages that are connected to future academic choices in high school and college.

- Grade 6 students will utilize the Rosetta Stone online curriculum to begin developing linguistic awareness of the Spanish Language in reading, writing listening and speaking.
- Grade 7 & 8 students will be enrolled in an A-G approved Spanish courses that will provide comprehensive instruction in reading, writing, listening, speaking and cultural awareness in preparation for further study in High School.

connected to future academic choices in high school and college.

- Grade 6 students will utilize the Rosetta Stone online curriculum to begin developing linguistic awareness of the Spanish Language in reading, writing listening and speaking.
- Grade 7 & 8 students will be enrolled in an A-G approved Spanish courses that will provide comprehensive instruction in reading, writing, listening, speaking and cultural awareness in preparation for further study in High School.

connected to future academic choices in high school and college.

- Grade 6 students will utilize the Rosetta Stone online curriculum to begin developing linguistic awareness of the Spanish Language in reading, writing listening and speaking.
- Grade 7 & 8 students will be enrolled in an A-G approved Spanish courses that will provide comprehensive instruction in reading, writing, listening, speaking and cultural awareness in preparation for further study in High School.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	35,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Rosetta Stone

**2018-19**

Amount	35,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Rosetta Stone

**2019-20**

Amount	35,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Rosetta Stone

Action **7**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input checked="" type="checkbox"/> Specific Grade spans: <u>grades 6-8</u>

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

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

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans: 6-8

**[ACTIONS/SERVICES](#)**

**2017-18**

New  Modified  Unchanged

Provide students the opportunity to explore Science, Technology, Engineering and Mathematics (STEM) standards in relation to 21st century skills.

- Grades 6 will be given the opportunity to explore STEM standards through a trimester long exploratory elective. This will be an introductory course in helping students identify if this is an area of interest they would like to pursue in the future.
- Grades 7 & 8 will be given the opportunity to explore STEM standards through a year long elective. This course will focus on critical thinking & collaboration skills via engineering and robotic standards that utilize science and math skills in real world application.

**2018-19**

New  Modified  Unchanged

Provide students the opportunity to explore Science, Technology, Engineering and Mathematics (STEM) standards in relation to 21st century skills.

- Grades 6 will be given the opportunity to explore STEM standards through a trimester long exploratory elective. This will be an introductory course in helping students identify if this is an area of interest they would like to pursue in the future.
- Grades 7 & 8 will be given the opportunity to explore STEM standards through a year long elective. This course will focus on critical thinking & collaboration skills via engineering and robotic standards that utilize science and math skills in real world application.

**2019-20**

New  Modified  Unchanged

Provide students the opportunity to explore Science, Technology, Engineering and Mathematics (STEM) standards in relation to 21st century skills.

- Grades 6 will be given the opportunity to explore STEM standards through a trimester long exploratory elective. This will be an introductory course in helping students identify if this is an area of interest they would like to pursue in the future.
- Grades 7 & 8 will be given the opportunity to explore STEM standards through a year long elective. This course will focus on critical thinking & collaboration skills via engineering and robotic standards that utilize science and math skills in real world application.

**[BUDGETED EXPENDITURES](#)**

**2017-18**

Amount 10,000

**2018-19**

Amount 10,000

**2019-20**

Amount 10,000

Source	LCFF
Budget Reference	4000-4999: Books And Supplies Materials & Supplies

Source	LCFF
Budget Reference	4000-4999: Books And Supplies Materials & Supplies

Source	LCFF
Budget Reference	4000-4999: Books And Supplies Materials & 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.

New
  Modified
  Unchanged

### Goal 3

As a learning community, all students will continue to develop skills in social, emotional and physical well-being that will support the development of the whole child in preparation for overall college and career readiness.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

The Whole Child Initiative identifies five kinds of learning that benefit student development. They are:

- Cognitive-intellectual activity, associated with the left brain
- Creative-intuitive activity (the arts), associated with the right brain
- Structured physical movement and unstructured, self-directed play
- Handwork, making things that can be useful
- Engagement with nature and community.

<http://www.educatethewholechild.org/what-is-it/>

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Absentee rate	Students who miss more than 5 days in the school year (2015-16): 86%	Students who miss more than 5 days in the school year (2016-17): 87%	Students who miss more than 5 days in the school year (2017-18): 88%	Students who miss more than 5 days in the school year (2018-19): 89%
Chronic absentee rate	Students who have missed more than 10% of the school year (2015-16): .1 %	Maintain students who have missed more than 10% of the school year (2016-17): .1%	Maintain students who have missed more than 10% of the school year (2017-18): .1%	Maintain students who have missed more than 10% of the school year (2018-19): .1%
Suspension rate	Dashboard rate: .5% Dashboard change: maintained with +.1% increase Dashboard color: blue	Dashboard rate: .4% Dashboard change: maintain with .1% decrease Dashboard color: blue	Dashboard rate: .3% Dashboard change: maintain with .1% decrease Dashboard color: blue	Dashboard rate: .2% Dashboard change: maintain with .1% decrease Dashboard color: blue

Physical Fitness Test	<p>Percent of Grade 5 Students in need of improvement in:                      Aerobic Capacity: 13%                      Body Composition: 8.1%                      Abdominal Strength: 12.2%                      Trunk Extension Strength: 0.0%                      Upper Body Strength: 28.5%                      Flexibility: 35%</p> <p>Percent of Grade 8 Students in need of improvement in:                      Aerobic Capacity: 11.1%                      Body Composition: 19.0%                      Abdominal Strength: 9.5%                      Trunk Extension Strength: 0.0%                      Upper Body Strength: 12.7%                      Flexibility: 31.7%</p>	<p>Percent of Grade 5 Students in need of improvement in:                      Aerobic Capacity: 12%                      Body Composition: 7.1%                      Abdominal Strength: 11.2%                      Trunk Extension Strength: 0.0%                      Upper Body Strength: 27.5%                      Flexibility: 34%</p> <p>Percent of Grade 8 Students in need of improvement in:                      Aerobic Capacity: 10.1%                      Body Composition: 18.0%                      Abdominal Strength: 8.5%                      Trunk Extension Strength: 0.0%                      Upper Body Strength: 11.7%                      Flexibility: 30.7%</p>	<p>Percent of Grade 5 Students in need of improvement in:                      Aerobic Capacity: 11%                      Body Composition: 6.1%                      Abdominal Strength: 10.2%                      Trunk Extension Strength: 0.0%                      Upper Body Strength: 26.5%                      Flexibility: 33%</p> <p>Percent of Grade 8 Students in need of improvement in:                      Aerobic Capacity: 9.1%                      Body Composition: 17.0%                      Abdominal Strength: 7.5%                      Trunk Extension Strength: 0.0%                      Upper Body Strength: 10.7%                      Flexibility: 29.7%</p>	<p>Percent of Grade 5 Students in need of improvement in:                      Aerobic Capacity: 10%                      Body Composition: 5.1%                      Abdominal Strength: 9.2%                      Trunk Extension Strength: 0.0%                      Upper Body Strength: 25.5%                      Flexibility: 32%</p> <p>Percent of Grade 8 Students in need of improvement in:                      Aerobic Capacity: 8.1%                      Body Composition: 16.0%                      Abdominal Strength: 6.5%                      Trunk Extension Strength: 0.0%                      Upper Body Strength: 9.7%                      Flexibility: 28.7%</p>
Local School Climate Survey	<p>40 Developmental Assets Survey                      CVC Students 3-5 grade                      Family Support 93%                      Parent Involvement 92%                      High Expectations 91%                      Responsibility 90%                      Community values youth 73%                      Resistance Skills 76%                      Service to others 67%</p> <p>CVC Students 6-8 grade                      Family Support 93%                      Parent Involvement 95%                      High Expectations 93%                      Responsibility 89%                      Community values youth 58%                      Resistance Skills 67%                      Service to others 19%</p>	<p>40 Developmental Assets Survey                      CVC Students 3-5 grade                      Family Support 94%                      Parent Involvement 93%                      High Expectations 92%                      Responsibility 91%                      Community values youth 74%                      Resistance Skills 77%                      Service to others 68%</p> <p>CVC Students 6-8 grade                      Family Support 94%                      Parent Involvement 96%                      High Expectations 94%                      Responsibility 90%                      Community values youth 59%                      Resistance Skills 68%                      Service to others 25%</p>	<p>40 Developmental Assets Survey                      CVC Students 3-5 grade                      Family Support 95%                      Parent Involvement 94%                      High Expectations 93%                      Responsibility 92%                      Community values youth 75%                      Resistance Skills 78%                      Service to others 69%</p> <p>CVC Students 6-8 grade                      Family Support 95%                      Parent Involvement 97%                      High Expectations 95%                      Responsibility 91%                      Community values youth 60%                      Resistance Skills 69%                      Service to others 30%</p>	<p>40 Developmental Assets Survey                      CVC Students 3-5 grade                      Family Support 96%                      Parent Involvement 95%                      High Expectations 94%                      Responsibility 93%                      Community values youth 76%                      Resistance Skills 79%                      Service to others 70%</p> <p>CVC Students 6-8 grade                      Family Support 96%                      Parent Involvement 98%                      High Expectations 96%                      Responsibility 92%                      Community values youth 61%                      Resistance Skills 70%                      Service to others 35%</p>

**PLANNED ACTIONS / SERVICES**

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

Action **1**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Maintain and enhance a sense of community on campus, within classroom, grade level and school community.

- Community and parent volunteers will be invited to assist and help teachers with target students (Near Standards and Below Standards) to close the achievement gap.
- Administration will promote community partners. Our partners will be included in activities relating to academics and enrichment.
- Students actively participate in PTG meetings and sponsored events, as

**2018-19**

New  Modified  Unchanged

Maintain and enhance a sense of community on campus, within classroom, grade level and school community.

- Community and parent volunteers will be invited to assist and help teachers with target students (Near Standards and Below Standards) to close the achievement gap.
- Administration will promote community partners. Our partners will be included in activities relating to academics and enrichment.
- Students actively participate in PTG meetings and sponsored events, as well as monthly Character Counts activities throughout the school year.

**2019-20**

New  Modified  Unchanged

Maintain and enhance a sense of community on campus, within classroom, grade level and school community.

- Community and parent volunteers will be invited to assist and help teachers with target students (Near Standards and Below Standards) to close the achievement gap.
- Administration will promote community partners. Our partners will be included in activities relating to academics and enrichment.
- Students actively participate in PTG meetings and sponsored events, as well as monthly Character Counts activities throughout the school year.

well as monthly Character Counts activities throughout the school year.

- Provide professional development and support to parents to expand educational support for all students beyond the school.
- Cielo Vista Charter will use the Character Counts and No Excuses University programs as a school wide character and discipline program.
- Plan and implement student led school wide servathon to develop skills and experience in giving back to the community.

- Provide professional development and support to parents to expand educational support for all students beyond the school.
- Cielo Vista Charter will use the Character Counts and No Excuses University programs as a school wide character and discipline program.
- Plan and implement student led school wide servathon to develop skills and experience in giving back to the community.

- Provide professional development and support to parents to expand educational support for all students beyond the school.
- Cielo Vista Charter will use the Character Counts and No Excuses University programs as a school wide character and discipline program.
- Plan and implement student led school wide servathon to develop skills and experience in giving back to the community.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	1,000
Source	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Parent University materials and supplies
Amount	4,500
Source	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Parent University stipends
Amount	8,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Parenting Curriculum
Amount	2,000

**2018-19**

Amount	1,000
Source	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Parent University materials and supplies
Amount	4,500
Source	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Parent University stipends
Amount	
Source	REMOVE
Budget Reference	
Amount	2,000

**2019-20**

Amount	1,000
Source	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Parent University materials and supplies
Amount	4,500
Source	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Parent University stipends
Amount	
Source	REMOVE
Budget Reference	
Amount	2,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies Instructional materials	Budget Reference	4000-4999: Books And Supplies Instructional materials	Budget Reference	4000-4999: Books And Supplies Instructional materials

**Action 2**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide a PE/Nutrition program designed to promote healthy choices through structured physical movement and unstructured, self-directed play that are able to be transferred from school to home, that include:

- Grades TK-6 participate in weekly nutrition lessons that focus on healthier food options that impact overall health.

**2018-19**

New  Modified  Unchanged

Provide a PE/Nutrition program designed to promote healthy choices through structured physical movement and unstructured, self-directed play that are able to be transferred from school to home, that include:

- Grades TK-6 participate in weekly nutrition lessons that focus on healthier food options that impact overall health.
- Grades TK-6 participation in additional PE instruction beyond the 200 minutes/two weeks

**2019-20**

New  Modified  Unchanged

Provide a PE/Nutrition program designed to promote healthy choices through structured physical movement and unstructured, self-directed play that are able to be transferred from school to home, that include:

- Grades TK-6 participate in weekly nutrition lessons that focus on healthier food options that impact overall health.
- Grades TK-6 participation in additional PE instruction beyond the 200 minutes/two weeks

- Grades TK-6 participation in additional PE instruction beyond the 200 minutes/two weeks
- Grades 6-8 participate in weekly fitness lessons using the CVC fitness center.
- Maintenance and replacement of PE & Community Gym equipment to enhance the educational program and accessibility.
- Provide release time for track meet duties, grant writing and award applications.
- School wide implementation of the Playworks structured recess K-8 including: full-time recess coach, program development assistance and equipment necessary for the program.
- Continuation and upkeep of the organic garden to promote healthy nutrition lessons that connect to real world application of science, math and literacy standards.

- Grades 6-8 participate in weekly fitness lessons using the CVC fitness center.
- Maintenance and replacement of PE & Community Gym equipment to enhance the educational program and accessibility.
- Provide release time for track meet duties, grant writing and award applications.
- School wide implementation of the Playworks structured recess K-8 including: full-time recess coach, program development assistance and equipment necessary for the program.
- Continuation and upkeep of the organic garden to promote healthy nutrition lessons that connect to real world application of science, math and literacy standards.

- Grades 6-8 participate in weekly fitness lessons using the CVC fitness center.
- Maintenance and replacement of PE & Community Gym equipment to enhance the educational program and accessibility.
- Provide release time for track meet duties, grant writing and award applications.
- School wide implementation of the Playworks structured recess K-8 including: full-time recess coach, program development assistance and equipment necessary for the program.
- Continuation and upkeep of the organic garden to promote healthy nutrition lessons that connect to real world application of science, math and literacy standards.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	50,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Playworks Coach
Amount	20,000

**2018-19**

Amount	52,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Playworks Coach
Amount	2,000

**2019-20**

Amount	54,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Playworks Coach
Amount	2,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	0000: Unrestricted Materials and Supplies for garden and developing orchard	Budget Reference	0000: Unrestricted Materials and Supplies for garden/orchard	Budget Reference	0000: Unrestricted Materials and Supplies for garden/orchard
Amount	6,000	Amount		Amount	
Source	LCFF	Source	REMOVE	Source	REMOVE
Budget Reference	Conferences	Budget Reference		Budget Reference	
Amount	308,000	Amount	318,000	Amount	328,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 3 Full-time PE teachers	Budget Reference	1000-1999: Certificated Personnel Salaries 3 Full-time PE teachers	Budget Reference	1000-1999: Certificated Personnel Salaries 3 Full-time PE teachers

Action **3**

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

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

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

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

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New  Modified  Unchanged

Employ a full-time School Counselor that will, perform a variety of duties including:

- Develop identified social/emotional needs of target students
- Monitor and assist in academic achievement of target students receiving assistance for social/emotional concerns.
- Educate the school community on A-G requirements and pathway programs to promote college and career readiness
- Attend PD opportunities that will enhance the counseling program and meet the needs of individual/groups of students

New  Modified  Unchanged

Employ a full-time School Counselor that will, perform a variety of duties including:

- Develop identified social/emotional needs of target students
- Monitor and assist in academic achievement of target students receiving assistance for social/emotional concerns.
- Educate the school community on A-G requirements and pathway programs to promote college and career readiness
- Attend PD opportunities that will enhance the counseling program and meet the needs of individual/groups of students

New  Modified  Unchanged

Employ a full-time School Counselor that will, perform a variety of duties including:

- Develop identified social/emotional needs of target students
- Monitor and assist in academic achievement of target students receiving assistance for social/emotional concerns.
- Educate the school community on A-G requirements and pathway programs to promote college and career readiness
- Attend PD opportunities that will enhance the counseling program and meet the needs of individual/groups of students

**BUDGETED EXPENDITURES**

**2017-18**

Amount	1,000
Source	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Survey subscription
Amount	500
Source	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Parent Involvement
Amount	95,000

**2018-19**

Amount	1,000
Source	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Survey subscription
Amount	500
Source	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Parent Involvement
Amount	97,000

**2019-20**

Amount	1,000
Source	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Survey Subscription
Amount	500
Source	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Parent Involvement
Amount	100,000

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Full-time School Counselor

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Full-time School Counselor

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Full-time School Counselor

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$1,721,449.00

Percentage to Increase or Improve Services: 81.96%

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](#)).

Our actions are overall being provided on a school wide basis however through our foundational processes of data analysis, collaboration and developing instruction to meet the specific targeted needs of all students, actions will be implemented and adjusted in order to increase or improve the achievement levels of all unduplicated pupils.

Schoolwide actions that will be adapted and implemented to meet unduplicated needs of individual students within the group as appropriately identified:

- 1.1 100% of core teachers candidates screened for employment will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
  - 1.2 Provide professional development to enhance the best, first-instruction of California State Standards that meet the specific learning needs of all student groups.
  - 1.3 Provide access to standards-aligned instructional materials as outlined in our charter petition.
  - 1.4 Provide standards-based, data-driven instruction to all students.
  - 1.5 Instruction will incorporate targeted growth areas identified through collaborative analysis of SBAC aligned SMART goals and PREVI assessments, and CAASSP assessments.
  - 1.6 EL students will participate in content curriculum instruction that is integrated with EL instructional strategies that promote English Language Proficiency with appropriate instructional support.
  - 1.7 Students in grades 6-8 will be provided direct instruction and application of cross-content literacy though an integrated PBL approach.
- 2.1 Teachers will present instructional strategies that provide support to all students through the use of differentiated learning in the core classroom.
  - 2.2 Teacher will begin implementing instruction of grade level Next Generation Science Standards. We will develop a school wide focus area to design and implement instruction that matches the rigor of these standards.
  - 2.3 Implementing and maintaining instructional technology in each classroom.
  - 2.4 Provide a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress grade levels.
  - 2.5 Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas.
  - 2.6 World Language cultural and linguistic development that is developmentally appropriate and prepares students for college readiness
  - 2.7 Provide students the opportunity to explore Science, Technology, Engineering and Mathematics (STEM) standards in relation to 21st century skills.

- 3.1 Maintain and enhance a sense of community on campus, within classroom, grade level and school community.
- 3.2 Provide a PE/Nutrition program designed to promote healthy choices through structured physical movement and unstructured, self-directed play that are able to be transferred from school to home.
- 3.3 Employee a full-time School Counselor.

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## Plan Summary

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

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

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

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

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

## Budget Summary

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

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

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

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

### Annual Update

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

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

### Annual Measurable Outcomes

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

### Actions/Services

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

### Analysis

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

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

### Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### Goal

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

### Related State and/or Local Priorities

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

### Identified Need

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

##### **Students to be Served**

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

##### **Location(s)**

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

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

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

##### **Students to be Served**

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

##### **Scope of Service**

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

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

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

### Location(s)

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

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

### Actions/Services

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

#### **New/Modified/Unchanged:**

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

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

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

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

### Budgeted Expenditures

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

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

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

### Demonstration of Increased or Improved Services for Unduplicated Students

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

#### Estimated Supplemental and Concentration Grant Funds

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

#### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

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

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

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

## Guiding Questions: Goals, Actions, and Services

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

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,705,249.00	1,534,232.00	1,702,240.00	1,782,409.00	1,858,560.00	5,343,209.00
	0.00	0.00	0.00	0.00	0.00	0.00
Concentration	759,174.00	0.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	1,175,240.00	1,290,000.00	1,319,000.00	3,784,240.00
REMOVE	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	946,075.00	0.00	10,000.00	15,000.00	0.00	25,000.00
Supplemental & Concentration	0.00	1,534,232.00	517,000.00	477,409.00	539,560.00	1,533,969.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	1,705,249.00	1,534,232.00	1,702,240.00	1,782,409.00	1,858,560.00	5,343,209.00
	18,250.00	0.00	6,000.00	0.00	0.00	6,000.00
0000: Unrestricted	0.00	0.00	20,000.00	2,000.00	2,000.00	24,000.00
1000-1999: Certificated Personnel Salaries	367,284.00	420,955.00	826,500.00	861,500.00	909,500.00	2,597,500.00
2000-2999: Classified Personnel Salaries	364,716.00	419,291.00	258,245.00	267,409.00	296,560.00	822,214.00
4000-4999: Books And Supplies	675,499.00	529,057.00	333,495.00	438,500.00	435,500.00	1,207,495.00
5000-5999: Services And Other Operating Expenditures	279,500.00	164,929.00	216,000.00	178,000.00	179,000.00	573,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	42,000.00	35,000.00	36,000.00	113,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,705,249.00	1,534,232.00	1,702,240.00	1,782,409.00	1,858,560.00	5,343,209.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Concentration	18,250.00	0.00	0.00	0.00	0.00	0.00
	LCFF	0.00	0.00	6,000.00	0.00	0.00	6,000.00
0000: Unrestricted	LCFF	0.00	0.00	20,000.00	2,000.00	2,000.00	24,000.00
1000-1999: Certificated Personnel Salaries	Concentration	20,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	670,000.00	692,000.00	720,000.00	2,082,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	347,284.00	0.00	10,000.00	15,000.00	0.00	25,000.00
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	0.00	420,955.00	146,500.00	154,500.00	189,500.00	490,500.00
2000-2999: Classified Personnel Salaries	Concentration	175,000.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	50,000.00	52,000.00	54,000.00	156,000.00
2000-2999: Classified Personnel Salaries	REMOVE	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	189,716.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	0.00	419,291.00	208,245.00	215,409.00	242,560.00	666,214.00
4000-4999: Books And Supplies	Concentration	402,424.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	302,240.00	412,000.00	409,000.00	1,123,240.00
4000-4999: Books And Supplies	Supplemental	273,075.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental & Concentration	0.00	529,057.00	31,255.00	26,500.00	26,500.00	84,255.00
5000-5999: Services And Other Operating Expenditures	Concentration	143,500.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	85,000.00	97,000.00	98,000.00	280,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Supplemental	136,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	0.00	164,929.00	131,000.00	81,000.00	81,000.00	293,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	0.00	42,000.00	35,000.00	36,000.00	113,000.00

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

<b>Total Expenditures by Goal</b>				
<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	639,000.00	622,409.00	654,560.00	1,915,969.00
<b>Goal 2</b>	567,240.00	682,000.00	711,000.00	1,960,240.00
<b>Goal 3</b>	496,000.00	478,000.00	493,000.00	1,467,000.00
<b>Goal 4</b>	0.00	0.00	0.00	0.00
<b>Goal 5</b>	0.00	0.00	0.00	0.00
<b>Goal 6</b>	0.00	0.00	0.00	0.00
<b>Goal 7</b>	0.00	0.00	0.00	0.00
<b>Goal 8</b>	0.00	0.00	0.00	0.00
<b>Goal 9</b>	0.00	0.00	0.00	0.00
<b>Goal 10</b>	0.00	0.00	0.00	0.00

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