

**§ 15498. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

**LEA:** Cielo Vista Charter **Contact (Name, Title, Email, Phone Number):** Jennifer Geyer and Devlinn Clinton, Co-Principals,  
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**Local Control and Accountability Plan and Annual Update Template**

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

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

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

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

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

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

#### **B. Pupil Outcomes:**

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

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

#### **C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>Who we are: Cielo Vista Charter School is located in the southeastern part of Palm Springs. As one of sixteen elementary schools in the Palm Springs Unified School District, Cielo Vista Charter (CVC) serves approximately 815 students in grades kindergarten through seven. We have two co-principals, two academic coaches and 36 teachers. As a member of Palm Springs Unified School District (PSUSD), CVC implements the goals of the district and is committed to providing quality standards based education in all areas, as reflected in our LCAP plan, that meets the needs of all students. The Cielo Vista Charter Staff not only strives to promote academic excellence, safety, self-esteem, and character building, but also understands and appreciates individual differences. Teachers continue to review data, evaluate strengths and challenges, and use effective teaching strategies and standards-based materials to enable students to learn at their highest ability levels. The staff focuses instruction on the</p>	<p>Pursuant to education code 52062, all school community stakeholders were engaged through information/community/ Forums that actively sought input to the formation of the LCAP. This plan is reflective of stakeholder input, and after an examination of student achievement data, existing programs and needs of the District a list of 16 initial outcomes were developed within the 4 focus area of the Strategic Plan.</p> <p>In conjunction with PSUSD, Cielo Vista Charter reviewed the stakeholder’s input provided by PSUSD and supports their major categories of need:</p> <p>Human Resources Examples of multiple stakeholder input on human resources included:</p> <ul style="list-style-type: none"> <li>• Recruit and retain highly qualified staff</li> <li>• Develop effective Professional Learning Communities</li> </ul>

individual needs of the students in their classrooms.

What we stand for:

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

Mission Statement:

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

Our vision defines the kind of school we are and aspire to become. It is the foundation of all our school programs.

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

Fulfilling our vision:

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.

Stakeholder Input to the LCAP:

The Cielo Vista Charter Local Control Accountability Plan has infused input from

- Support new teachers
- Increase salaries to be competitive and retain staff
- Maintain Health & Welfare benefits
- Hire more nurses and counselors
- Add more technology support specialists
- Increase professional development for all staff
- Create a district wide 2-1-2 schedule

Parent and Community Engagement

Examples of multiple stakeholder input on human Parent and Community Engagement included:

- Additional Parent training opportunities
- Provide a District Parent Coordinator
- Provide parent outreach and time to meet with school officials
- Provide translators at parent conferences
- Create parent visit to schools programs
- More CTE Pathway support
- More professional development on parent and community needs for staff

Safe and Secure Environment

Examples of multiple stakeholder input on Safe and Secure Environment included:

- Provide more security officers
- More security cameras at sites
- Provide badges and IDs to students and staff
- Make sure all sites are well maintained (facilities, alarms, etc)
- Provide more shade structures
- Provide more mental health counselors and therapists
- Get parents involved in safety around campuses
- Provide contraband detection dogs on campuses

Academic Achievement

Examples of multiple stakeholder input on Academic Achievement included:

- Improve early literacy for all children
- Help students to be college and career ready
- Provide all day kindergarten
- Improve literacy across all subject areas
- Provide more staff collaboration time and activities
- Provide more technology and technology professional development

It is the goal of Cielo Vista Charter to create Local Control Accountability Plan that meets the needs of all stake holders. The input gathered from all stake holder meetings will be addressed in the creation of a Local Control Accountability Plan for Cielo Vista Charter.

PSUSD stakeholders as well as CVC stakeholders. Staff, parents, students, and local organizations provided surveys on needs/priorities and actions that reflect the needs of our school community. Whenever possible, this input was matched to our current metrics, and possible resources were identified as actions and services. Along with stakeholder surveys, the LCAP plan for Cielo Vista Charter is based on extensive analysis of school data, including recent achievement data (AYP/API, CELDT, subgroup information) attendance, climate surveys, and special education information, Healthy Kids Surveys, free and reduced lunch populations, local community statistics (crime, etc.) and other data deemed necessary to fully understanding the needs of our school community.

The CVC LCAP plan is intended to compliment the PSUSD plan including but not limited to the District LEA, Strategic Plan, District Safety Plan, Health and Wellness Plan, and school site SPSAs. It is critical for all stakeholders to understand that the funds and programs identified under the LCAP are specific to Cielo Vista Charter. It is our goal for all charter funds and expenditures to work in coherence (example General Fund) in order for us to support all of our students in the most effective and appropriate ways. To integrate current CVC goals with stakeholder input and state LCAP priorities, four District Focus/Priorities areas were identified:

1. Student Achievement
2. Parent and Community Partnerships
3. Safe and Secure Environments
4. Human Resource Development

The parents, community members, and staff of Cielo Vista were invited to a number of District sponsored "LCFF/LCAP Information & Input Forums". At each forum, surveys were distributed to all of the stakeholders in attendance. In addition, there was an online survey (English and Spanish) available from December to February for any interested parties. Stakeholder input was summarized by focus area and summaries were provided to the LCAP Leadership Committee. In order to meet the statutory requirements pursuant to Education Code 52062, all major parent and school community groups were engaged for input. The district provided the following forums to inform all parties with Cielo Vista Charter.

1. Three designated community Forums to provide information, overview and opportunities for input on LCFF and LCAP. (11/17/15, 12/1/15, 12/9/15)
2. Online surveys for all stakeholders (teachers, staff, parents, business, other school community participants: December - February 2016)
3. Administrative Input (ongoing)
4. Superintendent's Parent Advisory Committee
5. Classified Forum (10/5/15, 2/8/16)
6. Certificated Teacher Forums (10/19/15)
7. DELAC parent review and input (11/19/15)

- 8. ELAC parent review and input (9/21/15, 10/19/15, 2/22/16)
- 9. CVC School Site Council Meetings ( 9/15/15, 10/5/15, 2/29/16)

From the stakeholder input, staff identified preferred outcomes that fell within each of the 8 state priorities and the 4 District Focus Areas noted above. These included items such as student achievement, parent engagement and training, site safety, smaller class sizes, college readiness and providing site support staff. Following the state's direction, the PSUSD/CVC LCAP was written with a three year implementation cycle in mind. Therefore, many of the actions and services provided will not be fully implemented until years two, three and subsequent years when Local Control Funding enables further implementation.

Important terminology used within this plan:

- LCAP--Local Control Accountability Plan
- LCFF--Local Control Funding Formula
- API--Academic Performance Index
- AYP--Adequate Yearly Progress
- SBAC--Smarter Balanced Assessment Consortium
- CAHSEE--California High School Exit Exam
- CELDT--California English Language Development Test
- A-G--University of California and California State University Subject Area Requirements
- AMAO--Annual Measurable Achievement Objectives
- ELL--English Language Learner
- ELD--New ELD standards
- NGSS--Next Generation Science Standards

**Annual Update:**

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 LCAP is being written with careful reflection of stakeholder input, current levels of student achievement, review of existing programs and anticipated needs.

CVC provided multiple opportunities for staff, parents, students, and community members to be involved in the analysis of qualitative and quantitative data available for the LCAP at meetings from September 2015 – February 2016. CVC stakeholders reviewed quantitative data from SBAC assessments in August 2015 and current CELDT data in January 2016.

As a primary means of collecting stakeholder input, the district provided a comprehensive survey to the Cielo Vista community that addressed each of the

**Annual Update:**

State's Eight Priority Areas, filtered through the District's Strategic Plan and Board of Education Focus Areas of Academic Achievement, Human Resources Development, Parent and Community Partnerships, and Safe and Secure Environment.

CVC provided all stakeholders a comprehensive survey that specifically addressed the state's eight priority areas through the actions previously implemented at CVC and those focused on in the current charter petition. The survey was available online in English and Spanish, information regarding the survey was on our monthly newsletter and distributed to each student to take home and paper copies of the survey were available on request. Student surveys were taken during school hours. Access to the online survey was available to parents in the library before and after school, hard copies of the survey were also available in the office during school hours

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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



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

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

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

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

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

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

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

#### **Guiding Questions:**

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

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	All students will have access to a rigorous curriculum that is aligned to the CA state standards, delivered by highly qualified credentialed staff with appropriate English Learner authorizations in a safe school environment that promotes higher levels of learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 Local : Specify
Identified Need :	<p>Cielo Vista will ensure that all students will have access to fully credentialed teachers that are provided opportunities to continue professional growth to meet current student needs.</p> <p>All student need access to standards aligned materials and instructional strategies in core academic courses that will fully prepare them for rigorous assessments and college and career readiness.</p> <p>Students who are performing below grade level need access to interventions that will assist them as they progress towards meeting rigorous CA state standards.</p> <p>All EL students need to develop English Language Proficiency while accessing CA state standards.</p> <p>All students need access to a clean and safe school facility that promotes learning at high levels.</p>	
Goal Applies to:	Schools: K-8 Applicable Pupil Subgroups:	----- All

**LCAP Year 1: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of our core teachers will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.</p> <p>100% of students have access to textbooks and instructional materials as evidenced by Williams Reports and site information. Administration, Teachers and Governing Board review all instructional materials before purchase pursuant to E.C. § 60119.</p> <p>100% of students, including EL students will have access to rigorous academic content knowledge and educational programs based on CA state standards that meet individual student needs. Students who are performing below grade level will participate in Tier 1, 2 or 3 interventions based on individual needs.</p> <p>Annually, 100% of our teachers will participate in at least eight hours of professional development. Professional Development calendar and attendance rosters will evidence participation by teachers in professional development activities.</p> <p>80% of ELL students will develop English Language Proficiency through the implementation of appropriate instructional strategies. ELL students will advance at least 1 performance level per the CELDT/ELPAC assessment each academic year. This will be achieved through the implementation of appropriate instructional strategies to increase overall proficiency.</p> <p>10% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on statewide assessments.</p> <p>90% of all items on quarterly site and facility inspection checklists will be in compliance/good standing. 100% of identified required corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>100% of core teachers candidates screened for employment will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.</p> <ul style="list-style-type: none"> <li>PSUSD will annually review credential status.</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Employment incentive for recruitment (MOU) 1000-1999: Certificated Personnel Salaries Concentration 20,000</p>
<p>100% of our teachers will participate in annual professional development on the implementation of California State Standards.</p> <ul style="list-style-type: none"> <li>Teachers will be provided the opportunity to attend</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p>Foster Youth</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 35,000</p> <p>Conferences 5000-5999: Services And Other Operating Expenditures Supplemental 25,000</p>

<p>conferences and staff development that support the implementation of the CCSS, NGSS, standards based instruction, as well as ELD, GATE and PBL instructional strategies.</p> <ul style="list-style-type: none"> <li>• Staff members or outside consultants will present staff development after attending conferences on how to align the research based strategies into all content areas to help increase student achievement.</li> <li>• Contact RCOE for a consultant who can provide staff development on Data Driven Decision Making through PLC teams for all teachers.</li> </ul>		<p>Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>100% of our students will have access to standards-aligned materials and additional instructional materials to meet student needs as outlined in our charter petition.</p> <ul style="list-style-type: none"> <li>• Teachers will use California Treasures, Eureka Math, Envision Math, Holt Mathematics, Ready Common Core Curriculum Associates, Harcourt Science, Reflection Science, Literature &amp; Language Arts-Holt, CPO Science, CA Social Studies-McDougal Littell instruction daily to support instruction of CCSS, NGSS, ELD standards for TK-8th grade.</li> <li>• Use of manipulatives and other supplemental materials to support learning during CCSS, NGSS, ELD standards based instruction.</li> <li>• Continue implementation of effective scientifically research-based instructional strategies and materials, including but not limited to strategies of: Project Based Learning, Thinking Maps, direct instruction, GATE, reciprocal teaching, process writing, ELD and SDAIE instruction.</li> <li>• EL students will participate in content curriculum instruction that is integrated with EL instructional strategies that promote English Language Proficiency while scaffolding instruction to meet the rigor of the course content.</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Instructional Materials 4000-4999: Books And Supplies Concentration 386,424</p>

<p>Teachers will meet in Professional Learning Community data teams where the needs of all students will be identified, addressed, and monitored through the analysis of multiple assessment results.</p> <ul style="list-style-type: none"> <li>• Contact RCOE for a consultant who can provide staff development on Data Driven Decision Making through PLC teams for all teachers.</li> <li>• Grade level action plans will be created containing SMART goals to monitor student growth and achievement.</li> <li>• Teachers will analyze data from SMART goal and PREVI assessments every six weeks to monitor student progress and to inform instruction and programming needs.</li> <li>• Teachers will use computers and printers to utilize OARS and EDAMS to create SMART goals and PREVI assessments.</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent                  English proficient                  Other Subgroups:                  (Specify)</p>	<p>Consultants 5000-5999: Services And Other Operating Expenditures Concentration 60,000</p>
<p>Schedule and conduct interventions to meet individual student needs based on SMART goal, PREVI, and statewide assessments.</p> <ul style="list-style-type: none"> <li>• Provide PD to teachers as needed on strategies for implementing Tier 1 and 2 interventions in the classroom.</li> <li>• Provide classroom aides to support tier 2 interventions for TK-2 grade students in understanding the instructional strategies and curriculum.</li> <li>• Tier 3 ELA intervention classes during school hours for students scoring below grade level standards on the PREVI and CAASPP. This intervention class is in addition to the tier1 and tier 2 interventions done during the school day.</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners                  Foster Youth                  Redesignated fluent                  English proficient                  Other Subgroups:                  (Specify)</p>	<p>TOSA - reading intervention coach 1000-1999: Certificated Personnel Salaries Supplemental 135,080</p> <hr/> <p>TK-2 Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental 152,716</p> <hr/> <p>TOSA - academic coach 1000-1999: Certificated Personnel Salaries Supplemental 112,204</p>

<p>Provide EL students instructional support which includes 1-on-1 teacher support, small group work, and usage of SDAIE and other ELD instructional strategies.</p> <ul style="list-style-type: none"> <li>Administer CELDT Test to monitor the language growth of EL students.</li> <li>SDAIE strategies will be implemented in all classrooms and integrated into professional development.</li> <li>Integrated EL instructional strategies integrated into course content in order to promote English Language Proficiency that meets the rigor of the course content.</li> <li>Teach designated ELD using state adopted curriculum.</li> </ul>	<p>CVC</p>	<p>All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners                  Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>EL Academic Support</p> <p>Note: EL students participate in English Language Arts/Literacy and Math content instruction with appropriate instructional support.                  4000-4999: Books And Supplies Supplemental 5,000</p> <hr/> <p>EL Language Support</p> <p>Note: EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to content curriculum. All teachers will participate in professional development activities to support EL Learners.                  4000-4999: Books And Supplies Supplemental 2,500</p> <hr/> <p>Student Achievement</p> <p>Note: EL students will receive in-class instructional support which includes 1-on-1 teacher support, small group work, and usage of SDAIE and ELD instructional strategies allowing them to progress towards Reclassified English Proficient.                  4000-4999: Books And Supplies Supplemental 35,000</p> <hr/> <p>Administering CELDT in Summer Costs 2000-2999: Classified Personnel Salaries Supplemental 10,000</p>
<p>Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and quarterly facility inspections will screen for safety hazards.</p>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	
<p>Annually, all school employees will be trained on the elements of the School Safety Plan. Students will participate in quarterly fire, earthquake, lock downs, and safety drills.</p>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>Emergency Materials for middle school expansion 4000-4999: Books And Supplies Concentration 4,000</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of our core teachers will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.</p> <p>100% of students have access to textbooks and instructional materials as evidenced by Williams Reports and site information. Administration, Teachers and Governing Board review all instructional materials before purchase pursuant to E.C. § 60119.</p> <p>100% of students, including EL students will have access to rigorous academic content knowledge and educational programs based on CA state standards that meet individual student needs. Students who are performing below grade level will participate in Tier 1, 2 or 3 interventions based on individual needs.</p> <p>Annually, 100% of our teachers will participate in at least eight hours of professional development. Professional Development calendar and attendance rosters will evidence participation by teachers in professional development activities.</p> <p>80% of ELL students will develop English Language Proficiency through the implementation of appropriate instructional strategies. ELL students will advance at least 1 performance level per the CELDT/ELPAC assessment each academic year. This will be achieved through the implementation of appropriate instructional strategies to increase overall proficiency.</p> <p>10% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on statewide assessments.</p> <p>90% of all items on quarterly site and facility inspection checklists will be in compliance/good standing. 100% of identified required corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>100% of core teachers candidates screened for employment will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.</p> <ul style="list-style-type: none"> <li>PSUSD will annually review credential status.</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Employment incentive for recruitment (MOU) 1000-1999: Certificated Personnel Salaries Supplemental 10,000</p>
<p>100% of our teachers will participate in annual professional development on the implementation of California State Standards.</p> <ul style="list-style-type: none"> <li>Teachers will be provided the opportunity to attend</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 25,000</p> <p>Conferences 5000-5999: Services And Other Operating Expenditures Supplemental 45,000</p>



<p>conferences and staff development that support the implementation of the CCSS, NGSS, standards based instruction, as well as ELD, GATE and PBL instructional strategies.</p> <ul style="list-style-type: none"> <li>• Staff members or outside consultants will present staff development after attending conferences on how to align the research based strategies into all content areas to help increase student achievement.</li> <li>• Contact RCOE for a consultant who can provide staff development on Data Driven Decision Making through PLC teams for all teachers.</li> </ul>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>100% of our students will have access to standards-aligned materials and additional instructional materials to meet student needs as outlined in our charter petition.</p> <ul style="list-style-type: none"> <li>• Teachers will use California Treasures, Eureka Math, Envision Math, Holt Mathematics, Ready Common Core Curriculum Associates, Harcourt Science, Reflection Science, Literature &amp; Language Arts-Holt, CPO Science, CA Social Studies-McDougal Littell instruction daily to support instruction of CCSS, NGSS, ELD standards for TK-8th grade.</li> <li>• Use of manipulatives and other supplemental materials to support learning during CCSS, NGSS, ELD standards based instruction.</li> <li>• Continue implementation of effective scientifically research-based instructional strategies and materials, including but not limited to strategies of: Project Based Learning, Thinking Maps, direct instruction, GATE, reciprocal teaching, process writing, ELD and SDAIE instruction.</li> <li>• EL students will participate in content curriculum instruction that is integrated with EL instructional strategies that promote English Language Proficiency while scaffolding instruction to meet the rigor of the course content.</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>4000-4999: Books And Supplies Concentration 400,000</p>

<p>Teachers will meet in Professional Learning Community data teams where the needs of all students will be identified, addressed, and monitored through the analysis of multiple assessment results.</p> <ul style="list-style-type: none"> <li>• Contact RCOE for a consultant who can provide staff development on Data Driven Decision Making through PLC teams for all teachers.</li> <li>• Grade level action plans will be created containing SMART goals to monitor student growth and achievement.</li> <li>• Teachers will analyze data from SMART goal and PREVI assessments every six weeks to monitor student progress and to inform instruction and programming needs.</li> <li>• Teachers will use computers and printers to utilize OARS and EDAMS to create SMART goals and PREVI assessments.</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Consultants 5000-5999: Services And Other Operating Expenditures Concentration 60,000</p>
<p>Schedule and conduct interventions to meet individual student needs based on SMART goal, PREVI, and statewide assessments.</p> <ul style="list-style-type: none"> <li>• Provide PD to teachers as needed on strategies for implementing Tier 1 and 2 interventions in the classroom.</li> <li>• Provide classroom aides to support tier 2 interventions for TK-2 grade students in understanding the instructional strategies and curriculum.</li> <li>• Tier 3 ELA intervention classes during school hours for students scoring below grade level standards on the PREVI and CAASPP. This intervention class is in addition to the tier1 and tier 2 interventions done during the school day.</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>TOSA - reading intervention coach 1000-1999: Certificated Personnel Salaries Concentration 150,000                  2000-2999: Classified Personnel Salaries Concentration 80,000</p>

<p>Provide EL students instructional support which includes 1-on-1 teacher support, small group work, and usage of SDAIE and other ELD instructional strategies.</p> <ul style="list-style-type: none"> <li>• Administer CELDT Test to monitor the language growth of EL students.</li> <li>• SDAIE strategies will be implemented in all classrooms and integrated into professional development.</li> <li>• Integrated EL instructional strategies integrated into course content in order to promote English Language Proficiency that meets the rigor of the course content.</li> <li>• Teach designated ELD using state adopted curriculum.</li> </ul>	<p>CVC</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Note: EL students participate in English Language Arts/Literacy and Math content instruction with appropriate instructional support. 5000-5999: Services And Other Operating Expenditures Supplemental 13,000</p> <p>Note: EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to content curriculum. All teachers will participate in professional development activities to support EL Learners. 4000-4999: Books And Supplies Supplemental 2,500</p> <p>Note: EL students will receive in-class instructional support which includes 1-on-1 teacher support, small group work, and usage of SDAIE and ELD instructional strategies allowing them to progress towards Reclassified English Proficient. 4000-4999: Books And Supplies Supplemental 33,000</p>
<p>Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and quarterly facility inspections will screen for safety hazards.</p>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>Annually, all school employees will be trained on the elements of the School Safety Plan. Students will participate in quarterly fire, earthquake, lock downs, and safety drills.</p>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of our core teachers will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.</p> <p>100% of students have access to textbooks and instructional materials as evidenced by Williams Reports and site information. Administration, Teachers and Governing Board review all instructional materials before purchase pursuant to E.C. § 60119.</p> <p>100% of students, including EL students will have access to rigorous academic content knowledge and educational programs based on CA state standards that meet individual student needs. Students who are performing below grade level will participate in Tier 1, 2 or 3 interventions based on individual needs.</p> <p>Annually, 100% of our teachers will participate in at least eight hours of professional development. Professional Development calendar and attendance rosters will evidence participation by teachers in professional development activities.</p> <p>80% of ELL students will develop English Language Proficiency through the implementation of appropriate instructional strategies. ELL students will advance at least 1 performance level per the CELDT/ELPAC assessment each academic year. This will be achieved through the implementation of appropriate instructional strategies to increase overall proficiency.</p> <p>10% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on statewide assessments.</p> <p>90% of all items on quarterly site and facility inspection checklists will be in compliance/good standing. 100% of identified required corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>100% of core teachers candidates screened for employment will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.</p> <ul style="list-style-type: none"> <li>PSUSD will annually review credential status.</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Employment incentive for recruitment (MOU) 1000-1999: Certificated Personnel Salaries Supplemental 10,000</p>
<p>100% of our teachers will participate in annual professional development on the implementation of California State Standards.</p> <ul style="list-style-type: none"> <li>Teachers will be provided the opportunity to attend</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 25,000</p> <p>Conferences 5000-5999: Services And Other Operating Expenditures Supplemental 45,000</p>

<p>conferences and staff development that support the implementation of the CCSS, NGSS, standards based instruction, as well as ELD, GATE and PBL instructional strategies.</p> <ul style="list-style-type: none"> <li>• Staff members or outside consultants will present staff development after attending conferences on how to align the research based strategies into all content areas to help increase student achievement.</li> <li>• Contact RCOE for a consultant who can provide staff development on Data Driven Decision Making through PLC teams for all teachers.</li> </ul>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:          (Specify)</p>	
<p>100% of our students will have access to standards-aligned materials and additional instructional materials to meet student needs as outlined in our charter petition.</p> <ul style="list-style-type: none"> <li>• Teachers will use California Treasures, Eureka Math, Envision Math, Holt Mathematics, Ready Common Core Curriculum Associates, Harcourt Science, Reflection Science, Literature &amp; Language Arts-Holt, CPO Science, CA Social Studies-McDougal Littell instruction daily to support instruction of CCSS, NGSS, ELD standards for TK-8th grade.</li> <li>• Use of manipulatives and other supplemental materials to support learning during CCSS, NGSS, ELD standards based instruction.</li> <li>• Continue implementation of effective scientifically research-based instructional strategies and materials, including but not limited to strategies of: Project Based Learning, Thinking Maps, direct instruction, GATE, reciprocal teaching, process writing, ELD and SDAIE instruction.</li> <li>• EL students will participate in content curriculum instruction that is integrated with EL instructional strategies that promote English Language Proficiency while scaffolding instruction to meet the rigor of the course content.</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:          (Specify)</p>	<p>Instructional Materials 4000-4999: Books And Supplies          Concentration 500,000</p>

<p>Teachers will meet in Professional Learning Community data teams where the needs of all students will be identified, addressed, and monitored through the analysis of multiple assessment results.</p> <ul style="list-style-type: none"> <li>• Contact RCOE for a consultant who can provide staff development on Data Driven Decision Making through PLC teams for all teachers.</li> <li>• Grade level action plans will be created containing SMART goals to monitor student growth and achievement.</li> <li>• Teachers will analyze data from SMART goal and PREVI assessments every six weeks to monitor student progress and to inform instruction and programming needs.</li> <li>• Teachers will use computers and printers to utilize OARS and EDAMS to create SMART goals and PREVI assessments.</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Consultants 5000-5999: Services And Other Operating Expenditures Concentration 60,000</p>
<p>Schedule and conduct interventions to meet individual student needs based on SMART goal, PREVI, and statewide assessments.</p> <ul style="list-style-type: none"> <li>• Provide PD to teachers as needed on strategies for implementing Tier 1 and 2 interventions in the classroom.</li> <li>• Provide classroom aides to support tier 2 interventions for TK-2 grade students in understanding the instructional strategies and curriculum.</li> <li>• Tier 3 ELA intervention classes during school hours for students scoring below grade level standards on the PREVI and CAASPP. This intervention class is in addition to the tier1 and tier 2 interventions done during the school day.</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>TOSA - reading intervention coach 1000-1999: Certificated Personnel Salaries Concentration 150,000                  2000-2999: Classified Personnel Salaries Concentration 80,000</p>

<p>Provide EL students instructional support which includes 1-on-1 teacher support, small group work, and usage of SDAIE and other ELD instructional strategies.</p> <ul style="list-style-type: none"> <li>Administer CELDT Test to monitor the language growth of EL students.</li> <li>SDAIE strategies will be implemented in all classrooms and integrated into professional development.</li> <li>Integrated EL instructional strategies integrated into course content in order to promote English Language Proficiency that meets the rigor of the course content.</li> <li>Teach designated ELD using state adopted curriculum.</li> </ul>	<p>CVC</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Note: EL students participate in English Language Arts/Literacy and Math content instruction with appropriate instructional support. 5000-5999: Services And Other Operating Expenditures Supplemental 13,000</p> <p>Note: EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to content curriculum. All teachers will participate in professional development activities to support EL Learners. 4000-4999: Books And Supplies Supplemental 2,500</p> <p>Note: EL students will receive in-class instructional support which includes 1-on-1 teacher support, small group work, and usage of SDAIE and ELD instructional strategies allowing them to progress towards Reclassified English Proficient. 4000-4999: Books And Supplies Supplemental 33,000</p>
<p>Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and quarterly facility inspections will screen for safety hazards.</p>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>Annually, all school employees will be trained on the elements of the School Safety Plan. Students will participate in quarterly fire, earthquake, lock downs, and safety drills.</p>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	

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

GOAL 2:	Every student, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate growth towards proficiency in grade level skills and content knowledge in all core content areas.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 Local : Specify
Identified Need :	<p>All students, including those of the various subgroups, need a safe and engaging learning environment.</p> <p>All students need to have regular timely attendance in order to fully access rigorous standards based instruction that is presented and built upon on a daily basis.</p> <p>All students need to meet adequately yearly progress in order to be prepared for the rigor of the standards at the subsequent grade level.</p> <p>All students need to be provided opportunities to apply the skills they are learning in real world applications that promote higher depths of knowledge.</p>		
Goal Applies to:	Schools: K-8 Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	<p>Cielo Vista will maintain a 95% ADA rate.</p> <p>With a minimum,90% participation rate on the PREVI and CAASPP assessments, 80% students will show growth towards proficiency on the PREVI in the areas of English Language Arts/Literacy and Mathematics.</p> <p>90% of enrolled students will have fewer than five absences during any one school year.</p> <p>50% of students, including all student subgroups, will make progress towards proficiency in the statewide assessment as mandated by the CA State Board of Education in Language Arts.</p> <p>50% of students, including all student subgroups, will make progress towards proficiency in the statewide assessment as mandated by the CA State Board of Education in Mathematics.</p> <p>50% of all students will make progress towards proficiency of grade level content (Science and Social Studies) through PBL products and assessments.</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Annual Average Daily Attendance will be at least 95%.</p> <ul style="list-style-type: none"> <li>Parents will be informed of chronic absences as specified in Attendance &amp; Truancy Policy.</li> </ul>	CVC	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth	Attendance Incentives 4000-4999: Books And Supplies Concentration 1,000



<ul style="list-style-type: none"> <li>Perfect attendance will be promoted in classrooms and school-wide through celebrations occurring on weekly, monthly and yearly basis.</li> </ul>		Redesignated fluent English proficient Other Subgroups: (Specify)	
<p>Classroom instruction will be standards-based, driven by data analysis and best practice instructional strategies to ensure high levels of learning. Instructional strategies include: Small group instruction, shared reading groups, one-to one conferencing, and intervention strategies.</p> <ul style="list-style-type: none"> <li>PLC will promote learning conducive environments that implement appropriate CA state standard aligned instructional materials and strategies.</li> <li>Teachers will be provided opportunities to collaborate vertically to identify best practices that impact student achievement across grade levels and in preparation for Higher levels of learning.</li> <li>Teachers will analyze data from SMART goal assessments every six weeks to monitor student progress and to inform instruction and programming needs. Teachers will use computers and printers to utilize OARS and EDAMS to create SMART goals.</li> <li>Teachers will analyze data from SMART goal assessments every six weeks to monitor student progress and to inform instruction and programming needs. Teachers will use computers and printers to utilize OARS and EDAMS to create SBAC based SMART goals.</li> <li>Students performing below grade level will participate in appropriate interventions.</li> <li>Instructional technology and PBL strategies will be utilized to promote real world application of skills in all content areas.</li> <li>Instructional aides will be provided in TK-2 classrooms to support instruction and student learning.</li> </ul>	CVC	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Computer software programs 5000-5999: Services And Other Operating Expenditures Supplemental 50,000 Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 10,000

<ul style="list-style-type: none"> <li>K-5 grade students participate in the school wide Accelerated Reader program.</li> </ul>			
<p>Classroom instruction will incorporate testing strategies and targeted growth areas identified through PLC analysis of SBAC aligned SMART goals and PREVI assessments, in preparation for statewide assessments.</p> <ul style="list-style-type: none"> <li>Use standards based test preparation materials.</li> <li>Develop teacher created assessments that are based on SBAC questioning types and stems.</li> </ul>	CVC	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient Other Subgroups: (Specify)	Student Achievement 4000-4999: Books And Supplies Supplemental 5,000
<p>Instructional technology and PBL strategies will be utilized to promote real world application of skills that meet higher levels of DOK in all content areas.</p> <ul style="list-style-type: none"> <li>Students will participate in PBL projects that integrate: collaboration, communication, critical thinking and creativity skills.</li> <li>Students will develop communication skills that integrate speaking skills to present information, presentation of projects, fiction/nonfiction text, and the development of technology skills.</li> <li>Students will use technology for Project Based Learning activities, assessment, and content area support.</li> </ul>	CVC	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient Other Subgroups: (Specify)	Consultant (PBL Training) 5000-5999: Services And Other Operating Expenditures Concentration 7,500
<p>Continue the implementation and maintenance of classroom technology with the use of the laptops, chrome books, iPads and all other technology as tools to support the Math, Language Arts, ELL, Social Studies and Science curricula.</p>	CVC	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient Other Subgroups: (Specify)	Technology maintenance and replacement rotation 4000-4999: Books And Supplies Supplemental 179,575
<p>All students participate in math five days per week.</p>	CVC	<input checked="" type="checkbox"/> All	

<p>Instructional strategies implemented in math include: focused and designed instruction to include both content standards and the standards for math practice; small group work, and hands on math.</p> <ul style="list-style-type: none"> <li>• Students will be presented a balanced curriculum that integrates conceptual, procedural and application of problem solving concepts.</li> <li>• Students will be taught on a continuum that makes connections to higher levels of math application and prior knowledge.</li> </ul>		<p>OR:          Low Income pupils          English Learners          Foster Youth          Redesignated fluent English proficient          Other Subgroups:          (Specify)</p>	
<p>All students will be provided direct instruction and application of content literacy though an integrated PBL approach as they study:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All          -----          OR:          Low Income pupils          English Learners          Foster Youth          Redesignated fluent English proficient          Other Subgroups:          (Specify)</p>	
<p>100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</p>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All          -----          OR:          Low Income pupils          English Learners          Foster Youth          Redesignated fluent English proficient          Other Subgroups:          (Specify)</p>	

**LCAP Year 2: 2017-18**

**Expected Annual Measurable Outcomes:** Cielo Vista will maintain a 95% ADA rate.

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

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

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

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

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

<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Annual Average Daily Attendance will be at least 95%.</p> <ul style="list-style-type: none"> <li>Parents will be informed of chronic absences as specified in Attendance &amp; Truancy Policy.</li> <li>Perfect attendance will be promoted in classrooms and school-wide through celebrations occurring on weekly, monthly and yearly basis.</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Attendance Incentives 4000-4999: Books And Supplies Concentration 1,500</p>
<p>Classroom instruction will be standards-based, driven by data analysis and best practice instructional strategies to ensure high levels of learning. Instructional strategies include: Small group instruction, shared reading groups, one-to one conferencing, and intervention strategies.</p> <ul style="list-style-type: none"> <li>PLC will promote learning conducive environments that implement appropriate CA state standard aligned instructional materials and strategies.</li> <li>Teachers will be provided opportunities to collaborate vertically to identify best practices that impact student achievement across grade levels and</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Computer software programs 5000-5999: Services And Other Operating Expenditures Supplemental 50,000</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 80,000</p> <p>Student Achievement 4000-4999: Books And Supplies Concentration 5,000</p>

<p>in preparation for higher levels of learning.</p> <ul style="list-style-type: none"> <li>Teachers will analyze data from SMART goal assessments every six weeks to monitor student progress and to inform instruction and programming needs. Teachers will use computers and printers to utilize OARS and EDAMS to create SMART goals.</li> <li>Teachers will analyze data from SMART goal assessments every six weeks to monitor student progress and to inform instruction and programming needs. Teachers will use computers and printers to utilize OARS and EDAMS to create SBAC based SMART goals.</li> <li>Students performing below grade level will participate in appropriate interventions.</li> <li>Instructional technology and PBL strategies will be utilized to promote real world application of skills in all content areas.</li> <li>Instructional aides will be provided in TK-2 classrooms to support instruction and student learning.</li> <li>K-5 grade students participate in the school wide Accelerated Reader program.</li> </ul>			
<p>Classroom instruction will incorporate testing strategies and targeted growth areas identified through PLC analysis of SBAC aligned SMART goals and PREVI assessments, in preparation for statewide assessments.</p> <ul style="list-style-type: none"> <li>Use standards based test preparation materials.</li> <li>Develop teacher created assessments that are based on SBAC questioning types and stems.</li> </ul>	CVC	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student Achievement 4000-4999: Books And Supplies Concentration 5,000
<p>Instructional technology and PBL strategies will be utilized to promote real world application of skills that meet higher levels of DOK in all content areas.</p>	CVC	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

<ul style="list-style-type: none"> <li>• Students will participate in PBL projects that integrate: collaboration, communication, critical thinking and creativity skills.</li> <li>• Students will develop communication skills that integrate speaking skills to present information, presentation of projects, fiction/nonfiction text, and the development of technology skills.</li> <li>• Students will use technology for Project Based Learning activities, assessment, and content area support.</li> </ul>		<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>Continue the implementation and maintenance of classroom technology with the use of the laptops, chrome books, iPads and all other technology as tools to support the Math, Language Arts, ELL, Social Studies and Science curricula.</p>	CVC	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input checked="" type="checkbox"/> Low Income pupils</li> <li><input checked="" type="checkbox"/> English Learners</li> <li><input checked="" type="checkbox"/> Foster Youth</li> <li><input checked="" type="checkbox"/> Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	Technology maintenance and replacement rotation 4000-4999: Books And Supplies Supplemental 500,000
<p>All students participate in math five days per week. Instructional strategies implemented in math include: focused and designed instruction to include both content standards and the standards for math practice; small group work, and hands on math.</p> <ul style="list-style-type: none"> <li>• Students will be presented a balanced curriculum that integrates conceptual, procedural and application of problem solving concepts.</li> <li>• Students will be taught on a continuum that makes connections to higher levels of math application and prior knowledge.</li> </ul>	CVC	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>All students will be provided direct instruction and application of content literacy though an integrated PBL approach as they study:</p>	CVC	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> </ul>	

<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</p>	<p>CVC</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:** Cielo Vista will maintain a 95% ADA rate.

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

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

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

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

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

<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Annual Average Daily Attendance will be at least 95%.</p> <ul style="list-style-type: none"> <li>Parents will be informed of chronic absences as specified in Attendance &amp; Truancy Policy.</li> <li>Perfect attendance will be promoted in classrooms and school-wide through celebrations occurring on weekly, monthly and yearly basis.</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Attendance Incentives 4000-4999: Books And Supplies Concentration 1,500</p>
<p>Classroom instruction will be standards-based, driven by data analysis and best practice instructional strategies to ensure high levels of learning. Instructional strategies include: Small group instruction, shared reading groups, one-to one conferencing, and intervention strategies.</p> <ul style="list-style-type: none"> <li>PLC will promote learning conducive environments that implement appropriate CA state standard aligned instructional materials and strategies.</li> <li>Teachers will be provided opportunities to collaborate vertically to identify best practices that impact student achievement across grade levels and</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Computer software programs 5000-5999: Services And Other Operating Expenditures Supplemental 50,000</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 80,000</p> <p>Student Achievement 4000-4999: Books And Supplies Concentration 5,000</p>



<p>in preparation for higher levels of learning.</p> <ul style="list-style-type: none"> <li>Teachers will analyze data from SMART goal assessments every six weeks to monitor student progress and to inform instruction and programming needs. Teachers will use computers and printers to utilize OARS and EDAMS to create SMART goals.</li> <li>Teachers will analyze data from SMART goal assessments every six weeks to monitor student progress and to inform instruction and programming needs. Teachers will use computers and printers to utilize OARS and EDAMS to create SBAC based SMART goals.</li> <li>Students performing below grade level will participate in appropriate interventions.</li> <li>Instructional technology and PBL strategies will be utilized to promote real world application of skills in all content areas.</li> <li>Instructional aides will be provided in TK-2 classrooms to support instruction and student learning.</li> <li>K-5 grade students participate in the school wide Accelerated Reader program.</li> </ul>			
<p>Classroom instruction will incorporate testing strategies and targeted growth areas identified through PLC analysis of SBAC aligned SMART goals and PREVI assessments, in preparation for statewide assessments.</p> <ul style="list-style-type: none"> <li>Use standards based test preparation materials.</li> <li>Develop teacher created assessments that are based on SBAC questioning types and stems.</li> </ul>	CVC	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student Achievement 4000-4999: Books And Supplies Concentration 5,000
<p>Instructional technology and PBL strategies will be utilized to promote real world application of skills that meet higher levels of DOK in all content areas.</p>	CVC	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<ul style="list-style-type: none"> <li>• Students will participate in PBL projects that integrate: collaboration, communication, critical thinking and creativity skills.</li> <li>• Students will develop communication skills that integrate speaking skills to present information, presentation of projects, fiction/nonfiction text, and the development of technology skills.</li> <li>• Students will use technology for Project Based Learning activities, assessment, and content area support.</li> </ul>		<ul style="list-style-type: none"> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>Continue the implementation and maintenance of classroom technology with the use of the laptops, chrome books, iPads and all other technology as tools to support the Math, Language Arts, ELL, Social Studies and Science curricula.</p>	CVC	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input checked="" type="checkbox"/> Low Income pupils</li> <li><input checked="" type="checkbox"/> English Learners</li> <li><input checked="" type="checkbox"/> Foster Youth</li> <li><input checked="" type="checkbox"/> Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	<p>Technology maintenance and replacement rotation 4000-4999: Books And Supplies Supplemental 500,000</p>
<p>All students participate in math five days per week. Instructional strategies implemented in math include: focused and designed instruction to include both content standards and the standards for math practice; small group work, and hands on math.</p> <ul style="list-style-type: none"> <li>• Students will be presented a balanced curriculum that integrates conceptual, procedural and application of problem solving concepts.</li> <li>• Students will be taught on a continuum that makes connections to higher levels of math application and prior knowledge.</li> </ul>	CVC	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>All students will be provided direct instruction and application of content literacy though an integrated PBL approach as they study:</p> <ul style="list-style-type: none"> <li>• American History, World History, Government, Geography and Economics using grade appropriate</li> </ul>	CVC	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> </ul>	

<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</p>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

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

GOAL 3:	CVC will develop and maintain parent engagement and community partnerships that further the educational development of all students through the "Child as as Whole" philosophy.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 Local : Specify
Identified Need :	All students need the opportunity to see their parents involved in supporting their learning. Students need the opportunity to see that individuals and organizations outside of the school value their education. Cielo Vista will develop such character within the students that will help give them a sense of social responsibility.		
Goal Applies to:	Schools: K-8 Applicable Pupil Subgroups:	ALL	
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	<p>Annually, the CVC PTG and the School Site Council will have 50% parent representation.</p> <p>Campus community surveys will generate a consistent rate of return of at least 25% community members.</p> <p>At least three campus community events will be held throughout the academic year.</p> <p>Annual Average Daily Attendance will be at least 95%.</p> <p>90% of enrolled students will have fewer than five absences during any one school year.</p> <p>Charter School will co-sponsor at least three community events annually in conjunction with the CVC Parent Teacher Group.</p> <p>Charter School will maintain an annual suspension rate of less than 2% and an annual expulsion rate of less than 1% and will demonstrate a 3% decrease in behavior tickets.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students, parents and teachers will feel a sense of community on campus, and within their classroom community.</p> <ul style="list-style-type: none"> <li>Community and parent volunteers will be invited to assist and help teachers with target students (Near Standards and Below Standards) to close the achievement gap.</li> <li>Administration will promote community partners. Our</li> </ul>	CVC	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	<p>Principal's Newsletter 4000-4999: Books And Supplies Supplemental 1,000</p> <p>Communication Folders 2000-2999: Classified Personnel Salaries Supplemental 1,000</p>

<p>partners will be included in activities relating to academics and enrichment.</p> <ul style="list-style-type: none"> <li>• Students actively participate in PTG meetings and sponsored events, as well as monthly Character Counts activities throughout the school year.</li> <li>• A variety of fun and engaging co-curricular opportunities will further enhance students sense of belonging and community.</li> </ul>			
<p>Promote consistent daily attendance with weekly, monthly and yearly celebrations and incentives:</p> <ul style="list-style-type: none"> <li>• Use Character Counts curriculum and attendance bracelets and necklaces to encourage students to attend school every day.</li> <li>• Use PA system to deliver rewards to classrooms who have perfect attendance and are in uniforms.</li> <li>• Provide monthly principal's recess to grade level with the higher ADA.</li> <li>• Provide monthly picnic with the Principals as an incentive for the class with the highest perfect attendance for the previous month.</li> <li>• Charter school will offer an academically engaging learning environment for all its students, including members of all subgroups that will encourage daily attendance.</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners                  Foster Youth                  Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>Attendance incentives 4000-4999: Books And Supplies Concentration 1,000</p>
<p>Maintain parent representation on the Charter School Site Council.</p> <ul style="list-style-type: none"> <li>• Each fall, the School Site Council nominates and elects parents to serve as parent members.</li> <li>• Charter School administration will work with the PTG to recruit parent representatives via flyers, classroom newsletters, and monthly parent meetings.</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners                  Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>Survey subscription 5000-5999: Services And Other Operating Expenditures Supplemental 1,000</p> <p>Parent Involvement 4000-4999: Books And Supplies Supplemental 500</p> <p>Conferences 5000-5999: Services And Other Operating Expenditures Supplemental 5,000</p>

<ul style="list-style-type: none"> <li>Annually, Charter School administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion.</li> <li>Charter School Administration will meet with leadership of the Parent Teacher Group to identify opportunities and events to create and nurture community on campus.</li> </ul>			
<p>Maintain the CVC Parent Teacher Group (PTG).</p> <ul style="list-style-type: none"> <li>Charter School administration will work with the PTG to recruit parent representatives via flyers, classroom newsletters, and monthly parent meetings.</li> <li>Administration will work with PTG to schedule evening PTG nights each trimester and inform parents of those nights.</li> <li>Charter school administration will meet with leadership of the Parent Teacher Group to identify opportunities and events to create and nurture community on campus.</li> <li>Provide professional development and support to parents to expand our educational programs for all students beyond the school.</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  Foster Youth  Redesignated fluent  English proficient  Other Subgroups:  (Specify)</p>	Parental Involvement 4000-4999: Books And Supplies Supplemental 500
<p>Cielo Vista Charter will use the Character Counts and No Excuses University Programs as a school wide character and discipline program.</p> <ul style="list-style-type: none"> <li>Monthly meetings to review student performance/attendance/behavior as referred by parent/teacher/school personnel.</li> <li>Cielo Vista will create and maintain a family-oriented school culture and develop such character within the students that suspensions and expulsion procedures will seldom be needed.</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  Redesignated fluent  English proficient  Other Subgroups:  (Specify)</p>	Instructional Materials and Supplies 4000-4999: Books And Supplies Supplemental 1,000

<p>Conduct a standards based Back to School Night and Parent Education Nights. These nights are intended to help the school meet all related school goals.</p>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>Parent Universities materials and supplies 4000-4999: Books And Supplies Supplemental 1,000                  Parent University/ELAC childcare 2000-2999: Classified Personnel Salaries Supplemental 1,000</p>
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**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Annually, the CVC PTG and the School Site Council will have 50% parent representation.</p> <p>Campus community surveys will generate a consistent rate of return of at least 25% community members.</p> <p>At least three campus community events will be held throughout the academic year.</p> <p>Annual Average Daily Attendance will be at least 95%.</p> <p>90% of enrolled students will have fewer than five absences during any one school year.</p> <p>Charter School will co-sponsor at least three community events annually in conjunction with the CVC Parent Teacher Group.</p> <p>Charter School will maintain an annual suspension rate of less than 2% and an annual expulsion rate of less than 1% and will demonstrate a 3% decrease in behavior tickets.</p>
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<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Students, parents and teachers will feel a sense of community on campus, and within their classroom community.</p> <ul style="list-style-type: none"> <li>Community and parent volunteers will be invited to assist and help teachers with target students (Near Standards and Below Standards) to close the achievement gap.</li> <li>Administration will promote community partners. Our partners will be included in activities relating to academics and enrichment.</li> <li>Students actively participate in PTG meetings and</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Parent Universities materials and supplies 4000-4999: Books And Supplies Concentration 1,000                  Parent University childcare 2000-2999: Classified Personnel Salaries Concentration 1,000</p>

<p>sponsored events, as well as monthly Character Counts activities throughout the school year.</p> <ul style="list-style-type: none"> <li>A variety of fun and engaging co-curricular opportunities will further enhance students sense of belonging and community.</li> </ul>			
<p>Promote consistent daily attendance with weekly, monthly and yearly celebrations and incentives:</p> <ul style="list-style-type: none"> <li>Use Character Counts curriculum and attendance bracelets and necklaces to encourage students to attend school every day.</li> <li>Use PA system to deliver rewards to classrooms who have perfect attendance and are in uniforms.</li> <li>Provide monthly principal's recess to grade level with the higher ADA.</li> <li>Provide monthly picnic with the Principals as an incentive for the class with the highest perfect attendance for the previous month.</li> <li>Charter school will offer an academically engaging learning environment for all its students, including members of all subgroups that will encourage daily attendance.</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Maintain parent representation on the Charter School Site Council.</p> <ul style="list-style-type: none"> <li>Each fall, the School Site Council nominates and elects parents to serve as parent members.</li> <li>Charter School administration will work with the PTG to recruit parent representatives via flyers, classroom newsletters, and monthly parent meetings.</li> <li>Annually, Charter School administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>Survey subscription 5000-5999: Services And Other Operating Expenditures Supplemental 1,000</p> <hr/> <p>Parent Involvement          Note: Each fall, the School Site Council nominates and elects parents to serve as parent members.          4000-4999: Books And Supplies Supplemental 500</p>



<p>will be presented to the Governing Board for discussion.</p> <ul style="list-style-type: none"> <li>Charter School Administration will meet with leadership of the Parent Teacher Group to identify opportunities and events to create and nurture community on campus.</li> </ul>			
<p>Maintain the CVC Parent Teacher Group (PTG).</p> <ul style="list-style-type: none"> <li>Charter School administration will work with the PTG to recruit parent representatives via flyers, classroom newsletters, and monthly parent meetings.</li> <li>Administration will work with PTG to schedule evening PTG nights each trimester and inform parents of those nights.</li> <li>Charter school administration will meet with leadership of the Parent Teacher Group to identify opportunities and events to create and nurture community on campus.</li> <li>Provide professional development and support to parents to expand our educational programs for all students beyond the school.</li> </ul>	CVC	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Conferences 5000-5999: Services And Other Operating Expenditures Concentration 5,000</p> <p>Parent Involvement 5000-5999: Services And Other Operating Expenditures Concentration 1,000</p>
<p>Cielo Vista Charter will use the Character Counts and No Excuses University Programs as a school wide character and discipline program.</p> <ul style="list-style-type: none"> <li>Monthly meetings to review student performance/attendance/behavior as referred by parent/teacher/school personnel.</li> <li>Cielo Vista will create and maintain a family-oriented school culture and develop such character within the students that suspensions and expulsion procedures will seldom be needed.</li> </ul>	CVC	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Schoolwide supplies 4000-4999: Books And Supplies Supplemental 1,000</p>
<p>Conduct a standards based Back to School Night and Parent Education Nights. These nights are intended to help the school meet all related school goals.</p>	CVC	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

- \_ English Learners
- \_ Foster Youth
- \_ Redesignated fluent English proficient
- \_ Other Subgroups: (Specify)

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<p>Annually, the CVC PTG and the School Site Council will have 50% parent representation.</p> <p>Campus community surveys will generate a consistent rate of return of at least 25% community members.</p> <p>At least three campus community events will be held throughout the academic year.</p> <p>Annual Average Daily Attendance will be at least 95%.</p> <p>90% of enrolled students will have fewer than five absences during any one school year.</p> <p>Charter School will co-sponsor at least three community events annually in conjunction with the CVC Parent Teacher Group.</p> <p>Charter School will maintain an annual suspension rate of less than 2% and an annual expulsion rate of less than 1% and will demonstrate a 3% decrease in behavior tickets.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students, parents and teachers will feel a sense of community on campus, and within their classroom community.</p> <ul style="list-style-type: none"> <li>• Community and parent volunteers will be invited to assist and help teachers with target students (Near Standards and Below Standards) to close the achievement gap.</li> <li>• Administration will promote community partners. Our partners will be included in activities relating to academics and enrichment.</li> <li>• Students actively participate in PTG meetings and sponsored events, as well as monthly Character Counts activities throughout the school year.</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	<p>Parent Universities materials and supplies 4000-4999: Books And Supplies Concentration 1,000</p> <p>Parent University childcare 2000-2999: Classified Personnel Salaries Concentration 1,000</p>

<ul style="list-style-type: none"> <li>A variety of fun and engaging co-curricular opportunities will further enhance students sense of belonging and community.</li> </ul>			
<p>Promote consistent daily attendance with weekly, monthly and yearly celebrations and incentives:</p> <ul style="list-style-type: none"> <li>Use Character Counts curriculum and attendance bracelets and necklaces to encourage students to attend school every day.</li> <li>Use PA system to deliver rewards to classrooms who have perfect attendance and are in uniforms.</li> <li>Provide monthly principal's recess to grade level with the higher ADA.</li> <li>Provide monthly picnic with the Principals as an incentive for the class with the highest perfect attendance for the previous month.</li> <li>Charter school will offer an academically engaging learning environment for all its students, including members of all subgroups that will encourage daily attendance.</li> </ul>	CVC	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Maintain parent representation on the Charter School Site Council.</p> <ul style="list-style-type: none"> <li>Each fall, the School Site Council nominates and elects parents to serve as parent members.</li> <li>Charter School administration will work with the PTG to recruit parent representatives via flyers, classroom newsletters, and monthly parent meetings.</li> <li>Annually, Charter School administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion.</li> </ul>	CVC	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Survey subscription 5000-5999: Services And Other Operating Expenditures Supplemental 1,000</p> <p>Parent Involvement                  Note: Each fall, the School Site Council nominates and elects parents to serve as parent members.                  4000-4999: Books And Supplies Supplemental 500</p>

<ul style="list-style-type: none"> <li>Charter School Administration will meet with leadership of the Parent Teacher Group to identify opportunities and events to create and nurture community on campus.</li> </ul>			
<p>Maintain the CVC Parent Teacher Group (PTG).</p> <ul style="list-style-type: none"> <li>Charter School administration will work with the PTG to recruit parent representatives via flyers, classroom newsletters, and monthly parent meetings.</li> <li>Administration will work with PTG to schedule evening PTG nights each trimester and inform parents of those nights.</li> <li>Charter school administration will meet with leadership of the Parent Teacher Group to identify opportunities and events to create and nurture community on campus.</li> <li>Provide professional development and support to parents to expand our educational programs for all students beyond the school.</li> </ul>	CVC	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Conferences 5000-5999: Services And Other Operating Expenditures Concentration 5,000 Parent Involvement 5000-5999: Services And Other Operating Expenditures Concentration 1,000
<p>Cielo Vista Charter will use the Character Counts and No Excuses University Programs as a school wide character and discipline program.</p> <ul style="list-style-type: none"> <li>Monthly meetings to review student performance/attendance/behavior as referred by parent/teacher/school personnel.</li> <li>Cielo Vista will create and maintain a family-oriented school culture and develop such character within the students that suspensions and expulsion procedures will seldom be needed.</li> </ul>	CVC	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Schoolwide supplies 4000-4999: Books And Supplies Supplemental 1,000
<p>Conduct a standards based Back to School Night and Parent Education Nights. These nights are intended to help the school meet all related school goals.</p>	CVC	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

		_ Other Subgroups: (Specify)	
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

<b>GOAL 4:</b>	All students, including student subgroups, unduplicated students and students with exceptional needs, will continue to develop skills in social, emotional and physical well-being that will support the development of the whole child in preparation for college and career readiness.	Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 Local : Specify
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<b>Identified Need :</b>	The Whole Child Initiative identifies five kinds of learning that we like to see each child exposed to, every day if possible. They are: <ul style="list-style-type: none"> <li>• Cognitive-intellectual activity, associated with the left brain</li> <li>• Creative-intuitive activity (the arts), associated with the right brain</li> <li>• Structured physical movement and unstructured, self-directed play</li> <li>• Handwork, making things that can be useful</li> <li>• Engagement with nature and community.</li> </ul> <a href="http://www.educatethewholechild.org/what-is-it/">http://www.educatethewholechild.org/what-is-it/</a>
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<b>Goal Applies to:</b>	Schools: K-8	
	Applicable Pupil Subgroups:	All

**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	Students will demonstrate proficiency of skills through performance and teacher created assessments.  Students will demonstrate 80% proficiency on grade level appropriate skills based on teacher created authentic assessments and observation notes.  10% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will increase their PE scores on a yearly basis. Formal assessments will include: CALPADS, BMI and PFT assessments.  80% of K-6 students will demonstrate yearly progress on grade level proficiency through their PE scores and completion of Dairy Council Curriculum (Health and Nutrition).  Cielo Vista will increase the number of students will make progress towards grade level proficiency in Visual and performing arts by 3% or more.
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Cielo Vista Charter will use the Character Counts and No Excuses University Programs as a school wide character and discipline program.	CVC	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent	Conferences 5000-5999: Services And Other Operating Expenditures Concentration 45,000

		English proficient Other Subgroups: (Specify)	
Employee a full-time School Counselor that will, perform a variety of duties including: <ul style="list-style-type: none"> <li>• Develop identified social/emotional needs of target students</li> <li>• Monitor and assist in academic achievement of target students receiving assistance for social/emotional concerns.</li> <li>• Educate the school community on A-G requirements and pathway programs to promote college and career readiness</li> <li>• Attend PD opportunities that will enhance the counseling program and meet the needs of individual/groups of students</li> </ul>	CVC	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Full time Counselor 1000-1999: Certificated Personnel Salaries Supplemental 90,000 <hr/> Conferences 5000-5999: Services And Other Operating Expenditures Concentration 3,000
Develop appreciation of fine arts through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include: <ul style="list-style-type: none"> <li>• Employee an art teacher to develop student abilities and appreciation of visual arts.</li> <li>• Purchase of art materials for student visual arts</li> <li>• 3-5 grades partner with McCallum Theater visiting artists to develop performance and visual art appreciation in connection with core content area standards.</li> <li>• 3rd grade will partner with Palm Springs Art Museum for art lessons and a visit to the museum</li> </ul>	CVC	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	McCallum partnership and professional development 5000-5999: Services And Other Operating Expenditures Concentration 22,000 <hr/> Art Instructor 2000-2999: Classified Personnel Salaries Concentration 145,000 <hr/> Art materials and supplies 4000-4999: Books And Supplies Concentration 10,000
Students will participate in a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress grade levels.	CVC	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Conferences 5000-5999: Services And Other Operating Expenditures Concentration 2,500

<ul style="list-style-type: none"> <li>• Provide PD for music teachers to enhance the music program.</li> <li>• Provide release time for musical performances,</li> <li>• Cover the cost of renting facilities, transportation and additional costs related to student performances</li> </ul>		_ English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Coaching 5000-5999: Services And Other Operating Expenditures Concentration 2,500  Facilities and transportation 5000-5999: Services And Other Operating Expenditures Concentration 1,000
Students will participate in a PE/Nutrition program designed to promote healthy choices that are able to be transferred from school to home, that include: <ul style="list-style-type: none"> <li>• Continuation and upkeep of the organic garden to promote healthy nutrition lessons that connect to real world application of science, math and literacy standards.</li> <li>• K-6 weekly nutrition lessons that focus on healthier food options.</li> <li>• K-6 participation in additional PE instruction beyond the state's mandated minutes.</li> <li>• 7-8 grades participate in weekly fitness lessons using the CVC fitness center.</li> <li>• Maintenance and replacement of PE &amp; Community Gym equipment to enhance the educational program and accessibility.</li> <li>• Provide release time for track meet duties, grant writing and award applications.</li> <li>• Schoolwide implementation of the Playworks structured recess K-8 including: full-time recess coach, program development assistance and equipment necessary for the program.</li> </ul>	CVC	X All OR: X Low Income pupils _ English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 20,000  Equipment 4000-4999: Books And Supplies Supplemental 8,000  Playworks Coach 2000-2999: Classified Personnel Salaries Concentration 30,000  PE paraprofessional 2000-2999: Classified Personnel Salaries Supplemental 25,000
Students will participate in a Foreign Language appreciation/acquisition program beginning in 3rd grade and continuing through 8th grade. <ul style="list-style-type: none"> <li>• Students in grades 3-5 will explore foreign language</li> </ul>	CVC	X All OR: Low Income pupils English Learners Foster Youth	Spanish books and materials 4000-4999: Books And Supplies Supplemental 34,000



<p>opportunities and gain an appreciation for foreign languages through the use of Rosetta Stone online programs.</p> <ul style="list-style-type: none"> <li>• Students in grade 6 will participate in the online Rosetta Stone program, focusing on developing Spanish Language acquisition.</li> <li>• Student in grades 7-8 will participate in High School entry level Spanish courses based on the native or heritage track that best suits their needs in preparation for furthering their language development and potentially completing part of their A-G language requirements for college entrance.</li> </ul>		<p>Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
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**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will demonstrate proficiency of skills through performance and teacher created assessments.</p> <p>Students will demonstrate 80% proficiency on grade level appropriate skills based on teacher created authentic assessments and observation notes.</p> <p>10% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will increase their PE scores on a yearly basis. Formal assessments will include: CALPADS, BMI and PFT assessments.</p> <p>80% of K-6 students will demonstrate yearly progress on grade level proficiency through their PE scores and completion of Dairy Council Curriculum (Health and Nutrition).</p> <p>Cielo Vista will increase the number of students will make progress towards grade level proficiency in Visual and performing arts by 3% or more.</p>
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<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Cielo Vista Charter will use the Character Counts and No Excuses University Programs as a school wide character and discipline program.</p>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Employee a full-time School Counselor that will, perform a variety of duties including:</p> <ul style="list-style-type: none"> <li>• Develop identified social/emotional needs of target students</li> <li>• Monitor and assist in academic achievement of target students receiving assistance for social/emotional concerns.</li> <li>• Educate the school community on A-G requirements and pathway programs to promote college and career readiness</li> <li>• Attend PD opportunities that will enhance the counseling program and meet the needs of individual/groups of students</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Full time Counselor 1000-1999: Certificated Personnel Salaries Supplemental 90,000</p>
<p>Develop appreciation of fine arts through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include:</p> <ul style="list-style-type: none"> <li>• Employee an art teacher to develop student abilities and appreciation of visual arts.</li> <li>• Purchase of art materials for student visual arts</li> <li>• 3-5 grades partner with McCallum Theater visiting artists to develop performance and visual art appreciation in connection with core content area standards.</li> <li>• 3rd grade will partner with Palm Springs Art Museum for art lessons and a visit to the museum.</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>McCallum partnership and professional development 5000-5999: Services And Other Operating Expenditures Supplemental 22,000</p> <p>Art Instructor 2000-2999: Classified Personnel Salaries Supplemental 45,000</p> <p>Art materials and supplies 4000-4999: Books And Supplies Supplemental 5,000</p>
<p>Students will participate in a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress grade levels.</p> <ul style="list-style-type: none"> <li>• Provide PD for music teachers to enhance the music program.</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:</p>	<p>Conferences 5000-5999: Services And Other Operating Expenditures Supplemental 2,000</p> <p>Coaching 5000-5999: Services And Other Operating Expenditures Supplemental 2,000</p> <p>Facilities and transportation 5000-5999: Services And Other Operating Expenditures Supplemental 1,000</p>

<ul style="list-style-type: none"> <li>• Provide release time for musical performances,</li> <li>• Cover the cost of renting facilities, transportation and additional costs related to student performances.</li> </ul>		(Specify)	
<p>Students will participate in a PE/Nutrition program designed to promote healthy choices that are able to be transferred from school to home, that include:</p> <ul style="list-style-type: none"> <li>• Continuation and upkeep of the organic garden to promote healthy nutrition lessons that connect to real world application of science, math and literacy standards.</li> <li>• K-6 weekly nutrition lessons that focus on healthier food options.</li> <li>• K-6 participation in additional PE instruction beyond the state's mandated minutes.</li> <li>• 7-8 grades participate in weekly fitness lessons using the CVC fitness center.</li> <li>• Maintenance and replacement of PE &amp; Community Gym equipment to enhance the educational program and accessibility.</li> <li>• Provide release time for track meet duties, grant writing and award applications.</li> <li>• Schoolwide implementation of the Playworks structured recess K-8 including: full-time recess coach, program development assistance and equipment necessary for the program.</li> </ul>	CVC	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 7,000</p> <p>Playworks Coach 2000-2999: Classified Personnel Salaries Supplemental 50,000</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will demonstrate proficiency of skills through performance and teacher created assessments.</p> <p>Students will demonstrate 80% proficiency on grade level appropriate skills based on teacher created authentic assessments and observation notes.</p> <p>10% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will increase their PE scores on a yearly basis. Formal assessments will include: CALPADS, BMI and PFT assessments.</p> <p>80% of K-6 students will demonstrate yearly progress on grade level proficiency through their PE scores and completion of Dairy Council Curriculum (Health and Nutrition).</p> <p>Cielo Vista will increase the number of students will make progress towards grade level proficiency in Visual and performing arts by 3% or more.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Cielo Vista Charter will use the Character Counts and No Excuses University Programs as a school wide character and discipline program</p>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                      -----                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	
<p>Employee a full-time School Counselor that will, perform a variety of duties including:</p> <ul style="list-style-type: none"> <li>• Develop identified social/emotional needs of target students</li> <li>• Monitor and assist in academic achievement of target students receiving assistance for social/emotional concerns.</li> <li>• Educate the school community on A-G requirements and pathway programs to promote college and career readiness</li> <li>• Attend PD opportunities that will enhance the</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                      -----                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	

<p>counseling program and meet the needs of individual/groups of student.</p>			
<p>Develop appreciation of fine arts through the development of community partnerships and educational programs that develop student abilities in a variety of areas, to include:</p> <ul style="list-style-type: none"> <li>• Employee an art teacher to develop student abilities and appreciation of visual arts.</li> <li>• Purchase of art materials for student visual arts</li> <li>• 3-5 grades partner with McCallum Theater visiting artists to develop performance and visual art appreciation in connection with core content area standards.</li> <li>• 3rd grade will partner with Palm Springs Art Museum for art lessons and a visit to the museum.</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>Students will participate in a music appreciation/education program that includes vocal and instrumental skill development that is developmentally appropriate as students progress grade levels.</p> <ul style="list-style-type: none"> <li>• Provide PD for music teachers to enhance the music program.</li> <li>• Provide release time for musical performances,</li> <li>• Cover the cost of renting facilities, transportation and additional costs related to student performances.</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>Students will participate in a PE/Nutrition program designed to promote healthy choices that are able to be transferred from school to home, that include:</p> <ul style="list-style-type: none"> <li>• Continuation and upkeep of the organic garden to promote healthy nutrition lessons that connect to real world application of science, math and literacy standards.</li> <li>• K-6 weekly nutrition lessons that focus on healthier</li> </ul>	<p>CVC</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	

<p>food options.</p> <ul style="list-style-type: none"> <li>• K-6 participation in additional PE instruction beyond the state's mandated minutes.</li> <li>• 7-8 grades participate in weekly fitness lessons using the CVC fitness center.</li> <li>• Maintenance and replacement of PE &amp; Community Gym equipment to enhance the educational program and accessibility.</li> <li>• Provide release time for track meet duties, grant writing and award applications.</li> <li>• School-wide implementation of the Playworks structured recess K-8 including: full-time recess coach, program development assistance and equipment necessary for the program.</li> </ul>			
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$1,721,449.00
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- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

81.9 6	%
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source				
Funding Source	Year 1	Year 2	Year 3	Total
All Funding Sources	1,727,249.00	1,694,500.00	1,570,500.00	4,992,249.00
	5,000.00	0.00	0.00	5,000.00
Concentration	775,674.00	709,500.00	809,500.00	2,294,674.00
LCFF	500.00	0.00	0.00	500.00
Supplemental	946,075.00	985,000.00	761,000.00	2,692,075.00

Total Expenditures by Object Type				
Object Type	Year 1	Year 2	Year 3	Total
All Expenditure Types	1,727,249.00	1,694,500.00	1,570,500.00	4,992,249.00
	40,250.00	0.00	0.00	40,250.00
1000-1999: Certificated Personnel Salaries	367,284.00	330,000.00	240,000.00	937,284.00
2000-2999: Classified Personnel Salaries	364,716.00	176,000.00	81,000.00	621,716.00
4000-4999: Books And Supplies	675,499.00	954,500.00	1,049,500.00	2,679,499.00
5000-5999: Services And Other Operating Expenditures	279,500.00	234,000.00	200,000.00	713,500.00

Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	Year 1	Year 2	Year 3	Total
All Expenditure Types	All Funding Sources	1,727,249.00	1,694,500.00	1,570,500.00	4,992,249.00
		5,000.00	0.00	0.00	5,000.00
	Concentration	34,750.00	0.00	0.00	34,750.00
	LCFF	500.00	0.00	0.00	500.00
1000-1999: Certificated Personnel Salaries	Concentration	20,000.00	150,000.00	150,000.00	320,000.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	347,284.00	180,000.00	90,000.00	617,284.00
2000-2999: Classified Personnel Salaries	Concentration	175,000.00	81,000.00	81,000.00	337,000.00
2000-2999: Classified Personnel Salaries	Supplemental	189,716.00	95,000.00	0.00	284,716.00
4000-4999: Books And Supplies	Concentration	402,424.00	412,500.00	512,500.00	1,327,424.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	273,075.00	542,000.00	537,000.00	1,352,075.00
5000-5999: Services And Other Operating Expenditures	Concentration	143,500.00	66,000.00	66,000.00	275,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	136,000.00	168,000.00	134,000.00	438,000.00



<b>Total Expenditures by Object Type and Funding Source</b>					
<b>Object Type</b>	<b>Funding Source</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Expenditures					

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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

8-22-14 [California Department of Education]