LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palm Springs Unified School District/Cielo Vista Charter

CDS Code: 33-67173-6032411-1173

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Jennifer Geyer and Devlinn Clinton, Co-Principals

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

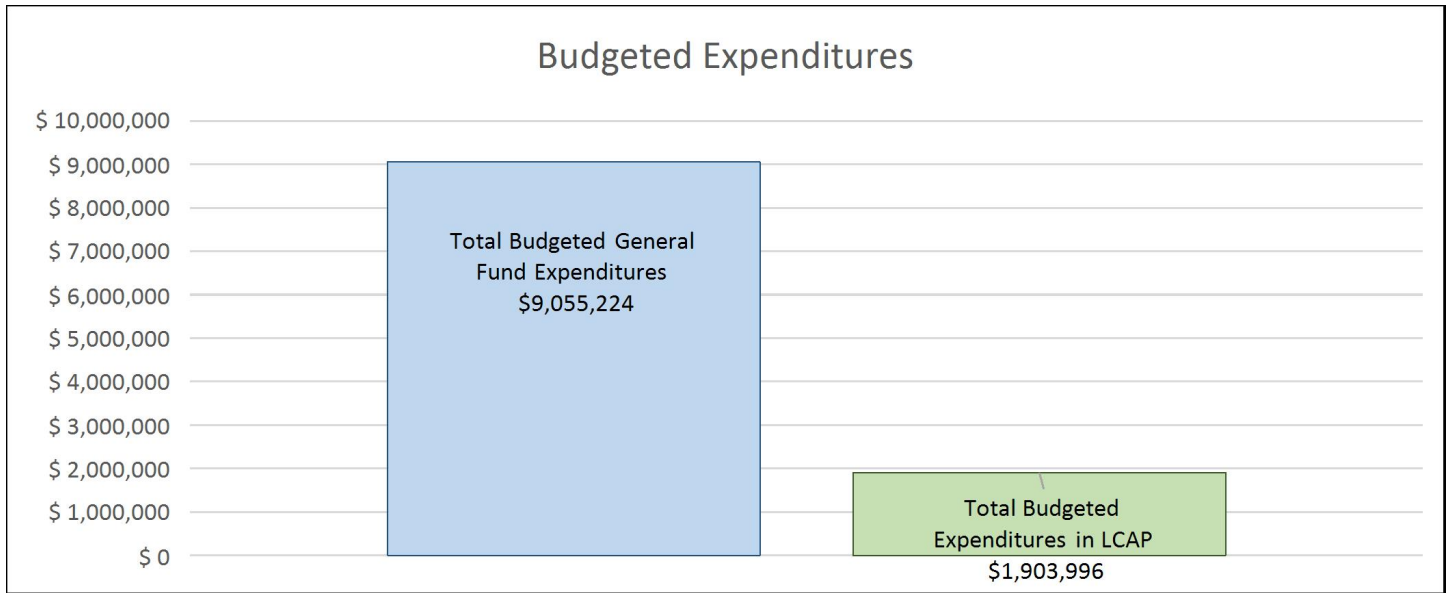## Budget Overview for the 2019-20 LCAP Year
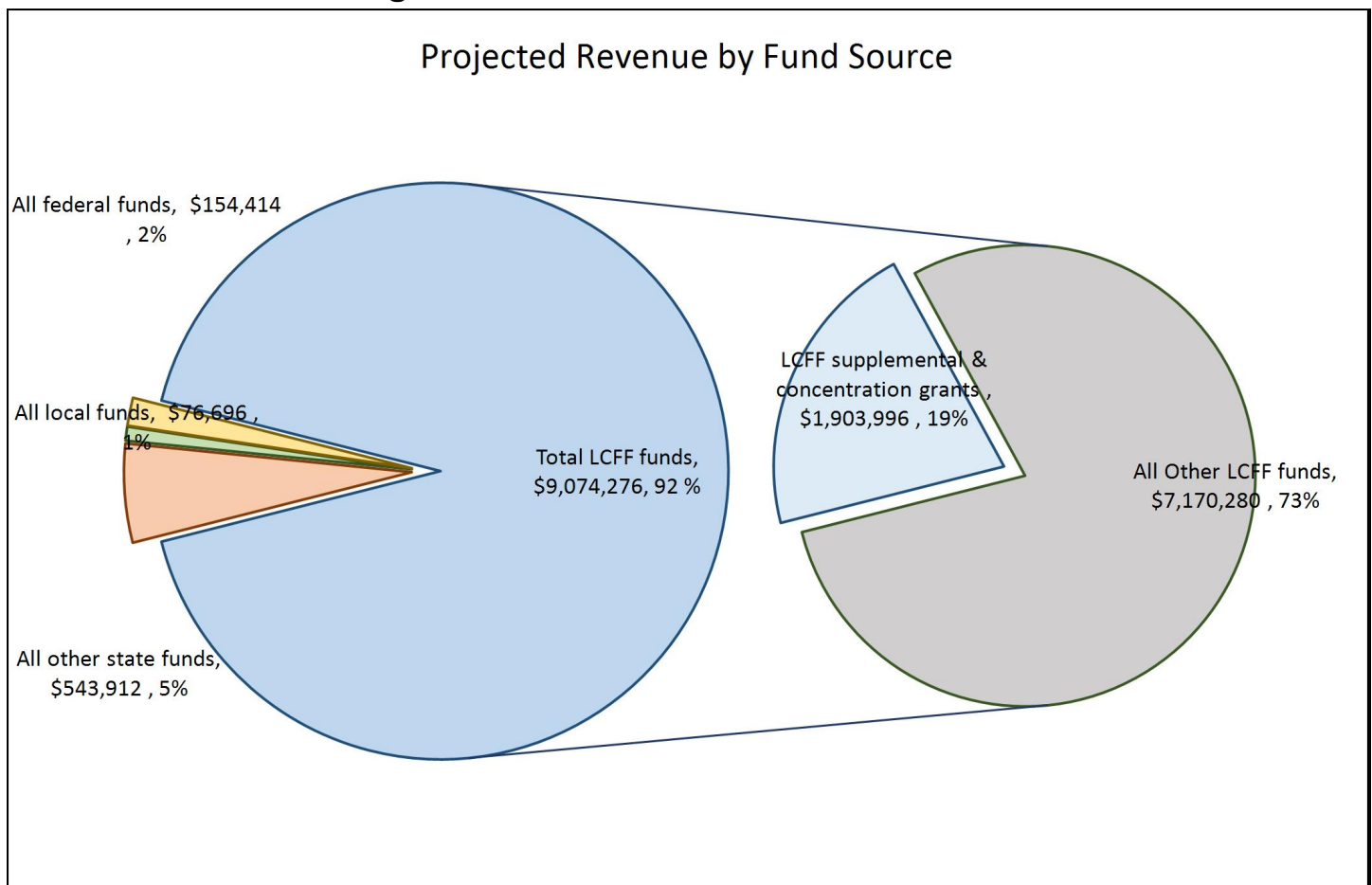
This chart shows the total general purpose revenue Palm Springs Unified School District/Cielo Vista Charter expects to receive in the coming year from all sources.

The total revenue projected for Palm Springs Unified School District/Cielo Vista Charter is $9,849,298, of which $9,074,276 is Local Control Funding Formula (LCFF), $543,912 is other state funds, $76,696 is local funds, and $154,414 is federal funds. Of the $9,074,276 in LCFF Funds, $1,903,996 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

Total Budgeted General Fund Expenditures $9,055,224

Total Budgeted Expenditures in LCAP $1,903,996

This chart provides a quick summary of how much Palm Springs Unified School District/Cielo Vista Charter plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Palm Springs Unified School District/Cielo Vista Charter plans to spend $9,055,224 for the 2019-20 school year. Of that amount, $1,903,996 is tied to actions/services in the LCAP and $7,151,228 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

For the 2019-2020 school year, Cielo Vista Charter will $7,151,228 in projected expenditures that not included in LCAP. These expenditures come directly from all personnel (salaries and benefits for certificated and classified), books and supplies, operating services, indirect costs (6.6% oversight fees to PSUSD) and inter-fund transfers (special education services fees) not being paid from LCAP.
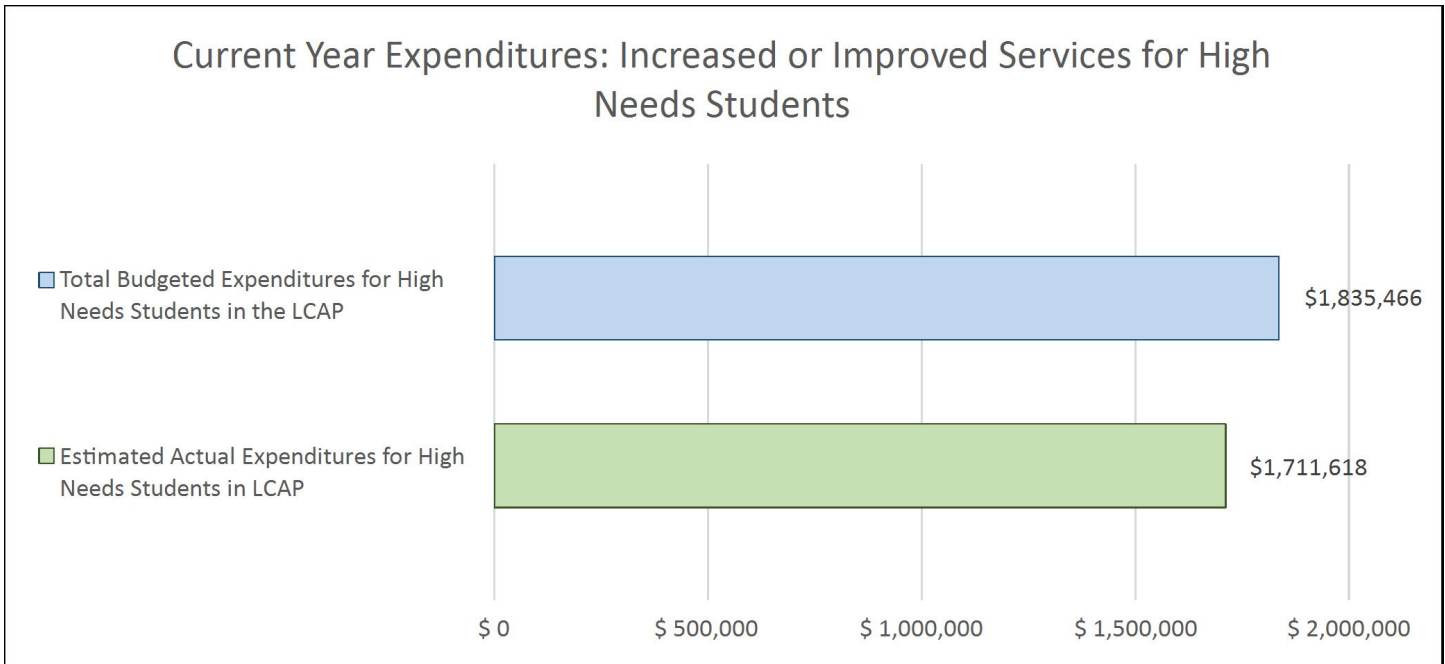
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Palm Springs Unified School District/Cielo Vista Charter is projecting it will receive $1,903,996 based on the enrollment of foster youth, English learner, and low-income students. Palm Springs Unified School District/Cielo Vista Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Palm Springs Unified School District/Cielo Vista Charter plans to spend $1,903.966 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
Our budgeted expenditures in LCAP match the total budgeted expenditures for our high needs students in LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,835,466
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$1,711,618

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

This chart compares what Palm Springs Unified School District/Cielo Vista Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Palm Springs Unified School District/Cielo Vista Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Palm Springs Unified School District/Cielo Vista Charter's LCAP budgeted $1,835,466.00 for planned actions to increase or improve services for high needs students. Palm Springs Unified School District/Cielo Vista Charter estimates that it will actually spend $1,711,617.71 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-123,848.29,000,000,004 had the following impact on Palm Springs Unified School District/Cielo Vista Charter's ability to increase or improve services for high needs students:
For the 2018-19 school year, there was a difference of $123,848.29 dollars between our budgeted expenditures for high needs students and our estimated actual expenditures for high needs students. The difference was caused by a personnel reduction in LCAP. Our literacy coach's salary and benefit costs were reassigned to Title 1 funding towards the end of the school year. This personnel reassignment created an offset in our actual expenditures.

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)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Palm Springs Unified School District/Cielo Vista Charter	Jennifer Geyer and Devlinn Clinton Co-Principals	jgeyer@psusd.us,dclinton@psusd.us (760) 416-8250

2017-20 Plan Summary
The Story

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 890 students in grades transitional kindergarten through eight. We have two co-principals, one assistant principal, one academic coach, one math intervention/coach, and 42 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") 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. 60% technology and 40% traditional paper-pencil co-curriculum and hands-on academic activities will be enhanced to achieve our 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.

A. OUR VISION:
Lighting the love of learning for every student, every day and always.

B. OUR MISSION:
All members of the Cielo Vista Charter (CVC) family including teachers, parents, staff, students, administrators, board and community members, work collaboratively to create an equitable, inclusive, and empathetic environment to help all students reach their fullest potential. We establish high expectations academically, while nurturing the development of each child physically, emotionally, and socially. We promote each student's sense of belonging and commitment to the community, nation and the world around them through a restorative culture. We strive to create a love of life-long learning, a growth mindset, grit, and a high level of self-efficacy. We embrace individual differences while encouraging independent thinking in a creative and challenging environment. We promote 21st-century innovative skills through collaboration, communication, self-reflection, problem-solving, and critical thinking. Students feel loved and empowered through voice and choice.

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 (SED), Students with Disabilities (SWD), Homeless, African American (AA), Hispanic, and English learner students have demonstrated the 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, SWD, Homeless, African American, Hispanic, and SED student groups are not making similar progress compared to other students 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 have remained above the state average, only a few of our

student groups either maintained or made 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 a 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 (Goal 3).

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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 allows 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. We embody the ideal of growth mindset as we develop each individual student's character traits and ability to grow as a lifelong 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 are 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 37% 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 showed great progress according to our baseline ELPAC scores. 85% of our ELLs scored either well developed or moderately developed on the ELPAC assessment. Our status on the English Language Arts Indicator for English Learners currently identifies them as performing at a medium achievement status in English Language Arts.

As a staff, we are constantly striving to develop the academic skills of our students as we prepare them each year for College and Career Readiness. The staff has been trained on backward 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 allow teachers 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 3 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. With continued use of the systems mentioned in the previous paragraph as well as our focuses on educating the child as a whole, we increased our overall average of student growth performance by 6.6 points for the 2017-18 school year. Most of students groups either increased or maintained a very high, high, or medium achievement status (English Learners, Homeless, Socioeconomically Disadvantaged, Filipino, Hispanic, African American, and White) except for our Students with Disabilities (SWD) who show a very low achievement status. Although our African American students had a high achievement status, their change level over time showed a decline from the previous school year. The school will carefully monitor our African American and SWDs to identify barriers that are impacting their achievement in English Language Arts.

We attribute this growth to our collaborative 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 backward mapping standards and accountability measures allow teacher and students a better understanding of meeting high expectations.

Cielo Vista Charter
Palm Springs Unified

English Language Arts Indicator - 2018

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard
All Students	Green	High	Increased	29.7	6.6	666	*	620	*	23.1
English Learners	Green	Medium	Increased	4.5	10.9	315	*	275	*	-6.5
Foster Youth	None	*	*	*	*	1	*	0	*	*
Homeless	None	High	*	17.3	*	48	*	2	*	*
Socioeconomically Disadvantaged	Green	High	Increased	18.3	7.2	512	*	466	*	11.2
Students with Disabilities	None	Very Low	Maintained	-73.8	2.4	49	37	45	29	-76.2
African American	None	High	Declined	42.3	-8.3	19	*	26	*	50.6
American Indian or Alaska Native	None	*	*	*	*	1	*	1	*	*
Asian	None	*	*	*	*	5	*	3	*	*
Filipino	Blue	Very High	Increased	58.4	10.8	31	*	33	*	47.6
Hispanic	Green	High	Increased	17.3	10	486	*	433	*	7.3
White	Blue	Very High	Increased	65.1	4.5	116	*	115	*	60.6
Two or More Races	None	*	*	*	*	8	*	9	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

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

Greatest Needs

In mathematics, our overall school placement status is high but we have student groups who performing at either medium (English Learners, Socioeconomically Disadvantaged, and Hispanics) or low(Students with Disabilities, African American) achievement status. in 2017-2018, our White and Filipino populations are maintained a high achievement status in mathematics. This data has shown us that there is a great urgency for creating 2019-2020 LCAP actions that will address the achievement gap between our student groups: (White and Filipino) and (English Learners, Socioeconomically Disadvantaged, and Hispanic, Students with Disabilities, and African American). CVC has already begun providing professional development in the mathematical shifts (Focus, Coherence, and Rigor) and a balanced approach to teach conceptual, procedural and application in mathematics. CVC will also hire a math coach/intervention teacher who will provide instructional and intervention support to our teachers. Students in grades 5-7 will also have access to one hour of online math tutoring per week through the services of FEV Tutoring as well as after-school intervention.

Cielo Vista Charter
Palm Springs Unified

Mathematics Indicator – 2018

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard
All Students	Green	High	Maintained	1.5	-0.1	666	*	619	*	1.5
English Learners	Yellow	Medium	Maintained	-17.2	-0.8	315	*	274	*	-16.4
Foster Youth	None	*	*	*	*	1	*	0	*	*
Homeless	None	Medium	*	-10.9	*	48	*	2	*	*
Socioeconomically Disadvantaged	Yellow	Medium	Maintained	-9	-1.1	512	*	465	*	-7.9
Students with Disabilities	None	Low	Maintained	-68.9	0.1	49	37	45	29	-69.1
African American	None	Medium	Decreased Significantly	-20.3	-18.2	19	*	26	*	-2.1
American Indian or Alaska Native	None	*	*	*	*	1	*	1	*	*
Asian	None	*	*	*	*	5	*	3	*	*
Filipino	Green	High	Increased	23.3	4.8	31	*	33	*	18.5
Hispanic	Yellow	Medium	Maintained	-9.5	1.1	486	*	432	*	-10.5
White	Blue	Very High	Maintained	38.4	-0.9	116	*	115	*	39.3
Two or More Races	None	*	*	*	*	8	*	9	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

Referring to the California School Dashboard, 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

Our 2017-2018 English Language Arts (ELA) Indicator shows slight achievement gaps between White and Filipino student groups and our Homeless, Socioeconomically Disadvantaged, African American and Hispanic student groups. The White and Filipino student groups show a very high achievement status while the Homeless, Socioeconomically Disadvantaged, African American and Hispanic student groups show a high achievement gap. All these student groups have shown an increase in student achievement from the prior school year. When comparing all these student groups to our English Learners and Students with Disabilities, you can clearly see a very large achievement gap. Students with Disabilities (SWD) are showing a very low student achievement status while our English Learners (EL) is showing a medium achievement status.

As part of our ELA intervention approach with ELs and SWDs, our staff will look 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 ELs and SWDs 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 ELs and SWDs are exhibiting now. As a result of knowing that this was an area that needed strategic focus we training our staff in Kagan strategies that will support the achievement of ELs and SWDs moving forward.

Our 2017-2018 Mathematics Indicator shows larger achievement gaps between White and Filipino student groups and our Homeless, Socioeconomically Disadvantaged, African American and Hispanic student groups. The White and Filipino student groups show a very high achievement status while the Homeless, Socioeconomically Disadvantaged, African American and Hispanic student groups show a medium achievement gap. All student groups maintained and made no significant change over time except for the Filpino student group. Our English Learners, African American, and Students with Disabilities have the largest achievement gaps of all student groups. The African American student group had the largest decrease in their achievement status. Students with Disabilities (SWD) are showing a very low student achievement status.

As part of our math intervention approach with our Socioeconomically Disadvantaged, Hispanic, Homeless, African Americans, ELs, and SWDs, our staff will look closely at detailed data analysis reports that are specific to each claim. We identify their greatest weaknesses and formulate a plan of improving best first instruction in mathematics as well as implementing tiered interventions. The school will be providing staff with research-based professional development equip them with the math skills needed to effectively teach our student groups. This professional development will include but is not limited to mathematical shifts (Focus, Coherence, and Rigor). In classrooms, teachers will utilize the resources from their training to enhance their best first instruction and create tiered interventions that will build and enrich their math skills of our Socioeconomically Disadvantaged, Hispanic, Homeless, African Americans, ELs, and SWDs. CVC will also hire a math coach/intervention teacher who will provide instructional and intervention support to our teachers.

CVC is committed to focusing on closing our achievement gaps among student groups in both Mathematics and English Language Arts.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: 2018-19

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 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 Priorities: Priority 1: Basic (Conditions of Learning)
                    Priority 2: State Standards (Conditions of Learning)
                    Priority 4: Pupil Achievement (Pupil Outcomes)
                    Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Highly Qualified teachers **18-19** CALPADS Highly Qualified Teacher rate: Maintain 100% of teachers hold a valid CA Teaching Credential with appropriate English Learner authorization **Baseline** CALPADS Highly Qualified Teacher rate: 100% of teachers hold a valid CA Teaching Credential with appropriate English Learner authorization	99.97% of our staff holds a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing and Every Student Success Act (ESSA) promoting equitable access to highly qualified teachers. The other 0.03% of our staff is currently taking ELL authorization courses to fulfill both state and federal mandates.
Metric/Indicator Access to aligned instructional materials **18-19** Williams Report: Maintain 100% of students access to textbooks and instructional materials **Baseline**	We met our "student access to textbooks and instructional materials" goal as required by the Williams Act.

Expected	Actual
Williams Report: 100% of students access to textbooks and instructional materials	
Metric/Indicator ELA SBAC assessment **18-19** Dashboard Status: High 19.2 points above level 3 Dashboard Change: Increased 1.5 points Dashboard Performance Level: Green **Baseline** Dashboard Status: High 16.2 points above level 3 Dashboard Change: Increased 8.7 points Dashboard Performance Level: Green	Cielo Vista Charter's Dashboard shows that the school increased significantly and exceeded its expected outcomes for 2017-2018 for all students in English Language Arts: Dashboard Status: High 29.7 points above standard Dashboard Change: Increased 6.6 points Dashboard Performance Level: Green
Metric/Indicator Math SBAC assessment **18-19** Dashboard Status: Medium 2.3 points above level 3 Dashboard Change: Increased 5 points Dashboard Performance Level: Green **Baseline** Dashboard Status: Medium 7.7 points below level 3 Dashboard Change: Declined 9.4 points Dashboard Performance Level: Orange	Cielo Vista Charter's dashboard shows that the school did not meet our predicted expected outcomes for 2017-2018 for all students in Mathematics: Dashboard Status: High 1.5 points above standard Dashboard Change: Increased -0.1 points Dashboard Performance Level: Green
Metric/Indicator CELDT/ ELPAC assessment **18-19** Annual Measurable Achievement Objective 1 (AMAO 1): 79% Annual Measurable Achievement Objective 2 (AMAO 2): 75%	ELPAC assessment (baseline data) Level 4 - Well Developed - 51% Level 3 - Moderately Developed - 33.9% Level 2 - Somewhat Developed - 12.7% Level 1 - Beginning Stage - 2.4%

Expected	Actual
Initial Fluent English Proficient (IFEP): 10% Reclassified Fluent English Proficient (RFEP) rate: 10% **Baseline** 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%	
Metric/Indicator Teacher Created PREVI assessments backwards mapped from SBAC released items (80% as the baseline to determine meeting/exceeding) **18-19** 2016-17 End of year ELA PREVI results: 31% meeting/exceeding 2016-17 End of year Math PREVI results: 31% meeting/exceeding **Baseline** 2016-17 End of year ELA PREVI results: 26% meeting/exceeding 2016-17 End of year Math PREVI results: 26% meeting/exceeding	2018-19 End of year ELA PREVI results:49% at or exceeding 2018-19 End of year Math PREVI results:43% at or exceeding

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
100% of 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	99.97% of our teachers are holding a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing and ESSA equitable	Supplemental & Concentration	

Credentialing, and will be appropriately assigned. • PSUSD will annually review credential status.	access to Highly Qualified Teacher. The other 0.03% of our staff is currently taking ELL authorization courses to fulfill both state and federal mandates.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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 stipends and travel expenses as needed for teachers to attend.
 	
   • Provide all teaching staff professional development on integrated and designated ELD strategies and scaffolds to increase access to
	Our teachers participated in a wide range of professional development that was tailored to meeting their instructional needs. We provided professional development in the following areas:
	
	1. Google Certification
	2. Intro to Restorative Practices
	3. PSUSD S3 Conference
	4. CMC South Math Conference
	5. CAEA State Conference for our art teacher
	6. CA Science Education Conference
	7. Midwest Band Conference for our Band instructor
	8. Cathy Fosnot Training-Multiplication/Division
	9. Kagan ELL strategies
	10. CUE National Conference
	11. Leader in Me Symposiums
	12. CAPHERD Conference for our PE teachers
	13. Being Trauma-Informed in the Restorative Process
	14. Understanding Youth in Poverty - Restorative Practices
		Professional Development/Conferences/Substitutes 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 47,668
		
		REMOVE
		
		REMOVE
			Professional Development/Conferences/Substitutes 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 71,784

core content for all learners.	15. Restorative Practices - Intensive Coaching and work-study circle (Problem-solving challenges)
• 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.	16. International Literacy Association
• 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.	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide access to standards-aligned instructional materials as outlined in our charter petition. • Curriculums and supplemental materials include, but are not limited to: Benchmark	We met the Williams Act requirement which ensures every student has access to textbooks and instructional materials. There was a need to make some mid-year adjustments our ELA and Math curriculum in grades TK-2 and 6-8. Our teachers believe the	Supplemental/Core Instructional Materials 4000-4999: Books And Supplies Supplemental & Concentration 125,800	Supplemental/Core Instructional Materials 4000-4999: Books And Supplies Supplemental & Concentration 63,944.09

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 to eight weeks and PREVI

current curriculum was not meeting the needs of students. Our governing approved the adoption of Wonders for grades TK-2 and Carnegie Mathematics for grades 6-8.

Our grade levels continued to meet during their scheduled monthly PLC and data meetings to analyze data and specific learning trends to better their instruction. We have also implemented a peer observation design we call "Learning Labs" to give our teachers an opportunity to observe their peers' best practices in action.

benchmarks to inform instruction and monitor student progress.	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	We continued our support in training teachers on the mathematical shifts (Focus, Coherence, and Rigor) and a balanced approach to teaching conceptual, procedural and application in mathematics. We enlisted the professional development services of Great Minds. The services provided support in teaching Eureka Mathematics. We also purchased the ST Mathematics online program to support conceptual, procedural and application learning during independent work time.	Professional Development (Conferences/stipends) 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 80,000 Computer Software license 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 50,000	Professional Development (Conferences/stipends) 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 10,500 Computer Software license 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 47,943.00

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 access to school wide Accelerated Reader incentive program.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	We are still continuing to work on improving Tier 1 and 2 interventions. We have added two new components to our system of academic interventions: after school tutoring and online tutoring (FEV tutoring). Our staff still expresses the need for more support in Tier 2 interventions. These needs will be addressed through professional development in Kagan strategies, guided reading, youcubed, and Beers and Probst	Literacy Coach/Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 150,000	Literacy Coach/Intervention (moved to Title 1 funding) 1000-1999: Certificated Personnel Salaries 3010 Title I 149,600
		Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental & Concentration 250,000	Instructional Aides Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 266,731
		tutoring/ afterschool interventions 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 110,000	tutoring/ after school interventions 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 4,362
		FEV Tutor for math grades 6-8 5000-5999: Services And Other Operating Expenditures	FEV Tutor for math grades 6-8 5000-5999: Services And Other Operating Expenditures

		Supplemental & Concentration 75,000	Supplemental & Concentration 44,120
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.			

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 ELPAC initial tests before the school year in order to identify proficiency levels	This year some of our teachers attended Kagan strategies conference. The response to the training was overwhelmingly positive and our students have been very receptive to implementation these strategies. The school believes these strategies will help increase academic proficiency among the ELL student group as well as other student groups. The school has	Extra Duty for assessments 2000-2999: Classified Personnel Salaries Supplemental & Concentration 2,500 Conferences 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 20,000 Integrated/ Designated ELD PD 5800: Professional/Consulting	Extra Duty for assessments 2000-2999: Classified Personnel Salaries LCFF 2,500 Conferences 5000-5999: Services And Other Operating Expenditures LCFF 10,000 Integrated/ Designated ELD PD (Kagan) 5800:

and begin appropriate support immediately.

• 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. | moved forward with contracting with Kagan Professional Development. Our goal is to have all staff trained in these strategies. | Services And Operating Expenditures Supplemental & Concentration 20,000 | Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 18,900 |

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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.	No funding was spent on this particular action at this time.	Instructional Materials 4000-4999: Books And Supplies Supplemental & Concentration 1,512	Instructional Materials 4000-4999: Books And Supplies Supplemental & Concentration 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.

Cielo Vista Charter (CVC) met some of our measurable outcomes. Only 99.97% of our teachers meet the promoting equitable access to a highly qualified teachers requirement under the Every Student Success Act (ESSA). The other 0.03% of our staff is currently taking ELL authorization courses to fulfill the federal mandate.

CVC has ensured that all students have access to textbooks and instructional materials. As for academic achievement, our California dashboard shows a significant increase in overall performance level for English Language Arts (29.7 points above level 3). We increased by 6.6 points from the prior school year. We maintained our overall performance level in Mathematics (1.5 points above level 3). Our English Language Learner Progress shows that 85% of English Language Learners are either well-developed or moderately developed in English skills.

On local assessments, our end of the year PREVI shows that 49% of our students are at met or exceeding standards in English Language Art. 43% of our students are at met or exceeding standards in Mathematics on the end of the year PREVI.

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 ware having an impact on meeting the school's expectations for student achievement. In next year's LCAP we will address areas that did not meet the amount of growth we were desiring, ie. - Homeless, English Learners, Socioeconomically Disadvantaged, African American, Students with Disabilities, and Hispanic student groups

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Goal 1, budgeted expenditures were off alignment with the actual expenses incurred in each action plan. The actions for Goal 1 will be revised in next year's plan so that budgeted expenditures will closely match their estimated actual expenditures. There were some actual expenditures were either over-budget or under-budgeted such as supplement/core materials, professional development, and tutoring. No funding was spent on cross-content literacy through an integrated PBL approach because those funds were shifted to cover more urgent student needs. Some funds were freed up because of the literacy coach being reassigned to Title1 this year. Our Goal 1 actions will be re-evaluated and restructured so that funds can be accurately allocated to our areas of greater need.

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 make modifications within this goal so that the actions can effectively address the academic needs for all student groups.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

All students will 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 Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Local Performance Task Assessments **18-19** 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):	2018-19 End of the year ELA PREVI (teacher created essential standards assessments backward mapped from released SBAC information): Kindergarten - 73% 1st grade - 64% 2nd grade - 79% 3rd grade - 47% 4th grade - 7% 5th grade - 37% 6th grade - 36% 7th grade - 32% 8th grade - 62% 2018-19 End of the year Math PREVI (teacher created essential standards assessments backward mapped from released SBAC information): Kindergarten - 76% 1st grade - 55% 2nd grade - 77% 3rd grade - 39%

Expected	Actual
Kindergarten - 84% 1st grade - 59% 2nd grade - 72% 3rd grade - 25% 4th grade - 55% 5th grade - 35% 6th grade - 49% 7th grade - 27% 8th grade - 28% **Baseline** 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% 2nd grade - 70% 3rd grade - 17% 4th grade - 47% 5th grade - 27% 6th grade - 43% 7th grade - 19%	4th grade - 11% 5th grade - 35% 6th grade - 34% 7th grade - 34% 8th grade - 25%
Metric/Indicator Local Technology Survey **18-19** CVC technology/broadband home survey: 450 student responses (2nd-8th) 30 no internet connection at home 30 occasional/no access to devices at home **Baseline**	Local Technology Survey 528 student responses (2nd-8th grade) 58 no access to internet 100 no internet connections at home 97 occasional access to devices at home 2 students with no access to devices at home

Expected	Actual
CVC technology/broadband home survey: 322 student responses (2nd-8th) 70 no internet connection at home 70 occasional/no access to devices at home	
Metric/Indicator Chronic Absenteeism Rate **18-19** Students who miss more than 5 days in the school year (2017-18): 88% **Baseline** 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 (2018-19): 23.9%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	No funding was spent on this particular action at this time.	Professional development/conference/substitutes 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 6,400	Professional development/conference/substitutes 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 0
		REMOVE	
		REMOVE	

- GATE strategies that are connected to content learning
- Project Based Learning

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Some staff members attended the CA Science Education Conference receiving training in NGSS. The site decided not to adopt a new science curriculum for this school year. A science curriculum will be adopted for 2019-2020 school year.	Supplemental curriculum 4000-4999: Books And Supplies Supplemental & Concentration 0	Supplemental curriculum 4000-4999: Books And Supplies Supplemental & Concentration 0
		Materials and Supplies 4000-4999: Books And Supplies Supplemental & Concentration 10,500	Materials and Supplies 4000-4999: Books And Supplies Supplemental & Concentration 0
		Professional development/conference/substitutes 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 4,000	Professional development/conference/substitutes 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 1,630

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implementing and maintaining instructional technology in each classroom: - Purchase and maintain laptops, chrome books, iPads and all other technology as tools to support instruction.	This year a large investment was made to increase more current technology in the classrooms. Each classroom received a Viewsonic touch display. Staff was given initial training on the devices with more training to come in the future. We also increased our WiFi hotspots from 30 to 60 to extend and continue our support to economically disadvantaged	Hardware and software 4000-4999: Books And Supplies Supplemental & Concentration 120,000	Hardware and software 4000-4999: Books And Supplies Supplemental & Concentration 127,135.98
		Professional development/conference/substitutes 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 3,000	Professional development/conference/substitutes 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 1,604.75

• 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.	students who do not have internet access at home. We also continued our support by sending staff to the CUE conference to keep building the technology skills of our staff. We have continued supplementing instruction and providing access to a variety of programs that include but are not limited to: Renaissance Learning (AR), Razkids, Learning A-Z, ST Math, Next Gen mathematics, etc.	Wifi access 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 18,000	Wifi access 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 9,576.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress through grade levels. • Grades K-3 will develop music appreciation that	We have continued funding two full-time music teachers. They developed a developmentally appropriate music program based on the national standards for mastery at each grade level. Students in grades K-2 receive standards-based music foundations. 3rd-grade students are co-taught by both teachers	Instruments/repairs 4000-4999: Books And Supplies Supplemental & Concentration 20,000	Instruments/repairs 4000-4999: Books And Supplies Supplemental & Concentration 14,704.02
		Performance expenses 5000-5999: Services And Other Operating Expenditures	Performance expenses 5000-5999: Services And Other Operating Expenditures

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.	allowing for smaller class-sizes as they receive hands-on instruction on music fundamentals that begin to develop musical skills that can be applied to both instrumental or vocal focus areas while exploring their personal preferences throughout the year. 4th & 5th-grade students are given the opportunity to select band or choir for the school year and met weekly to develop the appropriate skills for their area as well as within sectionals a minimum of once a month for more targeted instruction/practice. 6-8 grade students were provided elective opportunities with one choir class and two band classes offered for the entire school year. All students participated in performances for parents, staff and community members. The choirs hosted a spring picnic concert that was held on campus. The middle school band and choir have participated in several community events and festivals throughout the year.	Supplemental & Concentration 1000 Professional Development/Conference 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 1,000 Instructional Materials & Supplies 4000-4999: Books And Supplies Supplemental & Concentration 4,000	Supplemental & Concentration 4,025.97 Professional Development/Conference 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 1,898.43 Instructional Materials & Supplies 4000-4999: Books And Supplies Supplemental & Concentration 3,241.42 Band and Music Teachers (mid-year expense transfer to add Music Teachers to LCAP) 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 207,812.20

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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

• Employ a full-time art teacher to develop student abilities and appreciation of visual arts in grades K-3 and 6-8.

• Purchase of art materials for student visual arts

• 3rd grade will partner with Palm Springs Art Museum for art lessons and a visit to the museum. | We have continued to employ a full-time art teacher who has provided weekly art classes for K-2, as well as two art elective classes for our 6-8 grade students. All lessons are based on national standards for art and developed to meet the current needs of students while promoting creative thinking and non-verbal communication. The teacher has continued community relationships with the SCRAP gallery and visiting artists to enhance her instructional program.

Grade 5 still partners with McCallum theater Aesthetic Arts program with 2 units of instruction by visiting artists, culminating with a presentation/production that applies the skills that they have been learning.

3rd grade has continued their partnership with the Palm Springs Art Museum. 3rd grade is also partnering with the Agua Caliente Indians. | Materials & Supplies 4000-4999: Books And Supplies Supplemental & Concentration 7,000

REMOVE

Full time art teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 145,000 | Materials & Supplies 4000-4999: Books And Supplies Supplemental & Concentration 5,000

Full time art teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 149,600 |

Action 6

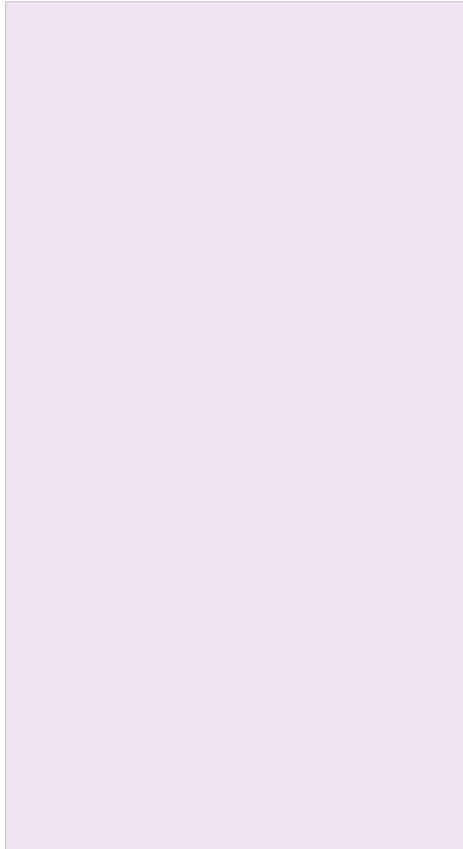| Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
World Language cultural and linguistic development that is developmentally appropriate and prepares students for college readiness:	Students in grades 7-8 are enrolled in A-G approved Spanish courses, including Spanish 1 and Spanish 2 following the course guides and curriculum used by local High Schools.	World Language Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 110,000	World Language Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 109,000

- Grade 7 students have the option of enrolling in an A-G approved Spanish course that will provide comprehensive instruction in reading, writing, listening, speaking and cultural awareness in preparation for further study in High School as an elective.

- Grade 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.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Students in grades 6-8 who were enrolled in exploratory 6 or the STEM elective have experienced hands on STEM learning activities. The teachers of this elective have utilized the available funds from this action to provide hands on activities such as building robotics hands and designing and testing structures. Informal and formal student surveys have suggested that there is an ongoing desire to	Materials & Supplies 4000-4999: Books And Supplies Supplemental & Concentration 2,500	Materials & Supplies 4000-4999: Books And Supplies Supplemental & Concentration 0

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.	participate in these courses and that activities need to be varied each year for those students who have been enrolled both years so that the curriculum is not repetitive.

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.

All students continue to have had the opportunity through a variety of means to 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. Overall the implementation of actions/services have been achieved as initially planned, however, there are still some areas where targets for the actions will need to be modified in order to meet the current needs of students and the school community.

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

The overall effectiveness of the action in achieving the articulated goal has been high in that students have been provided multiple opportunities to develop 21st-century skills of collaboration, critical thinking, communication, and creativity while making a connection between disciplines. Each of the courses and the supplemental actions for core content instruction has provided opportunities for students to apply what they are learning to real-life applications.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Goal 2, budgeted expenditures were off alignment with the actual expenses incurred in each action plan. The actions for Goal 2 will be revised in next year's plan so that budgeted expenditures will closely match their estimated actual expenditures. There were some actual expenditures were either over-budgeted or under-budgeted. No funding was spent on NGSS and STEM curriculum because the school believes that we needed to more time to research different NGSS and STEM curriculums and select the best curriculum that would best meet our students' needs. There were some new actual expenditures that were added to the LCAP such as salaries for our band and music teachers. Our Goal 2 actions will be re-evaluated and restructured so that funds can be accurately allocated to our areas of greatest needs.

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 make modifications within this goal so that the actions can effectively address enrichment and instructional enhancement needs of all student groups.

Annual Update

LCAP Year Reviewed: **2018-19**

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

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 Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Absentee rate **18-19** Students who miss more than 5 days in the school year (2017-18): 88% **Baseline** 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 (2018-19): 23.9%
Metric/Indicator Chronic absentee rate **18-19** Maintain students who have missed more that 10% of the school year (2017-18): .1% **Baseline** Students who have missed more that 10% of the school year (2015-16): .1 %	Students who have missed more that 10% of the school year (2018-19): .55%

	Expected	Actual

Metric/Indicator
Suspension rate

18-19
Dashboard rate: .3%
Dashboard change: maintain with .1% decrease
Dashboard color: blue

Baseline
Dashboard rate: .5%
Dashboard change: maintained with +.1% increase
Dashboard color: blue

Dashboard rate: 1.1%
Dashboard change: 0.8% decline
Dashboard color: green

Metric/Indicator
Physical Fitness Test

18-19
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%

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%

Baseline
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%

Percent of Grade 8 Students in need of improvement in:

Physical Fitness Test scores for 2018-2019 will not be posted until the fall of 2019-2020

Expected	Actual

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%

Metric/Indicator
Local School Climate Survey

18-19
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%

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%

Baseline
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%

CVC Students 6-8 grade
Family Support   93%

(Local School Climate Survey Metrics was updated- Baseline data for Panorama Survey)
Panorama Survey
Elementary Student Survey (Climate)
Climate of Support for Academic Learning: 90%
Knowledge and Fairness of Discipline, Rules, and Norms: 89%
Safety: 76%
Sense of Belonging(School Connectedness): 85%

Elementary Student Survey (Social Emotional Learning)
Grit:73%
Growth mindset: 80%
Self-Efficacy: 69%
Self-Management: 76%
Social Awareness: 78%

Secondary Student Survey (Climate)
Climate of Support for Academic Learning: 80%
Knowledge and Fairness of Discipline, Rules, and Norms: 81%
Safety: 57%
Sense of Belonging(School Connectedness): 63%

Secondary Student Survey (Social Emotional Learning)
Grit:62%
Growth mindset: 69%
Self-Efficacy: 50%
Self-Management: 64%
Social Awareness: 64%

	Expected	Actual
Parent Involvement	95%	
High Expectations	93%	
Responsibility	89%	
Community values youth	58%	
Resistance Skills	67%	
Service to others	19%	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain and enhance a sense of community on campus, within the 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. • The administration will promote community partners. Our partners will be included in activities relating to academics and enrichment. • Students actively participate in PTG	We have continued to work on maintaining a sense of community within the school with the following actions: 1. Continuing our partnership with PSUSD in offering parents classes (Healthy Habits of Successful Families) 2. Continuing to work increasing our number of supervisory volunteers	Parent Class materials and supplies 4000-4999: Books And Supplies Supplemental & Concentration 6,000	Parent Class materials and supplies 4000-4999: Books And Supplies LCFF 1,000
		After school clubs and activities for grades 6-8 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 10,000	After school clubs and activities for grades 6-8 1000-1999: Certificated Personnel Salaries LCFF 10,000
		REMOVE	
		Instructional materials 4000-4999: Books And Supplies Supplemental & Concentration 200	Instructional materials 4000-4999: Books And Supplies LCFF 200

meetings and sponsored events, as 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, restorative justice, and no excuse philosophy as a school-wide character and discipline program.

- Provide opportunities for 6-8 grade students to participate in after school clubs and activities.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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:	We have continued our 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.	Game On Coach 2000-2999: Classified Personnel Salaries Supplemental & Concentration 55,000	Game On Coach 2000-2999: Classified Personnel Salaries Supplemental & Concentration 55,100.00
		Intramurals 1000-1999: Certificated Personnel Salaries	Intramural 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 0

• 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 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 Game On structured recess K-8 including full-time recess coach, program development assistance, and equipment necessary for the program.	We have maintained student participation in PE and Nutrition as outlined in our plan. PE teachers have received release time for the track meet and data analysis based instructional planning meetings. All of our PE teachers and our Game On coach attended the CALPHERD conferences this school year. The conference gives our teachers an opportunity to gain skills that will enrich health, physical education, recreation, dance and other movement-related activities.	Supplemental & Concentration 10,000	
		REMOVE	
		3 Full-time PE teachers 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 330,000	3 Full-time PE teachers 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 331,178.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 the 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.	We have continued to employ a full-time School Counselor that performed a wide-variety of duties driven by student needs. She utilizes data driven surveys and relationships to identify/monitor student needs for emotional as well as academic needs. She has worked collaboratively with other counselors, mental health and feeder high schools to ensure that students are striving to be prepared for future endeavors.	Survey subscription 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 300 Parent Involvement 4000-4999: Books And Supplies Supplemental & Concentration 3,500 Full-time School Counselor 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 105,000	Survey subscription 5000-5999: Services And Other Operating Expenditures LCFF 300 Full-time School Counselor 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 116,498.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase mental health services for individual and small groups who demonstrate at-risk behaviors by contracting 2 additional days of full	We added two additional days of mental health services to address the increase in at-risk behaviors. The increased support was very	2 additional days (clinician on site) 5800: Professional/Consulting Services	2 additional days (clinician on site) 2000-2999: Classified

| time mental health clinician through PSUSD mental health. | beneficial for our students this year. We plan on contracting an additional day next year to make it a total of 3 days. | And Operating Expenditures Supplemental & Concentration 44,200 | Personnel Salaries Supplemental & Concentration 45,328.85 |

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 are still developing 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. As we have gone through the year, some of the methods and ideas that we had initially regarding parent involvement and classes changes due to opportunities presented in the community.

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

The action with the highest impact on student achievement and overall development of the whole child has been hiring a full-time counselor. She has initiated a variety of programs to meet the needs of our students and their families. Our PE department has also continued to evolve and is constantly developing based on the professional development that they attended last school year. Each year they are increasing their overall effectiveness and continue to monitor student development.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Goal 3, budgeted expenditures were off alignment with the actual expenses incurred in each action plan. The actions for Goal 3 will be revised in next year's plan so that budgeted expenditures will closely match their estimated actual expenditures. The actual expenditures in this particular goal were more aligned than in Goals 1 and 2. Our Goal 3 actions will be re-evaluated and restructured so that funds can be accurately allocated to our areas of greater needs.

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 the actions in this goal with minor changes to a few of the plans based on feedback we received this year. We will continue to work with our PE team to address the concerns in our PFT data (results are still pending). We will continue to consistently monitor all actions and adjust to meet the needs of our students, staff, and families as we work as a team to develop skills in social, emotional and physical well-being that will support the development of the whole child.

Stakeholder Engagement

LCAP Year: **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 a 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 ELEquity Report), ELPAC, 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 understand the needs of our school community.

A Cielo Vista Charter LCAP Survey(English and Spanish) was conducted in January 2019 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 (8/27/2018, 11/27/2018, 2/4/2019, 4/1/2019)

ELAC meetings (10/1/2018, 10/8/2018, 12/3/2018, 2/11/2018, 5/6/2019)

CVC Governing Board meetings (10/2/2018, 11/13/2018, 12/4/2018, 1/15/2019, 2/5/2019, 3/5/2019, 4/2/2019, 5/7/2019, 6/11/2019)

PTG meetings (8/20/2018, 10/12/2018, 11/9/2018, 12/14/2018, 2/8/2019, 3/8/2019, 4/12/2019)

Parent Coffee Chats (8/31/2018, 9/28/2018, 10/26/2018, 11/30/2018, 2/1/2019, 2/22/2019, 3/29/2019, 5/3/2019, 5/31/2019)

Staff meetings (8/15/2018, 9/12/2018, 10/10/2018, 11/14/2018, 12/12/2018, 1/16/2019, 2/13/2019, 3/13/2019, 5/22/2019)

CVC LCAP approval meeting (6/11/2019)

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.

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

Unchanged Goal

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 Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 7: Course Access (Conditions of Learning)

Local Priorities:

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 El population had a decline in meeting math standards of 1.1 points compared to the previous year's 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 year's 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.

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 1 (AMAO 1): 78%	ELPAC assessment (baseline data)	ELPAC assessment

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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 2 (AMAO 2): 74% Initial Fluent English Proficient (IFEP): 10% Reclassified Fluent English Proficient (RFEP) rate: 9%	Level 4 - Well Developed - 51% Level 3 - Moderately Developed - 33.9% Level 2 - Somewhat Developed - 12.7% Level 1 - Beginning Stage - 2.4%	Level 4 - Well Developed - 53% Level 3 - Moderately Developed - 36% Level 2 - Somewhat Developed - 9% Level 1 - Beginning Stage - 2%
Teacher Created PREVI assessments backwards mapped from SBAC released items (80% as the baseline to determine meeting/exceeding)	2016-17 End of year ELA PREVI results: 26% meeting/exceeding 2016-17 End of year Math PREVI results: 26% meeting/exceeding	2017-18 End of year ELA PREVI results: 29% meeting/exceeding 2017-18 End of year Math PREVI results: 29% meeting/exceeding	2018-19 End of year ELA PREVI results: 31% meeting/exceeding 2018-19 End of year Math PREVI results: 31% meeting/exceeding	2019-20 End of year ELA PREVI results: 34% meeting/exceeding 2019-20 End of year Math PREVI results: 34% meeting/exceeding

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000		
Source	Supplemental		
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:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Low Income	Schoolwide	Specific Grade Spans: TK-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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,	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 stipends and travel expenses as needed for teachers to attend. • Provide all teaching staff professional development on integrated and designated ELD strategies and scaffolds to increase access to core content for all learners.	Provide support to enhance the best, first-instruction of California State Standards that meet the specific learning needs of all student groups. • Provide a literacy coach for instructional support and reading intervention specifically focusing on developing early literacy skills. • Literacy coach will provide support and training on Tier 1 and 2 interventions, including small group instruction, shared reading groups, one-on-one conferencing, and other intervention strategies in all content areas as needed. • Literacy coach will provide support and training on integrated and designated ELD strategies

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 on Tier 1 and 2 interventions, including: small group instruction, shared reading groups, one-on-one conferencing, and other intervention strategies as needed.

- 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.

and scaffolds to increase access to core content for all learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	60,000	47,668	150,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development/Conferences/Substitutes	5000-5999: Services And Other Operating Expenditures Professional Development/Conferences/Substitutes	1000-1999: Certificated Personnel Salaries Literacy Coach/Intervention
Amount	125,000		
Source	Supplemental & Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Coach		
Amount	27,000		
Source	Supplemental & Concentration		
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:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	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	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.	materials/curriculum and research-based strategies. • Grade level PLC teams will analyze data from SMART goal assessments every six to eight weeks and PREVI benchmarks to inform instruction and monitor student progress.	materials/curriculum and research-based strategies. • Grade level PLC teams will analyze data from SMART goal assessments every six to eight weeks and PREVI benchmarks to inform instruction and monitor student progress.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	24,755	125,800	
Source	Supplemental & Concentration	Supplemental & Concentration	
Budget Reference	4000-4999: Books And Supplies Supplemental Instructional Materials	4000-4999: Books And Supplies Supplemental/Core Instructional Materials	

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	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	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 the content areas. • 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.	connections to higher levels of application and prior knowledge.	connections to higher levels of application and prior knowledge.
	• K-5 grade students participate in the school-wide Accelerated Reader incentive program.	• K-5 grade students access to school wide Accelerated Reader incentive program.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	80,000	
Source	Supplemental & Concentration	Supplemental & Concentration	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PBL professional development	5000-5999: Services And Other Operating Expenditures Professional Development (Conferences/stipends)	
Amount	7,000	50,000	
Source	Supplemental & Concentration	Supplemental & Concentration	
Budget Reference	5000-5999: Services And Other Operating Expenditures Computer Software license	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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 and after 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.

- Tier 3 Math intervention classes for grades 2-5, to enhance conceptual and procedural understanding of standards.

- Tier 3 math intervention classes for grades 2-5 during and after, to enhance conceptual and procedural understanding of standards.

- Purchase and utilize FEV online tutoring services for grades 5-8 to give each an hour per week of tutoring in reading and math.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	142,000	150,000	267,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Coach/Intervention	1000-1999: Certificated Personnel Salaries Literacy Coach/Intervention	2000-2999: Classified Personnel Salaries Instructional Aides
Amount	205,245	250,000	5,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aides	2000-2999: Classified Personnel Salaries Instructional Aides	1000-1999: Certificated Personnel Salaries Tutoring/after-school interventions
Amount		110,000	200,869
Source		Supplemental & Concentration	Supplemental & Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries tutoring/ afterschool interventions	5000-5999: Services And Other Operating Expenditures FEV Tutor for math grades 6-8

Amount		75,000	136,000
Source		Supplemental & Concentration	3010 Title I
Budget Reference		5000-5999: Services And Other Operating Expenditures FEV Tutor for math grades 6-8	1000-1999: Certificated Personnel Salaries Math Coach/Intervention
Amount			7,200
Source			3010 Title I
Budget Reference			5000-5999: Services And Other Operating Expenditures Specialized math programs

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

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

Schoolwide

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

Specific Grade Spans: TK-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

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.

- 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.

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 ELPAC initial 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.

- 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.

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 ELPAC initial 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.

- 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

Year	2017-18	2018-19	2019-20
Amount	3,000	2,500	
Source	Supplemental & Concentration	Supplemental & Concentration	
Budget Reference	2000-2999: Classified Personnel Salaries Extra Duty for assessments	2000-2999: Classified Personnel Salaries Extra Duty for assessments	
Amount	20,000	20,000	
Source	Supplemental & Concentration	Supplemental & Concentration	
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Conferences	
Amount	20,000	20,000	
Source		Supplemental & Concentration	
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Integrated/ Designated ELD PD	

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

Specific Grade Spans: 6-8
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action		Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	1,512	
Source	Supplemental & Concentration	Supplemental & Concentration	
Budget Reference	4000-4999: Books And Supplies Instructional Materials	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.

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

New Goal

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 Priorities: Priority 2: State Standards (Conditions of Learning)
                        Priority 4: Pupil Achievement (Pupil Outcomes)
                        Priority 5: Pupil Engagement (Engagement)
                        Priority 7: Course Access (Conditions of Learning)

Local Priorities:

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 El population had a decline in meeting math standards of 1.1 points compared to the previous year's 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 year's 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.

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% 2nd grade - 70% 3rd grade - 17% 4th grade - 47% 5th grade - 27% 6th grade - 43% 7th grade - 19%	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% 2nd grade - 71% 3rd grade - 22% 4th grade - 52% 5th grade - 32% 6th grade - 46% 7th grade - 24% 8th grade - 25%	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% 2nd grade - 72% 3rd grade - 25% 4th grade - 55% 5th grade - 35% 6th grade - 49% 7th grade - 27% 8th grade - 28%	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 - 73% 3rd grade - 28% 4th grade - 58% 5th grade - 38% 6th grade - 52% 7th grade - 30% 8th grade - 31%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities
[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

| English Learners
Low Income
[Add Students to be Served selection here] | Schoolwide
[Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	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	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

Year	2017-18	2018-19	2019-20
Amount	20,000	6,400	
Source	Supplemental & Concentration	Supplemental & Concentration	
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development/conference/substitutes	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		
Source	Supplemental & Concentration		
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:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

	Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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

Year	2017-18	2018-19	2019-20
Amount	150,000	0	14,863.50
Source	LCFF	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Supplemental curriculum	4000-4999: Books And Supplies Supplemental curriculum	4000-4999: Books And Supplies Supplemental curriculum
Amount	50,000	10,500	10,500
Source	LCFF	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Materials and Supplies	4000-4999: Books And Supplies Materials and Supplies	4000-4999: Books And Supplies Materials and Supplies
Amount	20,000	4,000	4,000
Source	LCFF	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development/conference/substitutes	5000-5999: Services And Other Operating Expenditures Professional development/conference/substitutes	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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,	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,	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.	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.	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

Year	2017-18	2018-19	2019-20
Amount	45,240	120,000	5,131.75
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Hardware and software	4000-4999: Books And Supplies Hardware and software	4000-4999: Books And Supplies Hardware and software
Amount	5,000	3,000	10,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development/conference/substitutes	5000-5999: Services And Other Operating Expenditures Professional development/conference/substitutes	5000-5999: Services And Other Operating Expenditures Software programs
Amount	20,000	18,000	9,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Wifi access	5000-5999: Services And Other Operating Expenditures Wifi access	5000-5999: Services And Other Operating Expenditures Mobile WiFi access

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress through 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	Provide a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress through 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	Provide a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress through 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.

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.

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

Year	2017-18	2018-19	2019-20
Amount	20,000	20,000	15,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Instruments/repairs	4000-4999: Books And Supplies Instruments/repairs	4000-4999: Books And Supplies Instruments/repairs
Amount	3,000	1000	2,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Performance expenses	5000-5999: Services And Other Operating Expenditures Performance expenses	5000-5999: Services And Other Operating Expenditures Performance expenses

Amount	5,000	1,000	2,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development/Conference	5800: Professional/Consulting Services And Operating Expenditures Professional Development/Conference	5000-5999: Services And Other Operating Expenditures Professional Development
Amount	2,000	4,000	4,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Instructional Materials & Supplies	4000-4999: Books And Supplies Instructional Materials & Supplies	4000-4999: Books And Supplies Instructional Materials & Supplies
Amount			208,000
Source			Supplemental & Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries Band and Music Teachers

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include: • Employ 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.	Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include: • Employ a full-time art teacher to develop student abilities and appreciation of visual arts in grades K-3 and 6-8. • Purchase of art materials for student visual arts • 3rd grade will partner with Palm Springs Art Museum for art lessons and a visit to the museum.	Provide fine art experiences through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include: • Employ a full-time art teacher to develop student abilities and appreciation of visual arts in grades K-3 and 6-8. • Purchase of art materials for student visual arts • 3rd grade will partner with Palm Springs Art Museum for art lessons and a visit to the museum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	7,000	5,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Materials & Supplies	4000-4999: Books And Supplies Materials & Supplies	4000-4999: Books And Supplies Materials & Supplies for full-time art teacher
Amount	15,000		1,000
Source	Supplemental & Concentration	REMOVE	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Partnership		5000-5999: Services And Other Operating Expenditures Professional development for Full-time art teacher
Amount	142,000	145,000	150,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Full time art teacher	1000-1999: Certificated Personnel Salaries Full time art teacher	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All
[Add Students to be Served selection here]

Specific Grade Spans: Grades 3-8
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

| English Learners
Low Income
[Add Students to be Served selection here] | Schoolwide
[Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 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	World Language cultural and linguistic development that is developmentally appropriate and prepares students for college readiness: • Grade 7 students have the option of enrolling in an A-G approved Spanish course that will provide comprehensive instruction in reading, writing, listening, speaking and cultural awareness in preparation for further study in High School as an elective. • Grade 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.	World Language cultural and linguistic development that is developmentally appropriate and prepares students for college readiness: • Grade 7 students will have the option of enrolling 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 as an elective • Grade 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.

in preparation for further study in High School.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	35,000	110,000	109,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Rosetta Stone	1000-1999: Certificated Personnel Salaries World Language Teacher	1000-1999: Certificated Personnel Salaries World Language Teacher
Amount			1,000
Source			Supplemental & Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures Professional development for World Language Teacher
Amount			1,000
Source			Supplemental & Concentration
Budget Reference			4000-4999: Books And Supplies Materials & Supplies for World Language Teacher

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All

[Add Students to be Served selection here]

Specific Grade Spans: grades 6-8

[Add Location(s) selection here]

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Low Income [Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Grade Spans: 6-8 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Modified Action Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	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	Provide students the opportunity to explore Science, Technology, Engineering and Mathematics (STEM)/Makerspaces in relation to 21st-century skills. • Grade 5 will be given the opportunity to explore STEM/Makerspaces. 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. • Grade 6 will be given the opportunity to explore STEM/Makerspaces 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.
math skills in real world application.	math skills in real world application.	• Grades 7 & 8 will be given the opportunity to explore STEM/Makerspaces 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

Year	2017-18	2018-19	2019-20
Amount	10,000	2,500	77,431.75
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Materials & Supplies	4000-4999: Books And Supplies Materials & Supplies	5000-5999: Services And Other Operating Expenditures Professional development/Materials & Supplies for STEM/Makerspaces

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

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 Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

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 that 10% of the school year (2015-16): .1 %	Maintain students who have missed more that 10% of the school year (2016-17): .1%	Maintain students who have missed more that 10% of the school year (2017-18): .1%	Maintain students who have missed more that 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	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% Percent of Grade 7 Students in need of improvement in: Aerobic Capacity: 11.1% Body Composition: 19.0%	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% Percent of Grade 7 Students in need of improvement in: Aerobic Capacity: 10.1% Body Composition: 18.0%	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% Percent of Grade 7 Students in need of improvement in: Aerobic Capacity: 9.1% Body Composition: 17.0%	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% Percent of Grade 7 Students in need of improvement in: Aerobic Capacity: 8.1% Body Composition: 16.0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Abdominal Strength: 9.5% Trunk Extension Strength: 0.0% Upper Body Strength: 12.7% Flexibility: 31.7%	Abdominal Strength: 8.5% Trunk Extension Strength: 0.0% Upper Body Strength: 11.7% Flexibility: 30.7%	Abdominal Strength: 7.5% Trunk Extension Strength: 0.0% Upper Body Strength: 10.7% Flexibility: 29.7%	Abdominal Strength: 6.5% Trunk Extension Strength: 0.0% Upper Body Strength: 9.7% Flexibility: 28.7%
Local School Climate Survey	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% CVC Students 6-8 grade Family Support 93% Parent Involvement 95% High Expectations 93% Responsibility 89% Community values youth 58%	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% CVC Students 6-8 grade Family Support 94% Parent Involvement 96% High Expectations 94% Responsibility 90% Community values youth 59%	(Local School Climate Survey Metrics was updated- Baseline data for Panorama Survey) Elementary Student Survey (Climate) Climate of Support for Academic Learning: 90% Knowledge and Fairness of Discipline, Rules, and Norms: 89% Safety: 76% Sense of Belonging(School Connectedness): 85% Elementary Student Survey (Social Emotional Learning) Grit:73% Growth mindset: 80% Self-Efficacy: 69% Self-Management: 76% Social Awareness: 78% Secondary Student Survey (Climate)	Panorama Survey Elementary Student Survey (Climate) Climate of Support for Academic Learning: 93% Knowledge and Fairness of Discipline, Rules, and Norms: 92% Safety: 79% Sense of Belonging(School Connectedness): 88% Elementary Student Survey (Social Emotional Learning) Grit:76% Growth mindset: 83% Self-Efficacy: 72% Self-Management: 79% Social Awareness: 81% Secondary Student Survey (Climate) Climate of Support for Academic Learning: 83%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Resistance Skills 67% Service to others 19%	Resistance Skills 68% Service to others 25%	Climate of Support for Academic Learning: 80% Knowledge and Fairness of Discipline, Rules, and Norms: 81% Safety: 57% Sense of Belonging(School Connectedness): 63% Secondary Student Survey (Social Emotional Learning) Grit:62% Growth mindset: 69% Self-Efficacy: 50% Self-Management: 64% Social Awareness: 64%	Knowledge and Fairness of Discipline, Rules, and Norms: 84% Safety: 60% Sense of Belonging(School Connectedness): 66% Secondary Student Survey (Social Emotional Learning) Grit:65% Growth mindset: 72% Self-Efficacy: 53% Self-Management: 67% Social Awareness: 67%

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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. • Provide professional development and support to parents to expand	Maintain and enhance a sense of community on campus, within the 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. • The 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.	Maintain and enhance a sense of community on campus, within the 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.

- educational support for all students beyond the school.

- Cielo Vista Charter will use the Character Counts and No Excuses philosophy 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, restorative justice, and no excuse philosophy as a school-wide character and discipline program.

- Provide opportunities for 6-8 grade students to participate in after school clubs and activities.

- Provide professional development and support to parents to expand educational support for all students beyond the school.

- Cielo Vista Charter will use the Leader in Me as a school-wide process to develop the whole child and prepare each child to become life-ready leaders.

- Cielo Vista Charter will use the Character Counts, restorative justice, and no excuse philosophy as a school-wide character and discipline program.

- Provide opportunities for 6-8 grade students to participate in after-school clubs and activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,000	6,000	
Source	Supplemental & Concentration	Supplemental & Concentration	
Budget Reference	4000-4999: Books And Supplies Parent Class materials and supplies	4000-4999: Books And Supplies Parent Class materials and supplies	
Amount	4,500	10,000	2,500
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Parent University stipends	1000-1999: Certificated Personnel Salaries After school clubs and activities for grades 6-8	1000-1999: Certificated Personnel Salaries After-school clubs and activities for grades K-8

Amount	8,000		2,500
Source	Supplemental & Concentration	REMOVE	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Parenting Curriculum		4000-4999: Books And Supplies Materials/supplies for after-school clubs and activities for grades 6-8
Amount	2,000		200
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Instructional materials	4000-4999: Books And Supplies Instructional materials	5000-5999: Services And Other Operating Expenditures Professional development for after-school clubs and activities for grades 6-8
Amount			50,000
Source			Supplemental & Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures Leader in Me Program

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 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 Game On structured recess K-8 including: full-time recess coach,	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 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 Game On structured recess K-8 including full-time recess	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 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 Game On structured recess K-8 including full-time recess

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.

coach, program development assistance, and equipment necessary for the program.

coach, program development assistance and equipment necessary for the program.

- Opportunities to attend PD that will enhance their physical education program and meet the needs of our students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	50,000	55,000	56,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Game On Coach	2000-2999: Classified Personnel Salaries Game On Coach	2000-2999: Classified Personnel Salaries Game On Coach
Amount	20,000	10,000	10,000
Source	REMOVE	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	0000: Unrestricted Materials and Supplies for garden and developing orchard	1000-1999: Certificated Personnel Salaries Intramurals	1000-1999: Certificated Personnel Salaries Intramurals
Amount	6,000		8,000
Source	Supplemental & Concentration	REMOVE	Supplemental & Concentration
Budget Reference	Conferences		4000-4999: Books And Supplies Materials/Supplies for Full-time PE teachers and Game on Coach

Amount	308,000	330,000	332,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 3 Full-time PE teachers	1000-1999: Certificated Personnel Salaries 3 Full-time PE teachers	1000-1999: Certificated Personnel Salaries 3 Full-time PE teachers
Amount			3,000
Source			Supplemental & Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures Professional development for Full-time PE teachers and Game on Coach

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	

<div align="center">OR</div>

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Employ a full-time School Counselor that will perform a variety of duties including:	Employ a full-time School Counselor that will perform a variety of duties including:	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 the 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.	• Develop identified social/emotional needs of target students • Monitor and assist in the 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.	• 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

Year	2017-18	2018-19	2019-20
Amount	1,000	300	300
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Survey subscription	5000-5999: Services And Other Operating Expenditures Survey subscription	5000-5999: Services And Other Operating Expenditures Materials/Supplies for Parent Involvement/training

Amount	500	3,500	1,500
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Parent Involvement	4000-4999: Books And Supplies Parent Involvement	5000-5999: Services And Other Operating Expenditures Parent Involvement/training
Amount	95,000	105,000	117,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Full-time School Counselor	1000-1999: Certificated Personnel Salaries Full-time School Counselor	1000-1999: Certificated Personnel Salaries Full-time School Counselor
Amount			1,000
Source			Supplemental & Concentration
Budget Reference			4000-4999: Books And Supplies Materials/Supplies for Full-time School Counselor
Amount			1,000
Source			Supplemental & Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures Professional Development for Full-time School Counselor

Action 4

All	

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	New Action

	Increase mental health services for individual and small groups who demonstrate at-risk behaviors by contracting 2 additional days of full time mental health clinician through PSUSD mental health.	Increase mental health services for individual and small groups who demonstrate at-risk behaviors by contracting 3 additional days of full-time counselor through PSUSD mental health.

Budgeted Expenditures

Amount		44,200	67,200
Source		Supplemental & Concentration	Supplemental & Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 2 additional days (clinician on site)	5800: Professional/Consulting Services And Operating Expenditures 3 additional days (clinician on site)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,903,996.00	26.55%

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).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,835,446	26.48%

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.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,890,890	27.83%

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 through 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 the 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 the classroom, grade level, and school community.

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

3.3 Employee a full-time School Counselor.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

    A. The implementation of state board adopted academic content and performance standards for all students, which are:

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B. How the school district will promote parental participation in programs for unduplicated pupils; and

    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

    A. Statewide assessments;

    B. The Academic Performance Index;

    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

    E. The English learner reclassification rate;

    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

    A. School attendance rates;

    B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

(b) "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).

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

  (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

(d) "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).

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,949,080.00	1,885,217.71	1,722,240.00	1,948,880.00	2,047,196.00	5,718,316.00
	0.00	0.00	20,000.00	0.00	0.00	20,000.00
3010 Title I	0.00	149,600.00	0.00	0.00	143,200.00	143,200.00
LCFF	0.00	24,000.00	220,000.00	0.00	0.00	220,000.00
REMOVE	0.00	0.00	20,000.00	0.00	0.00	20,000.00
Supplemental	0.00	0.00	10,000.00	0.00	0.00	10,000.00
Supplemental & Concentration	1,949,080.00	1,711,617.71	1,452,240.00	1,948,880.00	1,903,996.00	5,305,116.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,949,080.00	1,885,217.71	1,722,240.00	1,948,880.00	2,047,196.00	5,718,316.00
	0.00	0.00	26,000.00	0.00	0.00	26,000.00
0000: Unrestricted	0.00	0.00	20,000.00	0.00	0.00	20,000.00
1000-1999: Certificated Personnel Salaries	970,000.00	1,344,781.20	826,500.00	970,000.00	1,219,500.00	3,016,000.00
2000-2999: Classified Personnel Salaries	307,500.00	102,928.85	258,245.00	307,500.00	323,000.00	888,745.00
4000-4999: Books And Supplies	301,012.00	215,225.51	333,495.00	300,812.00	66,995.25	701,302.25
5000-5999: Services And Other Operating Expenditures	305,368.00	201,483.72	216,000.00	305,368.00	370,500.75	891,868.75
5800: Professional/Consulting Services And Operating Expenditures	65,200.00	20,798.43	42,000.00	65,200.00	67,200.00	174,400.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,949,080.00	1,885,217.71	1,722,240.00	1,948,880.00	2,047,196.00	5,718,316.00
		0.00	0.00	20,000.00	0.00	0.00	20,000.00
	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental & Concentration	0.00	0.00	6,000.00	0.00	0.00	6,000.00
0000: Unrestricted	REMOVE	0.00	0.00	20,000.00	0.00	0.00	20,000.00
1000-1999: Certificated Personnel Salaries	3010 Title I	0.00	149,600.00	0.00	0.00	136,000.00	136,000.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	10,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	10,000.00	0.00	0.00	10,000.00
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	970,000.00	1,185,181.20	816,500.00	970,000.00	1,083,500.00	2,870,000.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	2,500.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	307,500.00	100,428.85	258,245.00	307,500.00	323,000.00	888,745.00
4000-4999: Books And Supplies	LCFF	0.00	1,200.00	200,000.00	0.00	0.00	200,000.00
4000-4999: Books And Supplies	Supplemental & Concentration	301,012.00	214,025.51	133,495.00	300,812.00	66,995.25	501,302.25
5000-5999: Services And Other Operating Expenditures	3010 Title I	0.00	0.00	0.00	0.00	7,200.00	7,200.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	10,300.00	20,000.00	0.00	0.00	20,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	305,368.00	191,183.72	196,000.00	305,368.00	363,300.75	864,668.75
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	65,200.00	20,798.43	42,000.00	65,200.00	67,200.00	174,400.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	932,480.00	690,384.09	659,000.00	932,480.00	766,069.00	2,357,549.00
Goal 2	452,400.00	635,228.77	567,240.00	452,400.00	628,927.00	1,648,567.00
Goal 3	564,200.00	559,604.85	496,000.00	564,000.00	652,200.00	1,712,200.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00
Goal 10			0.00	0.00	0.00	0.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					