

Collins at Cherry Valley Charter School LCAP 2015-16

Location:

Primary Collins at Cherry Valley Charter Elementary School\_ Contact (Name, Title, Email, Phone Number):\_Jane Escobedo, Deputy Superintendent

Year: 2015/16\_\_\_\_\_

### **Local Control and Accountability Plan and Annual Update Template**

*Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and resources 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 by the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or court-ordered expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and collaborate on LCAP services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*For 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. 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 allocate resources and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other documents 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 law pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans or documents of 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.*

*In 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. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question addressed during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may reference or attach additional pages as necessary to facilitate completion of the LCAP.*

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**Collins at Cherry Valley Charter School**

**Levels: K-8**

**Teachers: 22**

**Students: 435**

**Demographics:**

**English Learners 4%**

**Economically Disadvantaged 16%**

**Students with Disabilities 16%**

These are some “quick-facts” that profile the scope of our School District and underscores the value we provide to the Petaluma community.

**State Priorities**

*The priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices 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 level or the nature of the program operated, by the charter school.*

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### **Conditions of Learning:**

**Quality of Instruction:** 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 teach; 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 for all pupils, including English learners. (Priority 2)

**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 (j), inclusive, and section 51220, as applicable. (Priority 7)

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

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

### **Outcomes:**

**Academic Achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that are 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)

**Pupil Outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (j), inclusive, of Education Code section 51210. (Priority 8)

### **Parent Involvement:**

**Parent Involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for underserved pupils, and parent participation in programs for underserved subgroups. (Priority 3)

**Attendance:** 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 readiness. (Priority 6)

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### 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 goal setting process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52066(h) specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In 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 led 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 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.

#### Questions:

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, 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?

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

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?

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?

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?

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

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?

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ent Process	Impact on LCAP
<p>ng District Leadership Team (DLT) was reconfigured and convened monthly beginning in 014 and continues. The DLT is configured to include:</p> <p>nts f Low Income Students</p> <p>ators ty Members mbers</p> <p>were held on 10/21/14, 2/3/15, 3/3/15, 4/7/15, and 5/5/15.</p> <p>se of the DLT is to provide input into the development of the LCAP priorities, goals and hat will drive student achievement and ensure that all students graduate college and career he team meets monthly following the planning process of: needs assessment, identification s, selection of goals, consulting on activities that will meet the identified goals, assist in g progress and suggesting updates and changes to the LCAP. The team serves as liaisons rious stakeholders groups. In addition, the DLT process was augmented through a y forum and input from all school SSC and staffs. The draft of the LCAP was shared with all osted on the district website to encourage public comment.</p> <p>was presented the district budget and how the Local Control Funding Formula (LCFF) will district programs. Additionally, team members worked to review and understand the district ols' academic and demographic data from the last three to five years. The team worked in ps and presented their findings in order to identify needs and priorities and to set goals for t, its' schools, and the students that are served. Priorities and goals were also identified for ts identified subgroups, including White, Hispanic, ELL, Socio-economically disadvantaged, d students with disabilities. The DLT also reviewed data for non-identified subgroups and arious programs that serve the unique needs of our students throughout the district. In ur DELAC, SSC and ELAC committees at each school also reviewed and provided input into pment of the LCAP.</p> <p>1, the DLT took the draft LCAP priorities, goals and activities to a community forum on April This opportunity provided DLT members, cabinet and board members additional direction.</p>	<p><i>The PCS LCAP reflects the ongoing involvement of our full comm Members of our DLT were trained to look at and evaluate data, re budget information, and were able to participate in a process that informed them setting priorities. Our LCAP process allowed for oi going input and participatory process that aligned needs, priorities goals. Members were afforded the opportunity to hear from the g community and to refine their work to better represent the needs c students. The participatory nature of our process allowed DLT te members to provide highly refined input to our superintendent anc board, better reflecting the needs of our community.</i></p> <p><i>Due to the participatory nature of our process, the LCAP went thr several revisions that reflected the changes identified by our com One of the highest priorities that emerged during the LCAP development process was the identification and provision of interv and differentiated instruction to ensure the continuous academic progress of all of our students. Committee members emphasized importance of early prevention of learning problems. They felt str that intervention should begin as early as possible and that resou should be expended to prevent our youngest learners from falling behind their peers. To that end, our family literacy programs fund through grants and supported by our Adult Education school are included in the LCAP. Additionally, our Rtl program is being rede: to support our kindergarten and first grade students.</i></p> <p><i>The other refinement to our programs that has come as a result o LCAP process is our high school students will have increased con and monitoring to ensure their readiness for both college and care Each student, with the guidance of their counselor, will develop a year plan identifying their college and career goals. They will mee yearly with their counselors to monitor and adjust their plan as the learn more about additional options that are available.</i></p> <p><i>Additionally, we have refined our goals and worked to clarify our expectations for our students under Common Core state standard</i></p>

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Community members commented on the LCAP and provided additional input ensuring alignment with community identified needs. The DLT approved the draft LCAP on 5/6/2014.

The District English Learner Advisory Council reviewed and commented on the LCAP on 3/11/14 and 4/29/14. Questions were generated and answered in writing by the superintendent. This process was also used for questions generated by the DLT and community. (LCAP Written Comments at [www.petalumacityschools.org](http://www.petalumacityschools.org))

A public hearing was held on June 10, 2014. Additionally, the public was encouraged to comment in writing on the PCS LCAP. Our superintendent took each comment into consideration and responded in writing. Our board of education reviewed the LCAP on June 10, 2014 and adopted the LCAP on June 10, 2014.

**Update:**  
The DLT continued to meet in the 2014/15 school year. Meetings were held on 10/21/14, 2/3/15, 4/7/15, and 5/5/15.

The DLT included reviewing metrics, actions and services, budgeted and anticipated needs and revision as necessary. The major work of the DLT this year was to collect and review teacher, and community input.

Finally, the District English Learner Advisory Council reviewed and provided input on the LCAP at March 11, 2015 and April 28, 2015 meetings.

Community forums were held in Feb 11, 2015 and March 30, 2015. Translation was provided at both forums. Approximately 30 parents and community members attended the evenings.

Finally, two surveys were developed, one for parents and community members. The survey was open in late February and open until the end of April. Principals were encouraged to share the survey with their parents through newsletters and school site councils.

A survey was designed for PCS teachers. Principals were encouraged to share the survey and save staff members time at staff meetings to complete the survey. There were 99 responses, or 99% of teachers.

**Annual Update:**  
*As a result of the DLT review of LCAP results for 2014/15, including parent, community, student, and teacher surveys the 15/16 LCAP was revised to incorporate the highest priorities identified by our community. Survey results indicated Access to Courses was the highest priority for our parents, students, and community. A safe, inclusive school climate was the second highest priority with student attendance at school ranked third. The lowest ranked priorities were CCSS aligned instruction and materials available to all students.*

*Teachers responded that their highest priority was classroom instruction that promotes academic achievement for all students, second priority was safe, inclusive schools and third priority was student attendance.*

*Our DELAC parents indicated that their highest priorities was to provide additional support to ELL students by hiring additional bilingual personnel and counselors.*

*As a result of community, staff, and student input the goals of the Board of Education and the LCAP were adjusted to better reflect community needs.*

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... was also reviewed by the Superintendent Advisory Councils for parents, teachers, and staff.

... hearing was held on June 16, 2015. Additionally, the public was encouraged to comment in the PCS LCAP. Our superintendent took each comment into consideration and responded in our board of education reviewed the LCAP and budget on June 16, 2015 and adopted the final budget on June 23, 2015

*of need and priority for our community. Actions and expenditures also adjusted to align with our refined goals.*

**2: Goals, Actions, Expenditures, and Progress Indicators**

**Definitions:**

... 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 the annual update, 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 implemented, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

... 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 47606.3.

... 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 Education Code section 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 identified actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

... to ensure 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 plan submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as well as other groups (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. The LCAP may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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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 needed.

Describe the goal:

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

**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. They 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).

**Applicable 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.

**Identified Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites 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 each 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)(5)(B), (C), (D) and (E) 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).

**Identified 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 implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the school sites 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 describe the scope of service as districtwide, schoolwide, countywide, or charterwide.



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**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 provided 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.

**and Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures are 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 Budgeting Manual as required by Education Code sections 52061, 52067, and 47606.5.

### Questions:

What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?

What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?

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)?

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

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

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?

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

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

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What information was considered/reviewed for individual school sites?

What information was considered/reviewed for subgroups identified in Education Code section 52052?

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

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

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?

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al 1: Students need access to 21 <sup>st</sup> Century learning environments and tools	Related State and/or Local	
	1 <u>x</u> 2 <u>x</u> 3 <u>  </u> 4 <u>  </u> 5 <u>  </u> 6 <u>  </u>	COE only: 9 <u>  </u> 10 <u>  </u>
	Local : Specify _____	
	Students need highly qualified teachers to support their learning. Currently 98.3% of teachers are appropriately credentialed and 100% of new teachers induction programs. Students need instructional materials aligned to CCSS aligned materials in all subject areas. CPM math was purchased for grades 6-12. All other subjects be addressed. Students need a more personalized instructional program. An additional 8 teachers were hired in the secondary and 3 hired in the elementary. 100% of students and teachers need support to fully integrate the 1:1 devices in their learning and instruction. The tech department was upgraded to iMac system, Apple Help Desk and one new employee to assist with “backend” work. All school facilities need to be maintained in good to excellent conditions to ensure optimal learning spaces for our students.	
to:	Schools: ALL	
	Applicable Pupil Subgroups: ALL	

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LCAP Year 1: 2015-16

Annual Outcomes:	<ol style="list-style-type: none"> <li>100% of teachers will be appropriately credentialed to teach the classes they are assigned</li> <li>100% of new teachers will receive support from an induction program.</li> <li>Williams certification will be 100%</li> <li>Students and teachers will access the support of the PCS Tech Department as documented in the tech ticketing system. 100% of tickets will be resolved within 48 hours.</li> <li>100% of students will receive a more personalized learning environment.</li> <li>100% of school facilities will be maintained in exemplary condition</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Estimated Cost
Teachers will be encouraged to seek credentials or certificates of non-compliance. Reimbursement for VPSS will be provided for those who qualify.	ALL	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$5,000
Teachers will identify and purchase CCSS aligned instructional materials including: digital materials, printed materials, and rental materials	ALL	<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"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Ed</u>	\$13,000
Materials for math will be purchased for grade K-5 and for grades 6 and 3.	ALL	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$16,630
	ALL	<input checked="" type="checkbox"/> ALL	\$5,000

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<p>id year teachers will participate in an induction program</p>		<p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other                      Subgroups:(Specify) <u>Special Ed</u></p>	<p>40:</p>
<p>reduced by one student in grades 4-12 to enhance achievement and to provide more personalized ; size in grades K-3 will remain at an average of 24.</p>	<p>ALL</p>	<p><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 checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify) _____</p>	<p>\$9: 99: \$5: 09:</p>
<p>id Tech Department will provide comprehensive support teachers and students through:                      g system                      nel to support teachers, staff, and students                      elpline (staff, teachers, students, parents)</p>	<p>ALL</p>	<p>X <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"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify) _____</p>	<p>\$7: 00: \$2: 99: 58:</p>
<p>ades will be made to district facilities as identified in                      ance walk through and FIT inspections.</p>		<p>X <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"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify) _____</p>	<p>\$2, 00</p>

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LCAP Year 2: 2016-17

Annual comes:	7.	100% of teachers will be appropriately credentialed to teach the classes they are assigned	
	8.	100% of new teachers will receive support from an induction program.	
	9.	100% of students will have access to CCSS aligned instructional resources	
	10.	100% of facilities will be maintained in good condition.	
Actions/Services		Scope of Service	Pupils to be served within identified scope of service
Teachers will be supported to provide active learning to promote individual academic success. Teachers and		ALL	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
Teachers will be encouraged to seek credentials or certificates of non-compliance. Reimbursement for VPSS will be provided for those who qualify.		ALL	<input type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
All first year teachers will participate in an induction program		ALL	<input type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
Teachers will identify and purchase CCSS aligned instructional materials including: Core materials Supplemental materials Additional materials Special materials		ALL	<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"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Ed</u> _____
Classroom size reduced by 2 students in every classroom in order to increase overall student achievement and to provide more instructional time		ALL	<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 checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
The IT Tech Department will provide comprehensive support		ALL	<input checked="" type="checkbox"/> ALL

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Teachers and students through: Learning system Help to support teachers, staff, and students Telephone (staff, teachers, students, parents)		OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	000 \$24 999 580
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LCAP Year 3: 2017-18

Annual Outcomes:	11. 100% of teachers will be appropriately credentialed to teach the classes they are assigned 12. 100% of new teachers will receive support from an induction program. 13. 100% of students will have access to CCSS aligned instructional resources 14. 100% of facilities will be maintained in good condition.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	
Teachers will be supported to provide active learning to promote individual academic success. Teachers and	ALL	<u>X</u> ALL  OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	\$4: 000  \$1: 000
Teachers will be encouraged to seek credentials or certificates of non-compliance. Reimbursement for VPSS will be provided who qualify.  Next year teachers will participate in an induction program	ALL	<u>  </u> ALL  OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	\$5: 400
Teachers will identify and purchase CCSS aligned instructional materials: Instructional materials Instructional materials Instructional materials Instructional materials	ALL	<u>X</u> ALL  OR: <u>X</u> Low Income pupils <u>X</u> English Learners __Foster Youth __Re-designated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Special Ed</u> _____	\$1: 000  30, 099
Classroom reduced by 2 students in every classroom in order to improve student achievement and to provide more instruction	ALL	<u>  </u> <u>x</u> ALL  OR: <u>  </u> <u>x</u> Low Income pupils <u>  </u> <u>x</u> English Learners __Foster Youth <u>  </u> <u>x</u> Re-designated fluent English proficient __Other	\$9: 999 100 \$5: 099

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id Tech Department will provide comprehensive support teachers and students through: g system el to support teachers, staff, and students elpline (staff, teachers, students, parents)	ALL	Subgroups:(Specify)_____ X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	\$7,000 \$2,995 580
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Goal 2: All students will graduate from PCS schools college and career ready.	Related State and/or Local
	1__ 2_x 3_x 4_x 5_x 6
	COE only: 9__ 10_
	Local : Specify _____

1. Students need to increase their mastery of grade level standards in ELA and Math. Currently, 72% of K-8 students K-8 are scoring at grade level reading and 70.6% of 7-12 students are receiving a C or better in math (interim assessment; SBAC baseline in July 2015)
2. Students in significant subgroups, English Learner, Latino, Socio-economically Disadvantaged and Special Education students need to increase of grade level standards in ELA and Math. See above (interim assessment; SBAC baseline July 2015)
3. All teachers need professional development that assists them to align instruction to CCSS in across all subject areas. 100% of PCS teachers have at least 1 professional development activity focused on CCSS.
4. All of students need Science instruction that is aligned to NGSS. Currently, teachers in grades K-8 have attended district sponsored NGSS training
5. All ELL students need instruction ELD instruction aligned to NG-ELD standards. 7 District ELRTs and BRTs have attended ELD next generation
6. 100% of third grade students need to be proficient in reading. Currently 59% are at or above grade level on Ren Learn STAR.
7. Fifth grade students need to be proficient in fractions. Currently, 58.8% of students are proficient.
8. Students need access to a variety of courses in order to prepare for college and career. 100% of students have access and are enrolled in required study.
9. 100% of ELL students who are in the district for 6 consecutive years or more need to be re-designated to Fully English Proficient. 60.5% of EL



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re-designated within six years. The overall re-designation rate was 10.8% at elementary and 14.8% at secondary.

10. ELL students need to reach English Proficiency as measured by the CELDT. In 14/15 35% of elementary and 55% of secondary met CELDT c English proficiency. The district met AMAO 1 and 2 but did not meet AMAO 3.

11. ELL students need to develop proficiency in both their home language (Spanish) and English. 70 students received the seal of bi-literacy in 13/14/15.

to:	Schools:	All
	Applicable Pupil Subgroups:	All

Collins at Cherry Valley Charter School LCAP 2015-16

LCAP Year 1: 2015 -16

- Annual Outcomes:
1. 60% of students will reach achievement level 3 or 4 on the SBAC ELA and Math (baseline data July 2015)
  2. 50% of ELL, SED, FY and Sp. Ed students will reach achievement level 3 or 4 in ELA and Math on SBAC (baseline data July 2015)
  3. 100% of PCS teachers will attend training on the integration of CCSS instruction with technology.
  4. 100% of science teachers will attend training and receive on the alignment of instruction with NGSS.
  5. 30% of teachers of ELL students will attend training on the alignment of instruction with NG-ELD standards.
  6. An additional 5% of third grade students will be proficient in reading as measured by SBAC and RenLearn STAR assessment (Baseline data July 2015)
  7. An additional 5% of fifth grade students will be proficient in fractions as measured by SBAC and math EOU data (Baseline data July 2015)
  8. 100% of students will have access to all required areas of study.
  9. An additional 5% of ELL students who are continuously enrolled in the district for six years will be re-designated.
  10. District ELL student re-designation rate will remain above the county and state rates.
  11. An additional 1% of ELL students meet English proficiency as measured by CELDT. District will meet all AMAOs.
  12. The percentage of student designated as long-term ELL students will decrease by 5% annually.
  13. An additional 3% of students will receive the Seal of Bi-literacy at graduation.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	
Curriculum committees will meet to align ELA and NG-ELD instruction, curriculum, and professional development. Consultants may be hired to support their work.	ALL	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$12,000
Development will focus on the development of standards based, active learning environment and instruction that includes all students, including CCSS, NGSS and NG-ELD: Professional Development Days Learning Network (PLN) Friday shorten days Presentations at conferences Learning Opportunities Individual development plans Committee	ALL	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$45,000  \$74,092

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<p>will align instruction to NGSS. Teachers will it development, formative and summative assessments, resources.</p>	<p>ALL</p>	<p><u>  </u>x<u>  </u>ALL  OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>\$10 000</p>
<p>cial assignment (TOSA) will be hired to support teachers nt of the NGSS aligned curriculum.</p>			<p>\$45 000</p>
<p>grades 6-10 will attend training for the full f CPM Integrated Mathematics. In 15/16 grades 6, 7, 8 ath 1 will be offered.</p>	<p>ALL</p>	<p><u>  </u>X<u>  </u>ALL  <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups: (Specify)_____</p>	<p>\$10 000</p>
<p>ll participate in a comprehensive assessment program eir progress and assist teachers in providing uction. Formative and summative assessments will ntified and implemented in grades K-12. Resources n Star Literacy K-8, SBAC formative, interim, and ments, and teacher created EOY assessments. The ata management system will be used to monitor egate data, and assist in instruction decisions.</p>	<p>ALL</p>	<p><u>  </u>X<u>  </u>ALL  <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Re-designated fluent English proficient <u>  </u>Other Subgroups: (Specify)_____</p>	<p>\$25 000</p>
<p>plement a multi-tiered system of interventions in support academic achievement of all students. Special nd general education teachers will collaborate to design support system for students. Additional staff maybe e focus will be on in-class intervention and support.</p>	<p>ALL</p>	<p><u>  </u>X<u>  </u>ALL  <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>X Foster Youth <u>  </u>X Re-designated fluent English proficient <u>  </u>Other Subgroups: (Specify)_____ Special Education_____</p>	<p>\$50 092</p>
<p>will participate in both designated and integrated daily ned to Next Generation ELD standards. Teachers will methods.</p>	<p>ALL</p>	<p><u>  </u>ALL  <u>  </u>Low Income pupils <u>  </u>X English Learners <u>  </u>Foster Youth <u>  </u>X Re-designated fluent English proficient <u>  </u>Other Subgroups: (Specify)_____</p>	<p>\$10 092</p>
<p>ie Teachers, Bilingual Instructional Assistants, English e Teachers, Bilingual Clerks and Community be hired to provide instruction and support to ELL</p>	<p>ALL</p>	<p><u>  </u>ALL  <u>  </u>Low Income pupils <u>  </u>X English Learners <u>  </u>Foster Youth <u>  </u>X Re-designated fluent English proficient <u>  </u>Other</p>	<p>\$1, 092 400</p>

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for families.		Subgroups: (Specify) _____	
resources will be purchased to expand support to ELL	ALL	<input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$35 092 403
students academic achievement and language progress will be monitored. Student support will be provided.	ALL	<input type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No
will be provided for struggling students in grades K- 11. Additional teachers, and staff will be hired. Instructional materials will be purchased.	ALL	<input type="checkbox"/> ALL <hr/> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	\$15 092 400  \$20 301 400
program will be provided for ELL newcomers as a part of the LCAP.	ELL	<input type="checkbox"/> ALL <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	See
services will be provided to children and their families to support academic and social development. Programs include, but are not limited to, for K, Pasitos, and SAHS Teen Parent Program.	ALL	<input checked="" type="checkbox"/> ALL <hr/> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$10 092 400 \$15 Teen Child 092 400

Collins at Cherry Valley Charter School LCAP 2015-16

LCAP Year 2: 2016-17

- Annual Outcomes:
14. An increasing number/percentage of students will reach achievement level 3 or 4 on the SBAC (baseline data July 2015)
  15. An increasing number/percentage of ELL, SED, FY and Sp. Ed students will reach achievement level 3 or 4 in ELA and Math on SBAC (baseline data July 2015)
  16. An increasing number/percentage of third grade students will be proficient in reading as measured by SBAC and RenLearn STAR assessments (baseline data July 2015)
  17. 75% of fifth grade students will be proficient in fractions as measured by SBAC and math EOU data (Baseline data July 2015)
  18. 100% of teachers will attend professional development focused on the implementation of an active learning environment as measured by attendance records.
  19. An increasing number of students will receive the California Seal of Bi-literacy upon graduation
  20. District ELL student re-designation rate will remain above the county and state rates.
  21. The percentage of student designated as long-term ELL students will decrease annually.
  22. Early Childhood programs will be 100% enrolled.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	
Curriculum committees will meet to align CCSS curriculum, and professional development. Consultants support their work.	ALL	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$12,000
Professional development will focus on the development of standards based, active learning environment and instruction that includes: Teachers on Special Assignment Culma Pioneers Professional Development Days Intra Learning Network (PLN) Friday shorten days Incentive at conferences Learning Opportunities Professional development plans Committee	ALL	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$45,000  \$44,092
All teachers will align instruction to NGSS. Teachers will provide unit development, formative and summative assessment and instructional resources. A part-time teacher on	ALL	<input checked="" type="checkbox"/> ALL	\$45,000

Collins at Cherry Valley Charter School LCAP 2015-16

<p>nt will be hired.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____</p>	
<p>grades 6-10 will attend training for the full                      f CPM Integrated Mathematics. In 15/16 grades 6, 7, 8                      ath 1 will be offered. Instructional materials will be</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups: (Specify)_____</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups: (Specify)_____</p>	<p>\$10 000</p>
<p>ll participate in a comprehensive assessment program                      heir progress and assist teachers in providing                      uction. Formative and summative assessments will                      entified and implemented in grades K-12. Resources                      n Star Literacy K-8, SBAC formative, interim, and                      sments, and teacher created EOY assessments. The                      ata management system will be used to monitor                      egate data, and assist in instruction decisions.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups: (Specify)_____</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups: (Specify) <u>Special Needs</u></p>	<p>\$25 000</p>
<p>plement a tiered system of interventions in support of                      ademic achievement of all students. Special Education,                      education teachers will collaborate to design a                      upport system for students. Additional staff maybe hired.                      s will be on in-class intervention and support.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups: (Specify) <u>Special Education</u></p>	<p>\$50 092</p>
<p>will participate in both designated and integrated daily                      ined to Next Generation ELD standards. Teachers will                      ethods. Bilingual Resource Teachers, Bilingual                      stants, English Learner Resource Teachers, Bilingual</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups: (Specify)_____</p>	<p>\$1, 092</p>

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<p>Community Coordinators will be hired. Instructional resources</p> <p>Students academic achievement and language progress will be monitored. Student support will be provided.</p>			
<p>Services will be provided for struggling students in grades K- 11. Additional teachers, and staff will be hired. Instructional materials purchased.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) <input type="checkbox"/> Special Education</p>	<p>\$12,092,400</p> <p>\$20,301,400</p>
<p>Services will be provided to children and their families to promote academic and social development. Programs include, Parenting for Kids, Pasitos, and SAHS Teen Parent Program.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____</p>	<p>\$10,092,400</p>

Collins at Cherry Valley Charter School LCAP 2015-16

LCAP Year 3: 2017-18

Annual Outcomes:	<ol style="list-style-type: none"> <li>1. An increasing number/percentage of students will reach achievement level 3 or 4 on the SBAC (baseline data July 2015)</li> <li>2. An increasing number/percentage of ELL, SED, FY and Sp. Ed students will reach achievement level 3 or 4 in ELA and Math on SBAC (baseline data July 2015)</li> <li>3. An increasing number/percentage of third grade students will be proficient in reading as measured by SBAC and RenLearn STAR assessments (baseline data July 2015)</li> <li>4. 75% of fifth grade students will be proficient in fractions as measured by SBAC and math EOU data (Baseline data July 2015)</li> <li>5. 100% of teachers will attend professional development focused on the implementation of an active learning environment as measured by attendance records.</li> <li>6. An increasing number of students will receive the California Seal of Bi-literacy upon graduation</li> <li>7. District ELL student re-designation rate will remain above the county and state rates.</li> <li>8. The percentage of student designated as long-term ELL students will decrease annually.</li> <li>9. Early Childhood programs will be 100% enrolled.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	
Curriculum committees will meet to align CCSS content, and professional development. Consultants support their work.	ALL	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$12,000
Development will focus on the development of standards based, active learning environment and instruction that includes: Teachers on Special Assignment Alumna Pioneers Professional Development Days Intra Learning Network (PLN) 1/2 day shorten days Incentive at conferences Learning Opportunities Professional development plans Committee	ALL	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$45,000  \$44,092



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<p>ice teachers will align instruction to NGSS. Teachers                  unit development, formative and summative                  d instructional resources. A part- time teacher on                  nt will be hired.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                  Subgroups:(Specify)_____</p>	<p>\$45 000</p>
<p>grades 6-10 will attend training for the full                  f CPM Integrated Mathematics. In 15/16 grades 6, 7, 8                  ath 1 will be offered. Instructional materials will be</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                  Subgroups: (Specify)_____</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                  Subgroups: (Specify) <u>Special Needs</u></p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                  Subgroups: (Specify)_____</p>	<p>\$10 000</p>
<p>ll participate in a comprehensive assessment program                  heir progress and assist teachers in providing                  uction. Formative and summative assessments will                  identified and implemented in grades K-12. Resources                  n Star Literacy K-8, SBAC formative, interim, and                  sments, and teacher created EOY assessments. The                  ata management system will be used to monitor                  egate data, and assist in instruction decisions.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                  Subgroups: (Specify)_____</p>	<p>\$25 000</p>
<p>nley and McDowell will participate in a Spanish                  m. Teachers will be hired</p>	<p>McKinley &amp; McDowell</p>	<p><input type="checkbox"/> ALL</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                  Subgroups: (Specify) <u>Special Needs</u></p>	<p>\$14 092</p>
<p>plement a tiered system of interventions in support of</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$50</p>

Collins at Cherry Valley Charter School LCAP 2015-16

<p>ademic achievement of all students. Special Education, education teachers will collaborate to design a support system for students. Additional staff may be hired. s will be on in-class intervention and support.</p>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups: (Specify) <u>Special Education</u></p>	<p>092</p>
<p>will participate in both designated and integrated daily ined to Next Generation ELD standards. Teachers will methods. Bilingual Resource Teachers, Bilingual stants, English Learner Resource Teachers, Bilingual unity Coordinators will be hired. Instructional resources .</p> <p>udents academic achievement and language gress will be monitored. Student support will be ed.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups: (Specify) _____</p>	<p>\$1,092</p>
<p>will be provided for struggling students in grades K- 11. id teachers, and staff will be hired. Instructional urchased.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups: (Specify) <u>Special Education</u></p>	<p>\$12,092 400 \$20,301 400</p>
<p>nces will be provided to children and their families to demic and social development. Programs include, for K, Pasitos, and SAHS Teen Parent Program.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups: (Specify) _____</p>	<p>\$10,092 400</p>

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<p>3. PCS community involved and included in the education of PCS students, including the decision making process.</p>	<p>Related State and/or Local</p>	
	<p>1__ 2__ 3_x 4__ 5__ 6_x</p>	
	<p>COE only: 9__ 10__</p>	
	<p>Local : Specify _____</p>	
<p>Parents need to be able to monitor their students' academic progress on an on-going basis. Currently, 75% of parents are on the AERIES parent portal. Parents need information on college and career readiness in order to support their students. 39% of parents attended events at Jr. and High Schools. Parents need information regarding Jr. High and High School requirements in order to support their students. 50% of parents have attended informatior 100% of parents of ELL preschool age students need support in order to further their students' academic and socio-emotional progress. Preschool progr 100% enrolled. 10% of parents and community need to be involved in the decision making process for the district. Approximately, 9% of parents are serving on SSC, E and DLT in PCS.</p>		
<p>to:</p>	<p>Schools:</p>	<p>All</p>
	<p>Applicable Pupil Subgroups</p>	<p>All</p>

Collins at Cherry Valley Charter School LCAP 2015-16

LCAP Year 1: 2015-16

- Annual Outcomes:
1. 100% of parents will use AERIES SIS to access student academic and attendance information.
  2. 80% of parents will attend informational events and/or receive information regarding college and career readiness.
  3. 80% of parents 4-6 grade will receive information regarding preparation for Jr. High and High School.
  4. 100% of parents of ELL preschoolers will be invited to participate in preschool activities that support both academic and socio-emotional growth.
  5. 10% of parents will participate in school/district decision making structures such as DLT, SSC, and DELAC.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	
<p>access to both the AERIES portal and PCS app and instant communication.</p>	<p>ALL</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify) _____</p>	<p>\$100/50</p>
<p>Informational events and communications will be increased ensuring numbers of students and their families understand career options and pathways. Jr. High and High school student and participate in college and career information events and will communicate via the parent communication systems.</p>	<p>ALL</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify) <u>Special Education</u></p>	<p>No</p>
<p>Parents will receive information regarding preparing their children for success in junior high.</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify) <u>Special Education</u></p>	
<p>Parent advisory councils will continue to provide input to district programs. SSC, ELAC, and DELAC are included.</p>	<p>ALL</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other</p>	<p>No</p>

Collins at Cherry Valley Charter School LCAP 2015-16

		Subgroups:(Specify)_____	
ss reports to the board will be provided.		<input checked="" type="checkbox"/> ALL	No
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
ool students will be invited to participate in the Ready for er to increase their understanding as the primary teacher n addition, ELL parents will be invited to AVANCE and	ALL		Gr
urce (FRC) at McDowell will provide comprehensive nilies most in need in PCS. Collaboration with ers will expand services to our families.	ALL	<input 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"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Latino, Special Ed</u>	\$1 09 /5€

Collins at Cherry Valley Charter School LCAP 2015-16

LCAP Year 2: 2016-17

- Annual Outcomes:
1. 100% of parents will use AERIES SIS to access student academic and attendance information.
  2. 80% of parents will attend informational events and/or receive information regarding college and career readiness.
  3. 80% of parents 4-6 grade will receive information regarding preparation for Jr. High and High School.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	
access to both the AERIES portal and PCS app and instant communication.	ALL	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100/5€
Information events and communications will be increased ensuring numbers of students and their families understand career options and pathways. Elementary families will receive information regarding junior high. Jr. High and High school student and participate in college and career information events.	ALL	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <input checked="" type="checkbox"/> Special Education_____	No
District advisory councils will continue to provide input to district programs. SSC, ELAC, and DELAC are included.	ALL	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No
Business reports to the board will be provided.		<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No

Collins at Cherry Valley Charter School LCAP 2015-16

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LCAP Year 3: 2017-18

Annual Outcomes:	<ol style="list-style-type: none"> <li>1. 100% of parents will use AERIES SIS to access student academic and attendance information.</li> <li>2. 80% of parents will attend informational events and/or receive information regarding college and career readiness.</li> <li>3. 80% of parents 4-6 grade will receive information regarding preparation for Jr. High and High School.</li> </ol>
------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	
access to both the AERIES portal and PCS app and instant communication.	ALL	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100/5€
Information events and communications will be increased ensuring numbers of students and their families understand career options and pathways. Elementary families will receive information regarding junior high. Jr. High and High school student and participate in college and career information events.	ALL	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)___Special Education_____	No
Parent advisory councils will continue to provide input to school programs. SSC, ELAC, and DELAC are included.	ALL	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No

Collins at Cherry Valley Charter School LCAP 2015-16

ss reports to the board will be provided.		<input checked="" type="checkbox"/> ALL	No
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

al 4: All students engaged and supported to meet the rigor required to be a 21st century citizen	Related State and/or Local
	1__ 2__ 3__ 4__ 5__ 6__
	COE only: 9__ 10__
	Local : Specify _____



## Collins at Cherry Valley Charter School LCAP 2015-16

1. Students need to attend school daily. Currently, all student subgroup rates are well above 93%. 2 students were identified as chronically absent.
2. Students need to graduate from PCS. Graduation rates are currently 90% for all students, 84.2% for ELL, 82.6% for SED, and 79.5% for SWD. High School dropout rate is 1.3% district-wide. 1 student dropped out of our Junior High Schools.
3. Students need to be connected to school and significant adults. CHKS data for 13/14 indicates 91.5% of all students are strongly connected to school. 87% report strong adult connections at school.
4. Struggling students need academic and socio-emotional support systems in maximize their educational opportunities. The suspension rate for 13/14 was 7.1% and the expulsion rate was 0.6.

to:	Schools:	All
	Applicable Pupil Subgroups:	All

Collins at Cherry Valley Charter School LCAP 2015-16

LCAP Year 1: 2015-16

Annual Outcomes:	1. District attendance rates will be maintained at or above 93%.
	2. The school climate index (SCI) will remain at over above similar school ratings on the CHKS. (Jr. High 99%, High School 85% Spring 2014)
	3. Drop out rates will remain below the level of the county and the district (2014 Data: PCS 1.3%, County 3.1%, State 3.1%). Subgroup rates maintained or lowered.
	4. The expulsion rate will maintain at or below 0.6%
	5. The number of students suspended annually will decrease by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	
Truant (3 or more days of unexcused absence) will be RT and the creation of an intervention plan. The plan will include community resources will be identified that will help the family improve attendance.	ALL	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No
Intervention and intervention programs such as Caring Schools Toolbox, Safe School Ambassadors, and other programs that promote a positive school climate will be implemented.  Additional staff will be hired to provide individual and small group interventions most in need.	ALL	<input 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ Special Ed _____	\$209,580 \$700,000 MC 09
Work in partnership with community agencies to promote	ALL	<input checked="" type="checkbox"/> ALL	\$1

Collins at Cherry Valley Charter School LCAP 2015-16

tion, academic support, health, wellness, and school  
Child care will be provided for the Teen Parent  
ool programs, and parent meetings.

OR:  
\_\_Low Income pupils \_\_English Learners  
\_\_Foster Youth \_\_Re-designated fluent English proficient \_\_Other  
Subgroups:(Specify)\_\_\_\_\_

Collins at Cherry Valley Charter School LCAP 2015-16

LCAP Year 2: 2016-17

- Annual Outcomes:
1. District attendance rates will be maintained at or above 93%.
  2. The school climate index (SCI) will remain at over above similar school ratings on the CHKS. (Jr. High 99%, High School 85% Spring 2014)
  3. Drop out rates will remain below the level of the county and the district (2014 Data: PCS 1.3%, County 3.1%, State 3.1%). Subgroup rates maintained or lowered.
  4. The expulsion rate will maintain at or below 0.6%
  5. The number of students suspended annually will decrease by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	
<p>truant (3 or more days of unexcused absence) will be RT and the creation of an intervention plan. The plan will community resources will be identified that will help the family improve attendance.</p>	ALL	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other            Subgroups:(Specify) _____</p>	No
<p>tion and intervention programs such as Caring Schools toolbox, Safe School Ambassadors, and other programs sitive school climate will be implemented.</p> <p>lists will be hired to provide individual and small group its most in need.</p>	ALL	<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><u>x</u> Low Income pupils <u>x</u> English Learners  <u>x</u> Foster Youth <u>x</u> Re-designated fluent English proficient <u>  </u> Other            Subgroups:(Specify) <u>  </u> Special Ed _____</p>	\$2095871MC09
<p>ork in partnership with community agencies to promote ion, academic support, health, wellness, and school . Child care will be provided for the Teen Parent hool programs, and parent meetings.</p>	ALL	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other            Subgroups:(Specify) _____</p>	\$109/5€

Collins at Cherry Valley Charter School LCAP 2015-16

Collins at Cherry Valley Charter School LCAP 2015-16

LCAP Year 3 2017-18

- Annual Outcomes:
- 6. District attendance rates will be maintained at or above 93%.
  - 7. The school climate index (SCI) will remain at over above similar school ratings on the CHKS. (Jr. High 99%, High School 85% Spring 2014)
  - 8. Drop out rates will remain below the level of the county and the district (2014 Data: PCS 1.3%, County 3.1%, State 3.1%). Subgroup rates maintained or lowered.
  - 9. The expulsion rate will maintain at or below 0.6%
  - 10. The number of students suspended annually will decrease by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	
<p>Truant (3 or more days of unexcused absence) will be RT and the creation of an intervention plan. The plan will community resources will be identified that will help the family improve attendance.</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	No
<p>tion and intervention programs such as Caring Schools toolbox, Safe School Ambassadors, and other programs sitive school climate will be implemented.</p> <p>lists will be hired to provide individual and small group its most in need.</p>	ALL	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____ Special Ed _____</p>	\$209,710
<p>ork in partnership with community agencies to promote ion, academic support, health, wellness, and school . Child care will be provided for the Teen Parent hool programs, and parent meetings.</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	\$109,580

Collins at Cherry Valley Charter School LCAP 2015-16

Collins at Cherry Valley Charter School LCAP 2015-16

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

Annual Update

**Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

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

te a copy of this table fo

Goal	Goal 1: Students need access to 21 <sup>st</sup> Century learning environments and tools.	Related State and/or Local Measure
		1 <u>x</u> 2 <u>x</u> 3 <u>x</u> 4 <u>x</u> 5 <u>  </u>



Collins at Cherry Valley Charter School LCAP 2015-16

COE only: 9\_\_ 10

Local : Specify \_\_\_\_\_

o:	Schools: All schools K-12		
	Applicable Pupil Subgroups: All Subgroups		
	<ol style="list-style-type: none"> <li>1. 100% of teachers will be appropriately credentialed to teach the classes they are assigned</li> <li>2. 100% of new teachers will receive support from an induction program</li> <li>3. CCSS aligned math materials will be identified</li> <li>4. 10% of students will have 1:1 devices</li> <li>5. 10% of classrooms will be reconfigured to 21<sup>st</sup> Century learning standards</li> <li>6. 100% of facilities will be maintained in good condition</li> </ol>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. 98.3% of teachers are appropriately credentialed to teach the classes they are assigned</li> <li>2. 100% of new teachers (years 1&amp;2) are enrolled in an induction program</li> <li>3. College Preparatory Math (CPM) has been identified for mathematics instruction 6-12. K-5 teachers are in the process; reviewing math curricula.</li> <li>4. 800 8<sup>th</sup> grade students are piloting 1:1 devices. 10% of total district population</li> <li>5. 21 classrooms are piloting 21<sup>st</sup> Century furniture. 7% of the district.</li> <li>6. 100% of school facilities received a rating of good or better on the 2014 FIT (Facility Inspection Tool)</li> </ol>

Collins at Cherry Valley Charter School LCAP 2015-16

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		E Ani
	Budgeted Expenditures			
appropriate credentials will complete coursework to alified teachers will be provided	<p><i>VPSS participation will be supported by district as needed (employee is reimbursed when they pass)</i>  <i>Title II FUNDS - \$5,000</i>  <i>District will explore BTSAlike programs and develop a menu of options for teachers.</i>  <i>TO BE DETERMINED</i>                      Teacher salaries</p>	98% of teachers were highly qualified. All first and second year teachers participated in BTSA with district fiscal support. 2 teachers completed VPSS.		\$56 Title
Districtwide		Scope of service:	Districtwide	
		<input checked="" type="checkbox"/> ALL		
pils <input type="checkbox"/> English Learners <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other fy)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
; will be maintained in good to excellent condition as Facility Inspection Tool (FIT) and deferred throughs	<p><i>Repairs and upgrades will be made as identified in deferred maintenance walk</i></p>	.All district facilities were reported as in good to excellent condition as documented on the FIT.		1,6; Bas mai

Collins at Cherry Valley Charter School LCAP 2015-16

	<p><i>through and FIT inspections. BASIC FUNDS - 3% of the Adopted Budget for the Combined Maintenance and Deferred Maintenance – Approximately \$2 million</i></p>	
<p>Districtwide</p>		<p>Scope of service: Districtwide</p>
<p>pils __English Learners _Re-designated fluent English proficient __Other fy)_____</p>		<p>X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____</p>

Collins at Cherry Valley Charter School LCAP 2015-16

<p>Updated for 21st Century instruction including:                  Desks                  Chairs                  Technology</p>	<p>All classrooms will be upgraded to meet 21<sup>st</sup> Century standards - Technology devices and furniture purchased, classrooms will be reconfigured.  <i>BOND FUNDS – This is contingent upon June 3, 2014 voter passage of \$89 million</i></p>	<p>Furniture has been purchased and will be in place for the 15/16 school year. Most teachers participated in active learning environment training focused on the redesign of their classrooms to support 21<sup>st</sup> Century instruction.</p>	<p>\$1,100,000</p>
<p>Districtwide</p>		<p>Scope of service:</p>	<p>Districtwide</p>
<p>Ensure that adequate bandwidth is provided to all</p>	<p><i>Phase A bandwidth expansion occurring in 2013-14 utilizing one-time</i>  <i>COMMON CORE FUNDS - \$748,000.</i>                  Phase B expansion to accommodate 1:1 devices is scheduled for</p>	<p>The district upgraded the wireless internet at all sites and the district office. Wireless broadband access will be 10gbs beginning in the 15/16 school year.</p>	<p>4,100,000                  748,000                  CC:</p>

Collins at Cherry Valley Charter School LCAP 2015-16

	2014-15  <i>BOND FUNDS –                  This is contingent                  upon June 3, 2014                  voter passage of                  \$89 million</i>		
	Districtwide	Scope of Service	Districtwide
pupils __English Learners __Re-designated fluent English proficient __Other fy)_____		X ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	
e 21 <sup>st</sup> Century skills, each student will be provided a vice.	A standard device will be identified by the Ed Tech committee and purchased for all students  A device management system and a learning management system will be identified and purchased.  <i>BOND FUNDS –                  This is contingent                  upon June 3, 2014                  voter passage of                  \$89 million</i>	800 8 <sup>th</sup> grade students were supplied 1:1 chrome books for use in their classrooms and at home. Teachers were also provided a chrome book, a Mac Book and an iPad, Due to the success of the pilot program, all students will be provided an iPad in the 15/16 school year.	\$4, Bor

Collins at Cherry Valley Charter School LCAP 2015-16

Districtwide		Scope of service:	Districtwide	
pupils __English Learners __Re-designated fluent English proficient __Other (Specify)_____		X ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		
ave access to technological support 21st Century his includes in every  on system,	The district tech committee will research and recommend teacher station tech devices.  Tech devices will be purchased  BOND FUNDS – This is contingent upon June 3, 2014 voter passage of \$89 million	All classrooms were evaluated for a standard classroom package and will be upgraded to meet minimum district standards of a projection system, doc cam, and teacher and student devices. In addition, Teacher devices were purchased and deployed in 14/15. Voice amplification systems were eliminated from the classroom tech package due to cost.		\$52 Bor
Districtwide		Scope of service:	Districtwide	
pupils __English Learners __Re-designated fluent English proficient (Specify)_____		X ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		
Is will identify and purchase CCSS aligned rces including: ource materials ic materials	Instructional resource review committee will be configured. The	The 6-12 math committee identified CPM math materials for implementation in the 15/16 school year. The K-5 committee continues to meet and review materials. A variety of ebooks were piloted across grade levels and subject areas.		\$13 Res

Collins at Cherry Valley Charter School LCAP 2015-16

<p>Selected materials Additional materials</p>	<p>Ed Services department will be responsible to guiding the selection, training and implementation of CCSS instructional resources.</p> <p><i>Afterschool meetings and release time will be provided.</i></p> <p><i>BASIC FUNDS – Ed Services</i></p> <p>CCSS aligned Math materials will be the focus of 2014-15</p> <p><i>RESTRICTED LOTTERY AND COMMON CORE FUNDS (2<sup>nd</sup> Round IF FUNDED)</i></p>		<p>\$27 Sup</p>
<p>Districtwide</p>		<p>Scope of service: Districtwide</p>	
		<p><input checked="" type="checkbox"/> ALL</p>	
<p>pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Re-designated fluent English proficient Subgroups:(Specify) _____</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

Collins at Cherry Valley Charter School LCAP 2015-16

<p>Continue to support the maintenance of technology support systems including:                  Support Department                  Mouse Squad                  Support</p>	<p><i>The District and School Tech support departments will be redesigned to better meet the needs of the schools and district</i></p> <p><i>BASIC FUNDS - \$784,000</i>  <i>PARCEL TAX - \$253,000</i></p>	<p>The district evaluated and redesigned the technology department to better support both classrooms and offices. Mouse Squad was successfully piloted at Casa Grande high school</p>	<p>\$74                  Bas                  \$26                  Par</p>
<p>Districtwide</p>		<p>Scope of service: Districtwide</p>	
		<p><input checked="" type="checkbox"/> ALL</p>	
<p>pils <input type="checkbox"/> English Learners  <input type="checkbox"/> Re-designated fluent English proficient                  Subgroups:(Specify) _____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                  Subgroups:(Specify) _____</p>	
<p>actions, services, and expenditures a result of reviewing past progress or changes to goals?</p>	<p>All the actions planned in goal 1 were completed and goals met. Additional teachers were certified to teach in areas they were previously certified and beginning teachers received support and mentoring from more experienced teachers. Increased collaboration with the BTSA program increased the funds expended in support of the program. A complete upgrade to all PCS classroom furniture and full access to wireless broadband internet. We have begun upgrading instructional materials to align with CCS. The redesigned tech department provides a dual focus on supporting both devices and end users. Additional funds were expended on the pilot of the mouse squad program and to upgrade support provided. 1:1 devices were purchased for all students. In 15/16, the same with the exception of providing furniture and 1:1 devices. Since the purchase of these devices has been completed, it is now time to turn to the use and integration of the devices and furniture in the upgraded, 21st Century classroom.</p>		



Collins at Cherry Valley Charter School LCAP 2015-16

om :	Goal 2: Classroom instruction will be aligned to 21 <sup>st</sup> Century teaching and learning.		Related State and/or Local	
			1__ 2_x 3_x 4_x 5_x 6__	
			COE only: 9__ 10__	
			Local : Specify _____	
o:	Schools:	All schools K-12		
	Applicable Pupil Subgroups:	All Subgroups		
	1. 60% of students will score proficient or above on SBAC Math. Data will be disaggregated by subgroup. 2. 60% of students will score proficient or above on SBAC ELA. Data will be disaggregated by subgroup. 3. 60% of students will score proficient or advanced on the SBAC Science performance task grades 3-11. 4. Class size in grades 4-12 will be reduced by 1 student. K-3 class will remain at a 24:1 average.	Actual Annual Measurable Outcomes:		1. Currently in grades 7-12, 82.7% of students are better in English Language Arts and 70.6% of students are better in Interim measure- SBAC due 7/15) 2. 72% of K-8 students are scoring proficient or advanced on the Ren Learn ELA STAR test (Interim assessment 7/15) 3. Performance task scores are not available at this baseline due 7/15) 70% of the 6 <sup>th</sup> grade is piloting curriculum aligned, 6,7& 8 grade teachers have transition to the integrated science model. 4. An additional 8 teachers were hired at the secondary level and 8 teachers were hired at elementary.

Collins at Cherry Valley Charter School LCAP 2015-16

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		E
		Budgeted Expenditures		Ani
<p>I meet together in a Collaborative Learning Network student response and to refine CCSS aligned or meet student needs, including ELL, SED, and SWD</p>		<p>Teachers will meet in grade alike, departments, or cross department groupings during shortened Wednesdays.</p> <p>All teachers will be provided 1 day release time to visit colleague's classrooms.</p> <p>BASIC FUNDS – Ed Services - \$55,000</p>	<p>100% of PCS teachers met together in Petaluma Learning Network teams. 40% of teachers presented the findings of their PLN investigation to colleagues in January 2015.</p>	\$55 Bas
Districtwide			<p>Scope of service: Districtwide</p>	
			<p><input checked="" type="checkbox"/> ALL</p>	
<p>pils <input type="checkbox"/> English Learners  <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      (fy) _____</p>			<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify) _____</p>	

Collins at Cherry Valley Charter School LCAP 2015-16

<p>Committee, Ed Tech committee, ELA and Math, and p teams will meet to review CCSS instruction, design opment activities, and guide implementation of CCSS</p>	<p>Meetings will be held quarterly throughout the year.</p> <p>Release time will be provided.</p> <p>BASIC FUNDS – Ed Services - \$12,500</p>	<p>Meetings of the Ed Tech, K-12 Curriculum and Staff Development meetings, K-6 and 7-12 math committees and 6-8 Science committees were held through out the year.</p>	<p>\$12 Bas</p>
<p>Districtwide</p> <p>pils __English Learners                  __Re-designated fluent English proficient                  s:(Specify)_____</p>		<p>Scope of service: Districtwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:                  __Low Income pupils __English Learners                  __Foster Youth __Re-designated fluent English proficient __Other                  Subgroups:(Specify)_____</p>	
<p>Instructional Assistants will participate in professional ities that promote full implementation of CCSS the CCSS and peer support including:                  s                  opportunities</p>	<p>Collected on the yearly PD survey. 2014/15 PD will focus on integration of technology with CCSS aligned instruction, Rtl, UDL, and differentiation. Instructional strategy focus will be close reading, writing from evidence, and academic discourse.</p>	<p>Teachers and Instructional Assistants were provided 3 professional development days focused on integration of technology and CCSS. Elementary teachers and Instructional Assistants also participated in WFTB training. Instructional strategies PD focused on Close Reading, Academic Discourse and Writing from Evidence.</p>	<p>\$42 Bas                  \$0 CC</p>

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	<p><i>BASIC FUNDS – 3 Days of Professional Development already embedded in work calendar.</i></p> <p>All certificated and classified instructional positions will participate in technology integration including use of various platforms and software programs.</p> <p><i>COMMON CORE FUNDS (2<sup>nd</sup> Round IF FUNDED) - \$XXX</i></p>		
Districtwide		Scope of service: Districtwide	
		<u>  </u> x ALL	
pupils <u>  </u> English Learners <u>  </u> Re-designated fluent English proficient is:(Specify)_____		OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	
e 21 <sup>st</sup> Century skills, each student will be provided ng device.	A standard device will be identified by the Ed Tech committee and purchased for all students	Chromebooks were piloted with all 8 <sup>th</sup> grade students during the 14/15 school year. iPads were purchased for all students and will be deployed in the 15/16 school year. A LMS was piloted with 8 <sup>th</sup> grade students.	\$4, Bor

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	<p>A device management system and a learning management system will be identified and purchased.</p> <p><i>BOND FUNDS – This is contingent upon June 3, 2014 voter passage of \$89 million</i></p>		
<p>Districtwide</p>	<p>6-12 Math and 6-8 Science teachers will meet to determine course content, course sequence, and instructional resources to be used.</p> <p>Teacher release Teacher extra duty Instructional resources will be purchased</p>	<p>Scope of service: Districtwide</p>	

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	<p><i>COMMON CORE FUNDS (2<sup>nd</sup> Round IF FUNDED) - \$7,500</i></p>		
		<p><input checked="" type="checkbox"/> ALL</p>	
<p>pils <input type="checkbox"/> English Learners  <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other          fy) _____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other          Subgroups:(Specify) _____</p>	
<p>nd science courses will be designed and implemented</p>	<p>Determine course content, course sequence, and instructional resources to be used.</p> <p><b>Teacher release          Teacher extra duty          Instructional resources will be purchased</b></p> <p><i>COMMON CORE FUNDS (2<sup>nd</sup> Round IF FUNDED) - \$7,500</i></p>	<p>The 6-12 Math teachers identified CPM math as the CCSS aligned integrated math program for all students. 6-8 Science teachers chose to implement Integrated Science for all students. Teachers are attending training in June of 2015.</p>	<p>\$49 CC:</p>
<p>Districtwide</p>		<p>Scope of service: Districtwide</p>	

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<p>pils <input type="checkbox"/> English Learners  <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other          fy) _____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other          Subgroups:(Specify) _____</p>	
<p>je will be identified in each CCSS aligned unit.          tify strategies that will increase ELL student access to</p>	<p>Teachers will meet in grade alike, departments, or cross department groupings during shortened Wednesdays.</p> <p>BASIC FUNDS – Shortened Wednesdays</p>		No
<p>Districtwide</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other          Subgroups:(Specify) _____</p>	
<p>pils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other          fy) _____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other          Subgroups:(Specify) _____</p>	
<p>lish language development will be assessed and out the year. Instruction will be adjusted to accelerate s and language acquisition.</p>	<p>Students will be assessed yearly using the state adopted language assessment.</p>	<p>Additional personnel were hired to support state testing.</p>	10, Sup Fur

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	<p>Formative assessments will be conducted in ELA and math to monitor academic progress.</p> <p>Assessment resources will be purchased.</p> <p><i>SUPPLEMENTAL FUNDS – ED SERVICES \$10,000</i></p>	
Districtwide		Scope of service: Districtwide
<p>pils <input checked="" type="checkbox"/> English Learners          ___ Re-designated fluent English proficient ___ Other          fy) _____</p>		<p>___ ALL          OR:          ___ Low Income pupils <input checked="" type="checkbox"/> English Learners          ___ Foster Youth ___ Re-designated fluent English proficient ___ Other          Subgroups (Specify) _____</p>
<p>actions, services, and expenditures a result of reviewing past progress /or changes to goals?</p>	<p>Data indicates that PCS met the outcomes included in goal 2. A majority of students are meeting grade level standards as i grades and assessments. There continues to be a persistent achievement gap between ELL, SED, SpEd and other studen challenge PCS will provide additional professional development in the 2015/16 school year focused on developing a more p CCSS aligned instructional program. Survey results confirmed this focus. Our DELAC parents identified continual upgrade program as a high priority. Changes in expenditures are due to increased personnel costs. In 15/16, goal 2 will be incorpor and 4 to provide greater focus on college and career readiness for all.</p>	



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om :	Goals 3 All students will graduate from PCS college and career ready.		Related State and/or Local	
			1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>	
			COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>	
			Local : Specify _____	
o:	Schools:	All schools K-12		
	Applicable Pupil Subgroups:	All Subgroups		
	<ol style="list-style-type: none"> <li>1. 100% of 9<sup>th</sup> grade students will have a four year plan.</li> <li>2. 40% of students will meet for A-G. An additional 10% of ELL &amp; SED students will meet A-G.</li> <li>3. At least 2 Core and CTE linked courses will be available at each high school.</li> <li>4. Core and CTE linked classes will increase by 10%.</li> <li>5. An additional 10% of ELL, SED, and SWD students will participate in EAP and AP testing</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Counselors report that 100% of 9<sup>th</sup> grade student developed a 4 year plan. All students have been enrolled in all required areas of study. Students blocked math or ELA participate in semester long History courses at the Jr. High level.</li> <li>2. In 13/14, 36.4 % of all students were on track to requirements at the end of 10<sup>th</sup> grade. 76.5% of are white, .63% of them are ELL and 21.5 % are ELL.</li> <li>3. There are 147 CTE courses available in the district classes were identified in the 14/15 school year linked classes will be added in the 15/16 school</li> <li>4. New computer science courses are being added schools for the 15/16 school year. This is a 1.4'</li> <li>5. 39% of 11 &amp; 12 grade students took one or more passing rate with 3 or higher was 65% for all students not able to disaggregate by subgroup at this time</li> <li>6. EAP is now embedded in the SBAC. 100% of students the EAP as a part of the SBAC. Students will be sent to be sent to UC or CSU.</li> </ol>	

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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		E Ani No
	Budgeted Expenditures			
<p>examine course sequences to ensure all students can requirements within the regular course sequence.</p>	<p>Academic counselors, AP, Principals and teachers will determine updated course offerings to maximize A-G course access for all students.</p> <p><i>BASIC FUNDS: Shortened Wednesdays</i></p>	<p>Counselors, Principals, and Assistant Principals met to examine why students were not meeting A-G requirements. They made recommendations including purchasing a college/career platform to assist students in developing their interests and to monitor student progress.</p>		
Districtwide		Scope of service:	Districtwide	
<p>pils __English Learners __Re-designated fluent English proficient __Other fy)_____</p>		<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____</p>		
<p>sses will work together to integrate hands-on career and to increase A-G certification .</p>	<p>Cross-department meetings will be held to determine potential linkages between content areas. 2 new partnerships will be developed.</p> <p><i>Release Time,</i></p>	<p>There were 147 CTE classes available in the district. An additional 5 CTE classes were aligned and approved for A-G certification.</p>		No

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	<p>after school meetings and consultants may be provided.</p> <p>COMMON CORE FUNDS (2<sup>nd</sup> Round IF FUNDED) - \$5,000</p>			
	Districtwide		Scope of service: Districtwide	
<p>pils __English Learners          __Re-designated fluent English proficient __Other          fy)_____</p>		<p>X_ALL          OR:          __Low Income pupils __English Learners          __Foster Youth __Re-designated fluent English proficient __Other          Subgroups:(Specify)_____</p>		
<p>ourses at the Jr. and High Schools will be open to all willing to challenge themselves.</p>	<p>Courses will be identified and a support structures will be designed for non-traditional AP students.</p> <p>AP and honors teachers release and after school meetings</p> <p>BASIC FUNDS – Shortened Wednesdays</p>	<p>An increase in AP and honors enrollment was confirmed by the number of AP tests taken in 13/4 and 14/15 at both high schools.</p>	No	

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	Districtwide		Scope of service:	Districtwide
	pils __English Learners __Re-designated fluent English proficient __Other fy)_____		X ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	

actions, services, and expenditures a result of reviewing past progress /or changes to goals? All activities in goal 3 were successfully completed as indicated by the data reviewed above. Due to survey results and community input meetings, an increased focus on college and career readiness will add to our goals in this area. In 15/16 will be combined into one goal that focuses on preparing all students for both college and career.

om :	Goals 4: All students will graduate from PCS college and career ready	Related State and/or Local
		1_x 2__ 3_x 4_x 5_x 6
		COE only: 9__ 10
		Local : Specify _____

o:	Schools:	All schools K-12
	Applicable Pupil Subgroups:	All Subgroups

<ol style="list-style-type: none"> <li>50% of all students, including ELL, SED, SWD students, will score proficient or above or above (3<sup>rd</sup> grade STAR) reading . Date will be disaggregated by subgroup</li> <li>50% of all 5<sup>th</sup> grade students will score proficient or above in fractions on the EOU assessment</li> <li>25% of all students including ELL, SED, SWD students will be on track to complete A-G requirements at the end of 10<sup>th</sup> grade.</li> <li>100% of 9<sup>th</sup> grade students will have a four year plan.</li> <li>Tier 1, 2, and 3 interventions will be identified at all schools</li> <li>80% of ELL students will be re-designated within 6 years on continuous enrollment</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>72% of K-8 students are scoring proficient or above on Ren Learn ELA STAR test (Interim assessment 7/15)</li> <li>EOU assessment in 5<sup>th</sup> grade indicates that 58.1% are proficient in fractions. This data is not representative of all schools in PCS.</li> <li>In 13/14, 36.4 % of all students were on track to complete requirements at the end of 10<sup>th</sup> grade. 76.5% of students are white, .63% of them are ELL and 21.5 % are Hispanic.</li> <li>Counselors report that 100% of 9<sup>th</sup> grade students developed a 4 year plan. All students have successfully enrolled in all required areas of study. Students who were blocked math or ELA participate in semester long</li> </ol>
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		<p>History courses at the Jr. High level.</p> <ol style="list-style-type: none"> <li>5. Schools focused on developing on-going format and embedding student progress monitoring. L were established in all elementary schools to pr and support to teachers in providing personalize all students.</li> <li>6. 54.3% of all ELL students were re-designated. 6 students who attended PCS were re-designatec less.</li> </ol>
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<p>and CGHS will be able to select a bilingual/bi-literate o the California Seal of Bi-literacy.</p>	<p>Students at KJHS and CGHS will be able to select a bilingual/bi-literate pathway that includes content area Spanish language instruction and Spanish 1,2,3,4,and AP Spanish, and Spanish for Native Speakers</p> <p>BASIC FUNDS – Regular staffing allocation</p>	<p>96 students received the Seal of Bi-literacy in June 2105. 70 received the seal in 13/14. This program was expanded to PJHS and PHS.</p>	<p>No</p>
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KJHS/CGHS		Scope of service:	All secondary schools
pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other (Specify) _____		<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Establish the use of formative assessments to monitor student progress toward CCSS. Data will be used to guide differentiated instruction and intervention services.	Formative assessments will be identified and a schedule will be established based on grade level, department and courses. Teachers will meet in grade level, department or cross department groups to review student progress and refine instruction. Selected formative assessments will be used district-wide to monitor program progress. Instructional resources maybe purchased.  <i>BASIC FUNDS – Shortened Wednesdays</i>  A bank of formative	K-6 teachers developed formative assessments for all CCSS aligned math units. Selected EOU assessments were used to monitor student progress. Ren Learn STAR reading assessments were used in grades K-8 to monitor student progress in reading. District writing benchmarks were used to monitor student progress in grade K-6 and in Alternative Education. Data was entered in to EADMS.	\$23

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	<p>assessments and items will be identified and used district-wide to assess students.</p> <p><i>BASIC FUNDS – Ed Services \$15,000</i></p>			
	<p>Districtwide</p>		<p>Scope of service: Districtwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
<p>pils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Re-designated fluent English proficient</p> <p>Subgroups:(Specify) _____</p>	<p>An Rtl committee will be established for each school site. Training will be provided for Rtl committees.</p> <p><i>BASIC FUNDS – Shortened Wednesdays</i></p> <p>An Rtl committee will be established for each school site. Training will be provided for Rtl committees.</p> <p>Teacher release</p>	<p>All schools established an Rtl or learning team group. A focus on progress monitoring, data collection, and instructional refinements was included. Additional reading teachers were hired. Many schools look at schedules and personnel to support students both within the classrooms and in intervention settings. 3 additional schools are developing learning centers and additional collaborative classes are being established.</p>	<p>\$49 Sup</p>	

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	<p>time and consultants will be paid.</p> <p>SUPPLEMENTAL FUNDS – Ed Services \$16,969</p>		
		<input checked="" type="checkbox"/> ALL	
<p>pils <input type="checkbox"/> English Learners  <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other          fy) _____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other          Subgroups:(Specify) _____</p>	
<p>reduced by 1 student in grade 4 -12. K-3 class sizes an average of 24:1.</p>	<p>Staffing will be based on 1 student less in grades 4-12 for 2014-15 (negotiated item). Estimated 9.8 FTE will be added to existing staff</p> <p>SUPPLEMENTAL FUNDS – \$793,968 on-going cost -going cost</p>	<p>Class sizes in the 14/15 school year were as follows:          Grades 4-6 – 24:1          Grades 7-8 – 28.6:1          Grades 9-12 – 29:1          In Alternative Education settings average class size was 10.6:1</p>	<p>\$52          Sup          \$97          Par</p>
		<input type="checkbox"/> ALL	
<p>upils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other          fy) <input checked="" type="checkbox"/> Special Education</p>		<p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other          Subgroups:(Specify) <input checked="" type="checkbox"/> Special Education</p>	



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<p>Instructional resources that support struggling students of CCSS will be purchased.</p>	<p>Teachers will identify instructional resources including on-line and text based materials.</p> <p>Materials will be purchased from site based budget allocations</p> <p>SUPPLEMENTAL FUNDS – site funds as needed and Restricted Lottery Funds</p>	<p>A variety of supplementary materials were purchased to provide intervention and support to struggling students.</p>	<p>\$27 Sup</p>	
	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>	
<p>pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other  <input type="checkbox"/> Special Ed _____</p>		<p><input 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"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other  Subgroups:(Specify) _____ Special Ed _____</p>		
<p>All SWD students will be provided extended year to increase learning time.</p>	<p>Students K-12 will attend a 4 to 5 week summer school designed to accelerate their academic growth in order to close</p>	<p>Summer school was provided to all struggling students in grades K-11. 20 sections of various classes were provided for students needing credit recovery at the secondary. A bridge to High school program was provided for 8<sup>th</sup> grade struggling students transitioning to 9<sup>th</sup> grade. 2 classes at each grade level was offered at the elementary.</p>	<p>\$15 Sup \$50 Title</p>	

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		the achievement gap.		
		SUPPLEMENTAL FUNDS - \$80,000 TITLE I FUNDS - \$50,000		
	Districtwide		Scope of service:	Districtwide
			<input 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
McKinley and McDowell will be provided supplemental instruction		A Spanish teacher will be hired to provide Spanish language instruction integrated with core content.  SUPPLEMENTAL FUNDS – \$165,410	A Spanish teacher was hired at both schools to provide Spanish language instruction integrated with Social Studies.	\$14 Sup
McKinley & McDowell			Scope of service: McKinley and McDowell	
			<input checked="" type="checkbox"/> ALL	
			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	

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<input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other (Specify) _____		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
<p>Secondary ELL students will participate in directed and instruction daily aligned to Next Generation ELD and academic language will be identified in each CCSS aligned</p>	<p>Schedules modified to allow for direct ELD at Valley Vista and McNear elementary schools.</p> <p>Teachers trained in ELD methods and strategies.</p> <p><b>Conference attendance, release time, after school meetings may be provided</b></p> <p>Principals to monitor implementation BRT and ELRT to provide support general education teachers.</p> <p>After school homework clubs will be provided with the support of the BRT.</p>	<p>Elementary schools modified schedules, teachers attended training and conferences, principals monitored student progress and an after school homework club was established at two schools. Each elementary had a BRT to support student progress. Secondary schools had an ELRT who was released 1 period to coordinate ELL services. Teachers met in PLN and Professional Development Wednesday afternoons to collaborate on academic language development across the curriculum. ELL student progress was monitored throughout the year</p>	<p>\$1,000,000 Sup</p>

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	<p>Salary/benefits or release time will be paid.</p> <p>Instructional resources identified and purchased</p> <p>SUPPLEMENTAL FUNDS – Site-based allocations \$845,757</p>		
Districtwide		Scope of service: Districtwide	
		__ALL	
<p>pils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Re-designated fluent English proficient</p> <p>is:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>.L students will participate in directed and nstruction daily aligned to the Next Generation</p>	<p>Students will receive ELD and content area support with trained and credentialed teachers based on their identified needs.</p> <p>SUPPLEMENTAL FUNDS – Site-</p>	<p>All secondary schools with significant populations of ELL students had an ELRT to coordinate the program. Additionally, BIAs, community liaisons were employed at some sites. ELRTs worked with subject matter teachers to provide guidance on curriculum development.</p>	See exp

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	<p>based allocations (see above – not duplicated)</p> <p>ELRT teachers will be released 1 period in order to complete ELL coordinator duties.</p> <p>BASIC FUNDS – Existing positions</p> <p>Instructional materials will be purchased</p> <p>RESTRICTED LOTTERY and COMMON CORE FUNDS (2<sup>nd</sup> Round IF FUNDED)</p>		
		<p><u>  </u> ALL</p>	
<p>pils x_ English Learners  <u>  </u> Re-designated fluent English proficient          is:(Specify)_____</p>		<p>OR:  <u>  </u> Low Income pupils x_ English Learners  <u>  </u> Foster Youth <u>  </u> Re-designated fluent English proficient  <u>  </u> Other Subgroups:(Specify)_____</p>	
<p>nces will be provided to children and their families in          cademic and social development</p>	<p>Grant Funded</p>	<p>AVANCE, PASITOS were offered at McKinley, McDowell and PASITOS was expanded to Valley Vista.</p>	<p>Gra</p>
<p>McK, McD, McN, VV</p>			
		<p><u>  </u> ALL          OR:</p>	

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pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Re-designated fluent English proficient (Specify) _____		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
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actions, services, and expenditures a result of reviewing past progress /or changes to goals?	All outcomes in goal 4 were met, data indicates a persistent achievement gap between our white and ELL, SED and SpEd s 15/16, goal 4 will be combined with goals 2 &3 in order to provide greater focus on the academic achievement of our identifi well as promoting college and career readiness for all of our students. In surveys and community meetings, a greater emph bilingual personnel and support in our schools will assist in closing the achievement gap. Significant changes in expenditur personnel to support to struggling students. These changes are due to personnel costs associated with providing extra sup
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GOAL from ar LCAP:	Goal 5: GATE identified students needs access to instruction tailored to meet their special needs.	Related State and
		1__ 2__ 3__ 4__
		COE only: Local : Specify _____

Applies to:	Schools: All schools K-12
Applicable Pupil Subgroups:	All Subgroups

d Annual rable mes:	1. 100% of 4-6 GATE students will be identified and receive instruction tailored to their special needs (GATE magnet and differentiated instruction). 2. An additional 5% of ELL, FEP, and SED students will be enrolled in honors and AP courses.	Actual Annual Measurable Outcomes:	1. 100% of identified GATE students are i school or in our GATE magnet program 2. In 2013/14, 20.3% of ELL, RFEP and S enrolled in one or more AP or honors cc were enrolled.
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<p>ntified students will receive differentiated instruction based on s.</p>	<p>A GATE magnet program will be expanded to grades 4,5, 6 at McKinley school. GATE identified students attending their home schools will receive differentiated instruction.</p> <p><i>BASIC FUNDS – Existing positions and Shortened Wednesdays for RtI planning</i></p>	<p>McKinley GATE program expanded to 6<sup>th</sup> grade and all GATE students were served through differentiated instruction . Parents were given the option of choosing their home school or attending the GATE magnet program.</p>
<p>ome pupils <input checked="" type="checkbox"/> English Learners          Youth <input type="checkbox"/> Re-designated fluent English proficient          ubgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL          OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>

<p>actions, services, and expenditures a result of reviewing past progress /or changes to goals?</p>	<p>All outcomes in goal 5 were met in 13/14. While the emphasis on providing personalized learning for all students in PCS w 15/16, goal 5 will be eliminated as a stand-alone goal. It will be incorporated in one goal that increases our focus on acader and career readiness for all students. The 15/16 school year will also bring a new charter school that provides accelerated i at grades 7 &amp; 8.</p>
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GOAL from LCAP:	Goal 6: Parents will be engaged in their students' education		Related State and	
			1__ 2__ 3__ 4__ 5	
			COE only:	
			Local : Specify _____	
Applies to:	Schools:	All schools K-12		
	Applicable Pupil Subgroups:	All Subgroups		
Annual Measurable Outcomes:	6. 70% parents will use AERIES.net	Actual Annual Measurable Outcomes:	3. About 75% of parents are on AERIES.net	
	7. 70% of Jr. High parents will attend college/career events		4. Both Junior High Schools have held a v	
	8. 70% of 4 <sup>th</sup> grade parents will attend preparation for Jr. High/High school events		and career events. Approximately 39% participated in these events.	



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	<p>9. AVANCE and Pasitos preschool programs are 100% full.          10. SSC, DLAC, DLT will continue.</p>		<p>5. Elementary schools have held a variety of parents for the transition to Jr. High school of parents have attended these events.          6. AVANCE and Pasitos are 100% enrolled.          7. All SSC, DLAC and DLT committees have met during the 14/15 school year.</p>
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LCAP Year: 2014 -15

Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	
<p>Grade book will be fully implemented to increase parent ability to monitor student progress and to communicate with teachers.</p>	<p>All 7-12 teachers will use the AERIES and grade book to communicate student progress. On-going assistance will be available.</p> <p>Teachers K-6 will use the AERIES to complete the CCSS aligned report card.</p>	<p>All 7-12 teachers received additional support on implementing the AERIES grade book. K-6 report cards were developed and all teachers were trained. 90% of parents have an AERIES account.</p>

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		<p>Training will be provided.</p> <p><i>BASIC FUNDS – Existing position.</i></p>		
service:	Districtwide		Scope of service:	Districtwide
				<input checked="" type="checkbox"/> ALL
Some pupils <input type="checkbox"/> English Learners Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____				OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
Registration will be opened for all parents to complete and identify student information yearly.		<p>Parents will receive support and training in how to access the reregistration process in Aeries. Computers for parents use will be made available in all school offices and the district office. Staff will be trained to support parents.</p> <p><i>BASIC FUNDS – Existing position.</i></p>		90% of parents used reregistration through AERIES to enroll their students. District and Site personnel were trained to support parents in the reregistration process.
service:	Districtwide		Scope of service:	Districtwide
				<input type="checkbox"/> ALL

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<p>Some pupils <input type="checkbox"/> English Learners          Youth <input type="checkbox"/> Re-designated fluent English proficient          Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other          Subgroups:(Specify)_____</p>
<p>All the elementary schools will attend information nights on          or their student future college and career readiness beginning          grade.</p>	<p>1 information night          will be held at          each elementary          school in grades 4,          5, 6.</p>	<p>Elementary parents in our schools received information regarding college          and career readiness at Back to School night, Open house and in a          variety of parent/family events held at our schools. Our elementary          principals identified the need to develop common information from Jr.          High to distribute to all parents.</p>
<p>Service: District wide</p>		<p>Scope of service: District wide</p>
		<p><input checked="" type="checkbox"/> ALL</p>
<p>Some pupils <input type="checkbox"/> English Learners          Youth <input type="checkbox"/> Re-designated fluent English proficient          Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>
<p>All the Jr. High schools will participate in planning for high          access in the seventh grade.</p>	<p>1 information night          will be held at          each jr. high          school in grades 7          &amp; 8.</p>	<p>Information events were held at each Jr.High for 8<sup>th</sup> grade students. 7<sup>th</sup>          grade students will be included beginning in 15/16. Jr. High principals          identified the need to establish consistent information to be distributed to          all parents.</p>
<p>Service: Districtwide</p>		<p>Scope of service: Districtwide</p>
		<p><input checked="" type="checkbox"/> ALL</p>
<p>Some pupils <input type="checkbox"/> English Learners          Youth <input type="checkbox"/> Re-designated fluent English proficient          Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>
<p>All school students and their parents will participate in college and          events presented in both English and Spanish</p>	<p>High schools will          continue to offer          college and career          preparedness</p>	<p>Parents at all Jr. High and High schools were offered a variety of events,          including college and career evenings, presentations from 10,000          degrees, and school counselors.</p>

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	<p>information forums in English and Spanish. Outreach to parents of ELL, SED, and SWD students will be made.</p>	
<p>service: Districtwide</p>		<p>Scope of service: Districtwide</p>
		<p><input checked="" type="checkbox"/> ALL</p>
<p>Some pupils <input type="checkbox"/> English Learners          Youth <input type="checkbox"/> Re-designated fluent English proficient          Subgroups:(Specify) _____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>
<p>District advisory councils will continue to provide input into district instructional programs, fiscal oversight, and advisory</p>	<p>School site councils and English learner advisory councils will continue to provide input and guide School single plans for academic achievement</p> <p>The District Leadership Team (DLT) and the District English Learner Advisory Council (DLAC) will continue to provide input and monitor district progress toward full implementation</p>	<p>SSC and ELAC councils continued to meet throughout the 14/15 school year at all sites. The DLT met five times to monitor and provide input into LCAP.</p>

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	of LCAP and LCFF the first Tuesday of Oct, Jan, Mar, May	
service: Districtwide		Scope of service: Districtwide
		<input checked="" type="checkbox"/> ALL
Some pupils <input type="checkbox"/> English Learners Youth <input type="checkbox"/> Re-designated fluent English proficient Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
Annual progress reports will be presented to the Board of	Assistant Superintendent of Educational Services will be responsible for providing board updates semiannually.	The Board of Education was provided 2 updates on LCAP during the 14/15 school year.
service: Districtwide		Scope of service: Districtwide
		<input checked="" type="checkbox"/> ALL
OR: Some pupils <input type="checkbox"/> English Learners Youth <input type="checkbox"/> Re-designated fluent English proficient Subgroups:(Specify)_____ Re-designated fluent English proficient Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
Resource Center at McDowell school provides assistance to and families.	The FRC will	The FRC served 354 families while 44 families received a variety of case managed services.

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	<p>provide families a variety of assistance in order to maintain family health and wellness.</p> <p><b>FRC staff salary/ben</b></p> <p><i>GRANT FUNDS: \$40,000</i> <i>SUPPLEMENTAL FUNDS: \$10,000</i></p>	
<p>service: Districtwide</p>		<p>Scope of service: Districtwide</p>
		<p><u>  </u> ALL</p>
<p>Income pupils <u>  </u> <input checked="" type="checkbox"/> English Learners          Foster Youth <u>  </u> Re-designated fluent English proficient          Subgroups:(Specify) _____</p>		<p>OR:  <input checked="" type="checkbox"/> Low Income pupils <u>  </u> <input checked="" type="checkbox"/> English Learners  <u>  </u> Foster Youth <u>  </u> <input checked="" type="checkbox"/> Re-designated fluent English proficient  <u>  </u> Other Subgroups:(Specify) _____</p>
<p>Experiences will be provided to children and their families in support academic and social development</p>	<p>Transition from pre-school will be coordinated to support student success. Programs include AVANCE, Ready for K, Pasitos, SAHS Teen Parent Program</p> <p><i>GRANT FUNDED except SAHS.</i></p> <p><i>SUPPLEMENTAL</i></p>	<p>Preschool services are provided on the McKinley and McDowell campuses and are open to the entire district. The teen parent program provides a full child care/preschool program. AVANCE and Pasitos are grant funded. All programs are 100% enrolled.</p>

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	FUNDS for Teen Parent Program \$156,861	
service: Districtwide		Scope of service: Districtwide
		<input checked="" type="checkbox"/> ALL
Some pupils <input type="checkbox"/> English Learners Youth <input type="checkbox"/> Re-designated fluent English proficient Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
Outreach and translation services will be provided at all school significant ELL populations.	A bilingual clerk typist will be maintained in every school office with ELL students. In addition, schools with high population of ELL students may choose to employ a bilingual community liaison or family mentor to increase outreach to families  BASIC FUNDS: Regular Clerical Staffing and Site Based Supplemental funds	
service: Districtwide		Scope of service: Districtwide
Some pupils <input type="checkbox"/> English Learners Youth <input type="checkbox"/> Re-designated fluent English proficient		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient

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Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____
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Changes in actions, services, and expenditures made as a result of reviewing past progress and/or changes to goals?	All outcomes in goal 6 were met. Goal 6 will be renumbered and become goal 3 in 15/16. The need to develop and provide information for parents regarding college and career readiness will be addressed 15/16. Parents identified the need for additional personnel and to increase communication with all parents. An additional \$2,000 was spend on child care due to inc
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om :	Goal 7: Students will be supported to meet the rigor required to be a productive 21 <sup>st</sup> Century citizen.		Related State and/or Local	
			1__ 2__ 3__ 4__ 5__ 6__	
			COE only: 9__ 10__	
			Local : Specify _____	
o:	Schools:	All schools K-12		
	Applicable Pupil Subgroups:	All Subgroups		
	<ol style="list-style-type: none"> <li>1. School attendance rate will remain 93% or above for all significant subgroups</li> <li>2. The number of students with more than a 10% absence rate (chronically absent) will decrease each year.</li> <li>3. 80% of all students and 70% of Latino students will report a strong connection to school on the CHKS</li> <li>4. 70% of all students and 90% of Latino students will indicate strong adult relationships on the CHKS</li> <li>5. Graduation rate will maintain at 92.6% or above.</li> <li>6. Drop out rates will be maintained or lowered across all subgroups</li> <li>7. The district expulsion rate will maintain at or below 0.6%</li> <li>8. The number of students suspended annually will decrease by 5%</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. The attendance rate for all students in 13/14 was above 93% and all subgroups attendance rates are well above 93%</li> <li>2. In 14/15, 65 students or 0.88% were identified as chronically absent.</li> <li>3. Data indicated that in grades 7-8 96% and 9-12 96% of students indicate a strong connection to school. Latino 7-8 graders and 89% of Latino 9-12 graders indicate a strong connection to school.</li> <li>4. In grades 7-12 87 % of students indicate strong adult relationships at school while 84% of Latino indicate a strong adult relationship at school.</li> <li>5. The 13/14 graduation rate was 90%. ELL student graduation rate was 84.2%, for SED 82.6%, and SWD 79.5%.</li> <li>6. The drop out rate in PCS in 13/14 was 1.3%. The state rates were 3.1%. The addition of Gateway program increased the overall dropout rate for PCS.</li> <li>7. In 13/14 the expulsion rate maintained at 0.6%.</li> <li>8. In 12/13 and in 13/14, the suspension rate was decrease of 19% from the 11/12 school year.</li> </ol>	

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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		E Ani
		Budgeted Expenditures		
<p>When a student is identified as being truant (3 or more days of absence) or chronically absent, the school site will initiate the intervention process (a chronically absent letter will be added to the student's file) and, if needed, district intervention will be initiated.</p>		<p>Creation of a new letter for the notification to parents if their child is absent more than 10% of school days. SART (Student attendance review team) and SARB (School Attendance Review Board) teams will meet with parent and chronically absent or truant student and create an intervention plan that will be monitored by team and utilize District and community resources to improve attendance.</p> <p><i>BASIC FUNDS – Existing positions.</i></p>	<p>A new SARB letter was created and distributed to all parents with chronically absent or truant students.</p>	No
Districtwide			<p>Scope of service: Districtwide</p>	
			<input checked="" type="checkbox"/> ALL	

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pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other (Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Counselors will establish and monitor a 4 year academic plan and career goals for each student grade 9-12.	Academic Counselors will meet with 9 <sup>th</sup> grade students to establish an individualized academic plan in order to support high school graduation and college and career goals. <i>BASIC FUNDS – Existing positions.</i>	100% of students in 9 <sup>th</sup> grade developed a 4 year plan.	\$1, Bas
	Districtwide	Scope of service:	Districtwide
pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Re-designated fluent English proficient (Specify) _____		<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Intervention and intervention programs will continue to be used at all levels. Student Assistance Approach is used if student does not progress. Guidance Specialists and Counselors. Alternative school options are a component of school settings.	Guidance Specialists and MFCC Interns will be hired to provide a mini-mum of 3 days of service to each school. A stipend will be paid to interns.	Teachers in K-6 implemented Caring School Communities and Toolbox. 9-12 schools implemented Safe Schools Ambassadors and other programs that support a positive school climate. Guidance Specialists and MFCC interns were hired for each site. Transition team, SARB, and SST meetings continued to support students and teachers. Additional staff to support the small school setting were hired.	\$86 Sup \$1, Bas  MC Sup \$71 Gui

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	<p><b>SUPPLEMENTAL FUNDS: \$218,773</b></p> <p>Transition team meetings, SARB, and SST meetings will continue in order to support students and teachers in maintaining a positive school climate.</p> <p><b>BASIC FUNDS: \$483,549</b> <b>SUPPLEMENTAL FUNDS: \$1,234,326</b></p>		
Districtwide		Scope of service: Districtwide	
		<input checked="" type="checkbox"/> ALL	
<p>pils <input type="checkbox"/> English Learners  <input type="checkbox"/> Re-designated fluent English proficient          is:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>community resources will be continued and expanded and family support.</p>	<p>The district will work in partnership to promote preschool education, health, wellness and school climate</p>	<p>Partnerships were continued with a variety of community resources. Examples include: HC2, PPD, PPS.</p>	No

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	programs	
Districtwide		Scope of service: Districtwide
		<input checked="" type="checkbox"/> ALL
pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Re-designated fluent English proficient Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
actions, services, and expenditures a result of reviewing past progress /or changes to goals?	All activities were completed and goals were met. Data indicates that goal 7 is and support services is an area of strength The activities identified in goal 7 will continue to support our students. Funding for support programs differed from expected due to personnel costs. Goal 7 will be renumbered in 15/16 and will be goal 4.	

**if the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary**

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

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 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 schoolsi the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the s

Collins at Cherry Valley Charter School LCAP 2015-16

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.)

Amount of Supplemental and Concentration grant funds calculated:	\$ 71,279
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will use their supplemental funds to provide additional counseling support for targeted subgroup students. These groups include ELL, SED, FY, and Special Educa

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 pu 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 lear 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 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.

%
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ince specialist services will be expanded to better serve students in the targeted subgroups.

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### LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

“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 “chronically absent” 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).

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

“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 (initial cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

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- (2) The total number of cohort members.
- (3) Divide (1) by (2).

“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 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 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).

“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).

“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).



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