

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

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Pacific View Charter School 2.0		
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## 2017-20 Plan Summary

### THE STORY

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

Pacific View Charter School 2 (PVCS 2), a Western Association of Schools and Colleges (WASC) accredited Independent Study school, has an enrollment of 202 in Tk-12. PVCS 2 is located in Humboldt County approximately 270 miles north of San Francisco in the northern most part of the state. Humboldt County Schools serve approximately 18,236<sup>1</sup> students in a county of 136,643 residents<sup>2</sup>. PVCS 2 consists of two sites: Henderson Street Resource Center (HSRC) serving 125 students Tk-6 and Moore Avenue Resource Center (MARC) serving 77 students in grades 7-12. Our student demographics are as follows: 17.5 % Hispanic, 2.93% African American, 69% White, 16.32 % American Indian, 7.11 % Asian, 96.23% English Only (EO) Speakers, 1.26% Fluent English Proficient (FEP) speakers, 1.48% English Learners (EL) and 0.84% Reclassified Fluent English Proficient (RFEP) speakers. 71% of our student population is socioeconomically disadvantaged and qualify for free or reduced lunch. 35% are Students With Disabilities (SWD). Foster and Homeless students comprise 6% of our student body. We serve students from approximately 13 different school districts in our county. PVCS 2's mission is to help all students reach their potential. Currently, our county is confronted with unprecedented challenges directly impacting PVCS 2. Drugs, crime, mental health issues, lack of local employment, poverty, homelessness, and absence of physicians and mental health facilities create an environment of apathy and hopelessness among many of our youth. Humboldt County, as well as our neighboring county Mendocino, also has the largest percentage of individuals in the state who have experienced Adverse Childhood Experiences (ACE)<sup>3</sup>. In the midst of a fractured larger community, PVCS 2 provides a safe, secure academically rich, individualized learning environment replete with opportunities for success. PVCS serves students in Traditional Independent Study and Hybrid programs. From our weekly staff collaboration meetings addressing academic, social and emotional needs of our students, to consistent, transparent communication with students and parents/guardians, PVCS is seeing strong academic, social and emotional growth in our students. At PVCS, stakeholder involvement is at an all time high. 100% of parents/guardians meet at least 4 times per year with their child's IS teacher; 48% of parents/guardians submitted an LCAP survey. Regarding PVCS staff, 100% of staff Survey's were returned vs. 87.5% last year; 65% of PVCS's student body submitted student surveys.

<sup>1</sup><http://www.humboldt.k12.ca.us/pdf/EducationFactsBroch.pdf>

<sup>2</sup><https://suburbanstats.org/population/california/how-many-people-live-in-humboldt-county>

<sup>3</sup><https://www.cdph.ca.gov/HealthInfo/injviosa/ Documents/Essentials%20for%20Childhood/CYW HiddenCrisis Report 110514.pdf>

## LCAP HIGHLIGHTS

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

The PVCS 2 LCAP is constructed through concrete goals and actions addressing academic, social and future needs of all students including English Language (EL), Fluent English Proficient (FEP), Reclassified Fluent English Proficient (RFEP), socioeconomically disadvantaged, Students with Disabilities (SWD), foster and homeless youth. This plan conveys our belief all students, with the appropriate individualized learning program, can succeed. Goal 1 ensures all students have access to core courses with common core aligned materials. All MARC core course (excepting laboratory science) meet A-G requirements. Therefore all 9<sup>th</sup>-12<sup>th</sup> students, including unduplicated students, take only A-G core courses. Each child's academic program, with the input of parents, teachers and administrators, is individually tailored and continually reviewed addressing and encouraging academic growth for all students. Thus every student, their parent or guardian meets with their Independent Studies instructor 4 times each year. MARC encourages dual enrollment where students take courses at our local Junior College. Currently, we have two dual enrolled students. One has been accepted and will transfer to a 4-year university as a sophomore in the 2017-2018 school year. Goal 2 demonstrates the commitment we have to ensuring all students are career and vocational ready. 9-12<sup>th</sup> grades have a variety of vocational education courses, including but not limited to, Career Readiness, Cosmetology, Entrepreneurship, as well as opportunities through Job Corp, Work experience and guest speakers. There are currently 8 students in our Work Experience program. Goal 3 is to improve the school climate. At MARC, stake-holder involvement is at an all time high with 100% of students their parents/guardians meeting 4 times per year with their IS teacher as well as 48% of parents/guardians returning climates/school surveys. At MARC site, 100% of Staff Survey's were returned vs. 87.5% last year, with 65% of MARC's student body submitting student Regarding staff survey, the results reflect a high-level of staff satisfaction with the Academic/Work environment established at the PVCS Moore Avenue site. In summary, the majority of the staff responses were either Strongly Agree or Agree with the content of the questions. The MARC campus is a True Community of Learners, with staff and students collaborating to attain Academic/Social success for all members. MARC parents, through their survey, also conveyed a high-level of satisfaction regarding school climate and their strong belief our school is based on respect and dignity for all. MARC student's survey, again, showed high levels of satisfaction. Of the 46 surveys, 23 were analyzed and the findings show 98% to 100% of the students responded in the affirmative to the first 15 questions. Questions 16 and 17 showed three areas which students praised: 1. Excellent Staff 2. School Climate 3. And the general structure and culture of our school. There have been some changes we must note: STAR assessments were removed as of July 1, 2013, therefore we have no STAR data. The California High School Exit Exam (CAHSEE) was suspended July 1, 2013, therefore we have no CAHSEE data. Also, based on stakeholder input, we are changing our focus from service learning to work experience.

At the HSRC site we implemented a brand new English-Language Arts program. The teaching staff continues to teach math with the math program we purchased last year. Reading and math district assessments are given to every student in grades 2-6 in the Fall, Winter and Spring. We have no CAASPP data to compare as we just opened this site in the 2015-16 school year. We will not be able to compare data until the results from this current year are in. We do, however, have the reading and math results from the Fall and Winter district assessments using the STAR Reading and Math assessments on Accelerated Reader and Accelerated Math. We saw positive growth in reading scores an average of 77.2%% with an increase of students reading at grade level or above by an average of 20.2% between September 2016 and January 2017 .

HSRC's math data showed that our students in grades 2-6 showed growth an average of 84.8% with an average of 26.2% more students testing at or above their grade level between September 2016 and January 2017. Kindergarten and 1<sup>st</sup> grade students are not ready to be assessed using the STAR Math assessments so they were tested using standard methods of assessments from the Singapore math assessments in 1<sup>st</sup> grade and number sense data in Kindergarten. All students showed growth, however, not all students are currently on grade level. They are all showing adequate growth toward attaining that goal of being on grade level.

Every Friday each student, K-6, are given science, Spanish, Keyboarding, and Art hands on activities. K-3<sup>rd</sup> grades get to do Drama/Theatre activities and 4-6 grades get exposed to a different culture each week learning about food, music, language and where they are in the world. The district invests in materials for these activities because, according to our survey results, it is the desire of both the parents and the district to expand the students' exposure to cultural diversity without the need to travel. We hired a music teacher this year to teach classroom music to K-6 students and teach band for the 5<sup>th</sup> and 6<sup>th</sup> grade students. The music program centers around cultural diversity as well with the music teacher exposing the students to various instruments that are used in other parts of the world. We invite guests to come to the school and show the students a new dance or an expert that plays an instrument they may never have heard of. Our art teachers focus on cultural diversity as well, with the entire school learning how to make "Dead Bread" after they hear about Dia De Los Muertes, or the Day of the Dead celebration in Mexico. The other art teacher teaches the students about famous artists from around the world and demonstrates to them how they can paint like the masters.

## REVIEW OF PERFORMANCE

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

## GREATEST PROGRESS

All student Suspension rates significantly declined by 2.2%--Suspension rates of socio-economically disadvantaged students significantly declined by 4.1%--Suspension rates of students with disabilities significantly declined by 3.4%--Suspension rates of Hispanic Students significantly declined by 2.6%--Suspension rates of White students significantly declined by 2.2%<sup>1</sup>

MARC showed a significant positive change in school climate based on parent/student/teacher survey. Our transparent, consistent communication between all stakeholders, our listening to and addressing all concerns as well as our individualized programs have fostered a school climate where all stakeholders are valued. Middle and High School Graduation Rates showed a significant increase +19.3%

Career and College Readiness (11<sup>th</sup> Grade California Assessment of Student Performance and Progress—CAASPP) showed growth: California English Assessment by 17 points California Math Assessment Increased by 28.1 Points<sup>2</sup>

9<sup>th</sup>-12<sup>th</sup> grade Accelerated Reading and Math assessments showed a 1.1 grade level increase in Math and a 2.2 grade level increase in fluency from pre-diagnostic assessments first given October 2016. Our continued use of student-centered technology, our online curriculum and our individualized programs as well as 1 to approximately 5-8 students at any given time continues to support student academic, social and emotional growth. Based on MMARS, 2015-2016 11<sup>th</sup> Grade ELA CAASPP assessment shows academic progress from previous year. From 52% of students not meeting the state standard, to 24%. From 22% of students nearly meeting the standard to 41%. 11<sup>th</sup> Grade Math CAASPP shows the same academic growth. The 2014-2015 11<sup>th</sup> Grade CAASPP Math assessment showed 92% of students not meeting state standard with 8% nearly met. The 2015-2016 assessment shows 71% not meeting the standard with 29% nearly met.

At the HSRC site we implemented a brand new English-Language Arts program. The teaching staff continues to teach math with the math program we purchased last year. Reading and math district assessments are given to every student in grades 2-6 in the Fall, Winter and Spring. We have no CAASPP data to compare as we just opened this site in the 2015-16 school year. We will not be able to compare data until the results from this current year are in. We do, however, have the reading and math results from the Fall and Winter district assessments using the STAR Reading and Math assessments on Accelerated Reader and Accelerated Math. We saw positive growth in reading scores an average of 77.2%% with an increase of students reading at grade level or above by an average of 20.2% between September 2016 and January 2017.

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<sup>1</sup> <https://www.caschooldashboard.org/#/ReportDetail/12629271230150/1/2>

<sup>2</sup> <https://www.caschooldashboard.org/#/ReportDetail/12629271230150/1/5>

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

## GREATEST NEEDS

1. 3-8<sup>th</sup> California English Language Arts Assessments are considered Low: all students 69.5 points below Level 3; We adopted a new English-Language Arts program that is showing the students making progress and reporting growth. The students have been logging on to the CAASPP website to practice testing. Their keyboarding skills have improved. We will continue with these actions and compare this year's scores to last year's to observe improvements.
2. 3-8<sup>th</sup> California Math Assessments considered Very Low: all students 96.8 points below Level 3; District assessments show good growth in most students in math scores in grades 3-6. We will continue to monitor progress and give incentives to students to increase their basic skills.
3. Suspension rates of two or more races significantly increased by 3.8%; This rate is not for Pacific View Charter School. It is for another school in our district. Our suspension rate is 0% for all groups. We will continue with our suspension policy which is to not suspend because we are an Independent Study school and students have all the work they need for the week and they can work at home.
4. 11<sup>th</sup> Grade California English Language Arts and Math Assessments, although showing growth, +17 in English and +28.1 in Math, significant improvement is still needed.<sup>1</sup> See page 19.
5. We are looking into funding options to remodel/upgrade the kitchen in the HSRC facility so we can serve lunches to our free/reduced qualified students next year.

<sup>1</sup> <https://www.caschooldashboard.org/#/ReportDetail/12629271230150/1/5>

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

## PERFORMANCE GAPS

Although ALL 3<sup>rd</sup>-8<sup>th</sup> grade students are considered Low in the California English Language Arts Assessments (69.5 Points below Level 3), the Socioeconomically Disadvantaged, Students with Disabilities, and White Students are significantly below Level 3: Socioeconomically Disadvantaged are 90.1 points below Level 3; Students with Disabilities 161.7; White Students 71.9 points below Level 3.<sup>1</sup> We will continue to use Common Core Standards Based language arts curricular materials. District assessment results given to students in grades 3-6 have shown significant growth in language arts from September 2016 to January, 2017. A language arts tutor is available on a daily basis to work with small groups and one on one to support those students that are significantly below Level 3 on their assessments. We have a daily study hall that is staffed with two instructional aides to give extra support to those students that scored low and significantly low on the language arts assessments.

Although ALL 3<sup>rd</sup>-8<sup>th</sup> grade students are considered Very Low in the California Math Assessment at 96.8 points below Level 3, the Socioeconomically Disadvantaged and Hispanic students are significantly below ALL students: Socioeconomically Disadvantaged students are 128.8 points below Level 3; Hispanic students are 116.7 points below Level 3.<sup>2</sup>

We will continue to use Common Core State Standards based math curricular materials in the classrooms. District assessment results given to students in grades 3-6 have shown significant growth in math from September, 2016 to January, 2017. A math tutor is available on a daily basis to work with small groups and one on one to support those students that are significantly below Level 3 on their assessments. We have a daily study hall that is staffed with two instructional aides to give extra support to those students that scored low and significantly low on the math assessments.

<sup>1</sup> <https://www.caschooldashboard.org/#/ReportDetail/12629271230150/1/6>

<sup>2</sup> <https://www.caschooldashboard.org/#/ReportDetail/12629271230150/1/7>

**INCREASED OR IMPROVED SERVICES**

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

We employ two instructional aides to help teachers in the classroom and help students with math, language arts and other subjects in a daily study hall. We have a reading recovery teacher that uses Accelerated Reader as an incentive for reading books and taking tests to earn prizes. We have a teacher that holds math lab for 45 minutes in the morning before school to help students that are struggling in a specific area of math concepts. We coordinate with local community organizations that donate food, clothing, shelter and counseling services to unduplicated students in need. We employ a coordinator to be a liaison with these organizations and the school. We are looking into funding options to remodel/upgrade the kitchen in the HSRC facility so we can serve lunches to our free/reduced qualified students next year. We spent \$2,885 on a new commercial refrigerator to store lunches until we get the kitchen completed to run our own lunch program.

We are providing these instructional aides and the reading recovery teacher to provide services to our unduplicated student groups. These services are principally directed to our unduplicated student groups.

**BUDGET SUMMARY**

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

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

2,166,624

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

1,842,665

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

\$323,959 Reservation for economic uncertainties.

1,897,466

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

<h2>Goal 1</h2>	Improve student achievement in math and English/Language Arts, science and social studies school wide by assuring all students have access and are enrolled in all required areas of study
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL Same as state priorities.

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

<u>Metric</u>
District assessment scores, SBAC scores, Course grades and AP Exam results report
<u>Outcome</u>
Percentage of students that attain proficient or above on standardized testing and pass their math courses to increase by 10%. Increase the number of students that pass the AP exam with a score of 3 or higher.

### ACTUAL

<u>METRIC</u>
PVCS 2 used district assessment scores through Accelerated Reading as well as Smarter Balanced Assessments and course grades. We did not have any student AP exams.
Based on Multiple Measures Assessment Reporting Systems or MMARS, 2015-2016 11 <sup>th</sup> Grade English Language Assessment California Assessment of Student Performance and Progress or CAASPP shows academic progress from previous year; in 2014-2015 52% of students did not meet the state standard, but in 2015-2016 that number was reduced to 24%. In 2014-2015, 22% of students nearly met the standard; in 2015-2016 that number almost doubled to 41%. In 2014-2015 25% of students met the state standard; in 2015-2016 the number increased by 10% with a total of 35% meeting the state standard. Growth was also made in Math. The 2014-2015 11 <sup>th</sup> Grade CAASPP Math assessment showed 92% of students not meeting the state standard with 8% nearly met. The 2015-2016 assessment shows 71% not meeting the standard with 29% nearly met. MARS Accelerated Math/STAR assessment scores Disaggregated Student Data (DSD) shows an overall growth of 1.7 school years in Semester 1 of this school year and in Reading an overall growth of 2.2 school years in Semester 1. All students were enrolled in all required areas of study.



ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED	ACTUAL
Continue to develop/implement a vigorous SBA, STAR-CST-CAHSEE math/ELA prep program.	<p><b>Students are provided with SBA/CST test preparatory through the following: Interim Assessments; Strategic Intervention, daily instruction and practice of test taking skills, learning critical site words.</b></p> <p><b>The STAR assessment was removed from the state of CA’s summative evaluation program July 2014 and replaced with CAASPP; therefore no STAR data exists.</b></p> <p><b>California High School Exit Exam (CAHSEE) was suspended effective January 1, 2016; therefore no data exists.</b></p> <p><b>All students have access to A-G courses in all core classes excepting Laboratory Science.</b></p> <p><b>11<sup>th</sup> Grade Students increased CAASPP scores by the following:</b>  <b>English/Language Arts by 17 points</b>  <b>Math By 28.1 Points</b></p> <p><b>No student has taken an AP Exam. 1 Student did enroll, complete and pass English 1A at our local Junior College through concurrent or dual enrollment.</b></p>

Expenditures

BUDGETED	ESTIMATED ACTUAL
<p>\$375,112 For salaries and benefits</p> <p>Additional \$15,000 for building maintenance</p>	<p>Nothing has changed to increase or decrease what we budgeted for salaries and benefits. Nothing has changed to increase or decrease what we budgeted for building maintenance. Actual amount expended was \$390,112.</p> <p>62-0000-0-1110-1000-1100-071-0000</p>

Action **2**

Actions/Services

**PLANNED**  
 Continue to offer CaliQity-PowerCore (CCSS online coursework), Accelerated Math/Reader, and continue to make CAHSEE prep tutoring available.

**ACTUAL**  
**We continue to offer CaliQity-PowerCore. Accelerated Math/Reader is used as a diagnostic tool to determine fluency and numeracy and as a tool to increase reading fluency and numeracy. California High School Exit Exam (CAHSEE) was suspended effective January 1, 2016; therefore no data exists.**

Expenditures

**BUDGETED**  
 \$5,000 From other sources

**ESTIMATED ACTUAL**  
**\$5,000**

Action

**3**

Actions/Services

**PLANNED**  
 Continue to offer/improve the following math assets to attain CST/SBA/CAHSEE math goals:

- CAHSEE Prep-Accelerated Math
- CQ-PC CAHSEE prep online
- Learning Labs and Credit Recovery, SBA Trial tests and continue to monitor progress.

**ACTUAL**  
**California High School Exit Exam (CAHSEE) was suspended effective January 1, 2016; therefore no data exists.**  
**MARC Hired a full-time fully credentialed math instructor who provides instruction in Math labs as well as 1 on 1 tutoring. As of the ending of Semester One, MARC had 30 students enrolled in math courses with all of them passing with the exception of one student.**  
**Students are given Formative and summative math assessments throughout the school year, and based on those scores/data, a detailed course of action is created addressing academic gaps.**  
**HSRC provides math tutoring before school, during daily study hall hours and after school homework study hall.**

Expenditures

**BUDGETED**  
 \$10,000 from other sources

**ESTIMATED ACTUAL**  
**\$10,000**  
**62-0000-1110-1000-1100-071-0000**



**ANALYSIS**

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

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

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

Some actions were not fully implemented. Due to the removal of the STAR assessment on July 1, 2013, we have no STAR data. Due to the suspension of the California High School Exit Examination (CAHSEE) on January 1, 2016, we also have no CAHSEE data. Due to the suspension of the CAHSEE, we discontinued using CalQity's (CQ) CAHSEE online prep course. At HSRC, On Accelerated Reader and Math STAR assessments, students showed growth between September, 2016 and January, 2017 an average of 85% in math and 77% in reading. Keyboarding skills increased by 19% on Keyboarding Without Tears assessments.

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

Focusing on improving achievement in Core subject areas through common core aligned curriculum, CalQity (CQ), the use of Accelerated Math and Reading programs, and MARC has seen growth in both English Language Arts and Math. HSRC has seen growth in both English Language Arts and Math in district Renaissance Learning STAR assessments. Because our first year testing students with CAASPP in the 2015-2016 school year, we won't have any data to compare results until after the 2016-2017 testing results are available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were none.

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

We will be altering our expected outcomes, metrics and actions to reflect the suspension of the CAHSEE as well as the STAR assessment removal. Based on stakeholder feedback, we will be seeking out funding to rebuild the kitchen so we can serve hot lunch to our students that qualify for free/reduced meals, which includes all of the unduplicated student groups. Studies show that students that eat nutritionally balanced meals score higher on assessments than those that eat foods that are not nutritionally balanced

**Goal 2**

Increase enrollment in Career/Vocational/Technical courses and resources by giving students greater access to high interest courses and technological instruction by Highly Qualified teachers, using sufficient instructional materials in facilities that are in good repair. All instructional materials are aligned to the Common Core State Standards and the programs are accessible to EL, LD, ED and Foster/Homeless students. Adopted "Keyboarding Without Tears" keyboarding program for K-6. Goal is to increase keyboarding rate of every student by 25%.

State and/or Local Priorities Addressed by this goal:

- STATE  1  2  3  4  5  6  7  8
- COE  9  10
- LOCAL Same as state priorities.

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**Metric**

**More courses on CaliQity, Addition of Career Days and Guest Speakers, Work Experience Partnerships.**

**Outcome**

**Students will have at least 3 more options for courses, pathways to work experience sites, World of Work immersion environments and Internships/Certification options.**

**ACTUAL**

We did add courses to CaliQity as well as had a variety of Guest speakers from companies as well as colleges and universities. We also worked with Job Corp to create Work Experience Partnerships. We did not have a career day.

Students were provided with more career/vocational and technical courses through Job Corp. Courses added are the following: Model design, CQ-Career Exploration Courses, Culinary Arts, Cosmetology Course, Criminal Justice Careers and well as Web Design

ACTIONS / SERVICES

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

Action

**1**

Actions/Services

**PLANNED**

Continue to review the resources available to support Career/Vocational/Technical focus areas to establish more Career courses, Internships and work place sites.

**ACTUAL**

**As a staff, we continue to evaluate our Career/Vocational/Technical resources and make necessary changes. We involve all stakeholders in this evaluative process through meetings, discussions, surveys etc. We have found students very interested in service industry careers. We have increased courses to address this need. Courses added are the following: Model design, CQ-Career Exploration Courses, Culinary Arts, Cosmetology Course, Criminal Justice Careers, and Web Design. We are also incorporating the following: Work Experience Placements, Paid/Unpaid with Employer/Teacher/Student Evaluations, Job Corps-Visitation-Career Options, CCC Options, Careers Speakers Bureau, SPED Transition/Careers Training, for 2017-2018 Addition of APEX Learning-CTE/Vocational Online courses.**

Expenditures

**BUDGETED**

\$5,000 from other sources

**ESTIMATED ACTUAL**

\$5,000 + \$26,000 for Apex from College Readiness Block Grant

Action **2**

Actions/Services

**PLANNED**  
Continue to provide students with information about Caliqity/Power Core online courses available as they pursue the Career/Vocational/Technical options.

**ACTUAL**  
**At MARC, each student, their parent or guardian has a personalized meeting with a credentialed instructor twice a year to discuss courses offered them through Caliqity/Power Core and its impact on their Career/Vocational/Technical options. Each student, their parent or guardian also meets with administration at least once per year to discuss courses offered them through Caliqity/Power Core and how that impacts their Career/Vocational/Technical choices, graduation, career and college options.**

Expenditures

**BUDGETED**  
\$5,000 from other sources

**ESTIMATED ACTUAL**  
**\$5,000**  
**62-0000-1110-1000-1100-071-0000**

Action **3**

Actions/Services

**PLANNED**  
Assess and monitor the previous year's Service Learning program for students in grades 9-12. Reevaluate and modify as needed.

**ACTUAL**  
**1. Our stakeholders have expressed the need to alter the focus from service learning to Work Experience. A number of attempts were made to establish a Service Learning Program (SLP) for PVCS students. The SLP was not developed because of the following constraints: A lack of SLP sites and transportation resources. Because of the Socio-Economic background of our students there were no funds for transportation to SLP sites. The LCAP Student Survey results clearly exhibited the desire of the students to participate in a Work Experience environment versus the SLP. The 2016-2017 LCAP and WEP audits provided the PVCS staff with data that shows a 25 % increase in the WEP participants-paid and unpaid.**

Expenditures

**BUDGETED**  
\$5,000 from other sources

**ESTIMATED ACTUAL**  
**\$5,000**  
**62-1100-0-1110-1000-5260-071-0000**

Action

# 4

Actions/Services

**PLANNED**  
Our technology instructor uses Keyboarding Without Tears with every student on Fridays for 50 minutes per session for every student in grades K-6 to increase keyboarding speed and accuracy

**ACTUAL**  
**We continue to purchase Keyboarding Without Tears licenses for every student.**  
**As a result, we continue to see an increase in keyboarding skills.**

Expenditures

**BUDGETED**  
Teacher salary from other sources.

**ESTIMATED ACTUAL**  
At HSRC, we have expanded our technology program to include the purchase of Virtual Reality Field Trip materials at a cost of \$4,780.00. We also purchased Science, Technology, Engineering, Mathematics (STEM) materials at a total cost of \$9,535.20. We upgraded our Acer notebooks with 40 Chromebooks at a cost of \$15,522.

**ANALYSIS**

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented more vocational/career classes to our schedule; Entrepreneurship, Cosmetology, Web Design. We continue to offer Career Readiness. Our stakeholders have expressed a need to alter our focus from service learning to Work Experience. We will continue to use Keyboarding Without Tears to practice keyboarding skills and we will continue to purchase licenses for all students for Keyboarding Without Tears to assure all of our students, in grades 3-6 are as prepared as they can be for the CAASPP testing.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our career/vocational and technical courses have been very successful. We have provided students with multiple career/vocational/technical choices through guest speakers, Job Corp. as well as Transition Partnership Program for our SWD students. We have approximately 14 students participating in the TPP. The CTE courses, Job Corps and CCC options served to increase the number of students that sought Work Permits and Paid/Unpaid positions (A 25 % increase). The 2016-2017 LCAP Student Survey results reflected a 25 % gain in College Interest, (CR, HSU, Job Corps Technical schools) as well as other Career Pathways. The CRBG funding will greatly enhance these measurable gains and create College Days, College Visitation Trips, Career Speakers Bureau and other resources that will enhance the % of students that may choose to attend community college, State colleges and Vocational/Technical sites.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	At HSRC, we have expanded our technology program to include the purchase of Virtual Reality Field Trip materials at a cost of \$4,780.00. We also purchased Science, Technology, Engineering, Mathematics (STEM) materials at a total cost of \$9,535.20. We upgraded our Acer notebooks with 40 Chromebooks at a cost of \$15,522.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will be modifying our goal to include College Readiness along with Career/Vocational/Technical readiness. These changes should provide more opportunities for students after high school. Currently, two of our students are dual enrolled in College of the Redwoods. Because of the dual enrollment, one of our students was accepted into a four year university as a sophomore. Stakeholders have shown an interest for our program to encourage and provide students with a variety of options. We expect more students to take advantage of the opportunities our programmatic changes provide.

**Goal  
3**

Improve the school climate.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL Same as state priorities.

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

**Metric**  
**Collaboration agendas/minutes, School attendance records, truancy records, drop out records, behavioral referrals, and suspension records.**

**Outcome**  
**Absenteeism rate reduced by 5%. Suspension rate reduced by 20%. Behavioral referral rate reduced by 10%.**

At MARC, Behavioral referrals, suspension rates have significantly decreased. Behavioral referrals have been reduced by at least 20%. Districtwide suspension rate has been reduced by 100%.  
 At HSRC, behavioral referrals have decreased by 85% and our suspension rate is 0%. Our current absenteeism rate is 6%.

ACTIONS / SERVICES

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

Action **1**

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b>                  Academic progress report time will be limited during collaboration to make time for administration, staff, students and parents to mediate problems that arise before they escalate.                   (Ongoing).</p>	<p><b>ACTUAL</b>  <b>MARC--The lack of behavioral problems has made this obsolete. Therefore, we no longer use Staff Collaboration to mediate problems that arise. At HSRC the staff continues to meet weekly to collaborate on the current school climate as well as academic issues that arise.</b></p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b>                  \$500</p>	<p><b>ESTIMATED ACTUAL</b>                  \$500                  62-1100-1110-1000-5210-071-0000</p>



Action **2**

Actions/Services

**PLANNED**  
 A regular time will continue to be set aside for mediation of conflict so that students are aware of consistent action by the administration and staff to quickly resolve the conflict.

**ACTUAL**  
**MARC--We no longer need a “regular time” to mediate problems that arise. Behavioral problems have become almost non-existent making this process obsolete. Because the HSRC staff meets weekly, we will continue to offer this time for conflict resolution plan as needed.**

**BUDGETED**  
 \$500

**ESTIMATED ACTUAL**  
 \$500  
 62-1100-1110-1000-5210-071-0000

Action **3**

Actions/Services

**PLANNED**  
 Notes will be carefully taken during mediation so everyone involved can be clear about what was said and who is responsible for what actions.  
  
 Follow up shall be done within one week to confirm all parties are following through with the terms of resolution established through mediation.  
  
 Administration and staff will assess the mediation process and evaluate its success.

**ACTUAL**  
**MARC---We no longer need a “regular time” to mediate problems that arise. This is no longer necessary. Behavioral problems have become almost non-existent making this process obsolete.**  
  
**MARC---We no longer need follow-up. Behavioral problems have become almost non-existent.**  
  
**MARC---We no longer need any type of mediation process. Behavioral problems have become almost non-existent making this process obsolete.**  
  
**HSRC will continue to document the minutes of our staff meetings to assure follow up on any unresolved issues.**

Expenditures

**BUDGETED**  
 \$500

**ESTIMATED ACTUAL**  
 \$500  
 62-1100-1110-1000-5210-071-0000

**ANALYSIS**

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

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

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

**The above Actions 1,2 and 3 have not been implemented at MARC since the 2014-2105 school years. Behavioral problems have become almost non-existent making this process obsolete. HSRC hasn't had to use the regularly scheduled staff meeting time for mediation. We do, however, use the meeting time to discuss behavior issues so that the newer teachers can get advice from more experienced teachers on how to better mediate problems between students that are more effective in supporting students problem solving. It is our plan to make time for mediation/parent involvement during the staff meeting time if needed.**

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

**At MARC, Behavioral problems have become almost non-existent making this process obsolete. At HSRC, behavior problems have decreased over last year. We will continue to keep time during collaboration available to parents and students to increase parent/stakeholder involvement.**

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The teacher salary has not changed therefore there are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The goal, expected outcomes, metrics and actions will be changed to more accurately reflect MARC'S needs. We do not need to set time aside to mediate issues. HSRC reserves the right to keep the goal, expected outcomes, metrics and actions the same but exclude MARC from the goal. Staff and students need to be trained on how to effectively mediate issues as they arise. Students need problem solving skills so they are instrumental on coming up with workable solutions that they come up with on their own. Professional development for staff members to acquire mediation training is needed to be able to effectively mediate conflict and train students on how to navigate the conflict resolution process in order to maintain a good climate or improve further to achieve the goal.

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

(Middle and High School)

MARC: All stakeholders were consulted as part of the planning process through the following:

Parents/Guardian via Survey November 2016 (48% Returned)

Student via Survey February 2016 (65% Returned)

Staff via Survey March 2017 (100% Returned)

Based on stakeholder input, we are altering our focus from service learning to Work Experience.

HSRC: Stakeholder meetings are held before each Board meeting which is every second Tuesday of the month. Parents were invited using the marquee out front of the school. A survey was given out at a Stakeholder Engagement meeting on December 5, 2016. Mostly what the parents want are lunches to be served. We are working on that for next year.

HSRC is located in a residential neighborhood so we invite our neighbors to participate in our Stakeholder Engagement meetings. We also work closely with St. Bernards Academy which is located across the street to collaborate on activities that we can do together. The principal has children that attend Pacific View Charter School so he and his wife are both strong Stakeholders and are active in participating in school activities and giving input on the LCAP. Two of our parents are on the Board of Directors and they also are active Stakeholders. We have no input from a bargaining unit because we have all "At Will" employees with no participation in employment unions.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Parents are happy with the way the school is run and the services that are offered at HSRC. We will continue with the amount of staff we have. The music program will continue. The reading and math recovery support will continue. We will renew the licenses for Keyboarding and Handwriting Without Tears, CaliQty and Accelerated Reading and Math. We will continue to provide high speed internet service to staff and students to be able to connect to the Worldwide Web as a teaching and learning tool.



# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	Provide all students with a comprehensive, balanced educational experience, through high quality delivery, common core aligned curriculum thus encouraging students to become active life-long learners.		

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL Same as state priorities.

### Identified Need

At HSRC, out of all the students that CAASPP tested in the 2015-2016 school year, 30 came back to our school this year. Of those 30 students, 30% Met or Exceeded the English/Language Arts standards, 13% Nearly Met and 57% scored "Not Met". Of those 57%, 7 students have active IEP's and get extra reading help daily from the Resource Teacher. 8 are enrolled in our Reading Recovery program and have made adequate progress with 100% of them showing at least one grade level of growth from September 2016 to January 2017. 1 student is ESL and is making progress towards reading on grade level with the help and support of our EL teacher and her CLAD certificated regular ed. Teacher. Of the 4 students that scored "Nearly Met" on the CAASPP, all scored at grade level or above on the District STAR Accelerated Reader assessments.

At MARC, the 11<sup>th</sup> grade students, although showed improvement and gained growth, still require significant improvement and growth.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Statewide assessments	ELA CAASPP scores of Met or Exceeded at 30%. Math CAASPP scores of Met or Exceeded at 11%.	Increase ELA and Math CAASPP scores of Met or Exceeded by 10% from baseline.	Increase ELA and Math CAASPP scores of Met or Exceeded by 10% from year prior.	Increase ELA and Math CAASPP scores of Met or Exceeded by 10% from year prior.

Teachers appropriately Assigned and fully credentialed	100% of our teachers are appropriately assigned and fully credentialed	100% of our teachers will be appropriately assigned and fully credentialed	100% of our teachers will be appropriately assigned and fully credentialed	100% of our teachers will be appropriately assigned and fully credentialed
Every pupil has sufficient standards-aligned instructional materials	100% of our students have sufficient standards-aligned instructional materials for ELA and Math. We currently prescribe to CaliQty online curriculum.	100% of our students will have sufficient standards-aligned instructional materials for Social Studies. We will begin prescribing to Apex Learning online curriculum with 90% of our students earning credits online.	100% of our students will have sufficient standards-aligned instructional materials for Science. We will continue to prescribe to Apex Learning online curriculum with 95% of our students earning credits online.	100% of our students will have sufficient standards-aligned instructional materials for all core subjects and will be earning credits online from Apex Learning online curriculum.
Implementation of academic and performance standards	100% of our teachers are using the Common Core State Standards materials to instruct and assess all students.	100% of our teachers will continue to use CCSS materials to instruct and assess all students	100% of our teachers will continue to use CCSS materials to instruct and assess all students	100% of our teachers will continue to use CCSS materials to instruct and assess all students
Parent decision making and parental participation in programs for unduplicated students and SWD	95% of parents attend parent/teacher conferences and 97% attend IEP meetings	100% of our parents will attend parent/teacher conferences and IEP meetings	100% of our parents will continue to attend parent/teacher conferences and IEP meetings	100% of our parents will continue to attend parent/teacher conferences and IEP meetings
Programs/services for unduplicated students	Free/reduced lunch program, access to DHHS services, liaison with HCOE for updates about services available.	Purchase Healthy Kids Survey kit to better identify unduplicated students. Survey students in the Fall and use results to make available programs/services. Free and reduced lunch program.	Survey students in the Fall and use survey results to make available programs/services to unduplicated students. Free and reduced lunch program.	Survey students in the Fall and use survey results to make available programs/services to unduplicated students. Free and reduced lunch program.
Programs/services for SWD	Currently we employ 1.75 FTE Resource teachers who identify SWDs and give access to services to SWDs through the IEP process	Continue to make programs/services available to SWDs and continue to identify SWDs as needed	Continue to make programs/services available to SWDs and continue to identify SWDs as needed	Continue to make programs/services available to SWDs and continue to identify SWDs as needed



PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All schools 12 <sup>th</sup>	<input type="checkbox"/> Specific Schools: Moore Avenue Resource Center (MARC)	<input type="checkbox"/> Specific Grade spans: 7-

**OR**

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Credit recovery, tutoring and counseling labs for low income, foster youth and ELL after regular education classes are completed.	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$184,387 for staffing and services	<b>Amount</b> \$236,374 for additional staffing and services	<b>Amount</b> \$303,505 for additional staffing and services
<b>Source</b> Supplemental Grant	<b>Source</b> Supplemental Grant	<b>Source</b> Supplemental Grant

Budget Reference

62-0001-0-1110-1000-5800-071-0000

Budget Reference

62-0001-0-1110-1000-5800-071-0000

Budget Reference

62-0001-0-1110-1000-5800-071-0000

## Action 2

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

Students to be Served

All  Students with Disabilities  [Specific Student Group

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

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

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Offer high quality online common core aligned curriculum, Accelerated Reader/Math as well as supplementary materials. Provide students with strategic interventions to assist in improving 11 <sup>th</sup> Language Arts and Math Assessments		

### BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount a) 50,000 b) 26,175	Amount	Amount
Source a) Lottery b) CRBC	Source	Source

Budget Reference

- a) 62-1100-0-1110-1000-5800-071-0000
- b) 62-7338-0-1110-1000-5800-071-0000

Budget Reference

Budget Reference

### Action 3

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

Students to be Served

- All
- Students with Disabilities
- [Specific Student Group(s)]

Location(s)

- All schools
- Specific Schools: \_\_\_\_\_
- Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

- English Learners
- Foster Youth
- Low Income

Scope of Services

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

Location(s)

- All schools
- Specific Schools: \_\_\_\_\_
- Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

- New
- Modified
- Unchanged

**2018-19**

- New
- Modified
- Unchanged

**2019-20**

- New
- Modified
- Unchanged

Ensure all instructional staff is highly qualified in their subject area and providing high quality delivery of curriculum.

### BUDGETED EXPENDITURES

**2017-18**

Amount

- a) Certificated Teachers \$711113
- b) Classified \$149426

**2018-19**

Amount

**2019-20**

Amount

	c) Benefits \$342461			
Source	General fund and EPA	Source		Source
Budget Reference	GF 62-0000-0-1110-1000-3xxx-071-0000 EPA 62-1400-0-1110-1000-3xxx-071-0000 66-1400-0-1110-1000-4xxx-071-0000	Budget Reference		Budget Reference

## Action 4

Empty Cell

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

[Students to be Served](#)

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

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Ensure all SPED instructional staff is highly qualified in their subject area and providing high quality delivery of curriculum.

### BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

New
  Modified
  Unchanged

## Goal 2

Increase opportunities for all students including English Language (EL), Fluent English Proficient (FEP), Reclassified Fluent English Proficient (RFEP), socioeconomically disadvantaged, Students with Disabilities (SWD), foster and homeless youth in Career/Vocational/Technical and college readiness and to increase CELDT scores and reclassification of EL students.

State and/or Local Priorities Addressed by this goal:

STATE 1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL Same as state priorities.

Identified Need

A significant number of our students need individualized assistance in numeracy and fluency assisting them in becoming career or college ready.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase scores literacy and math assessments	2016 CAASPP scores at HSRC for math are as follows: Met or Exceeded 17% Nearly Met 37% Not Met 47%	Increase Met or Exceeded by 10%. Decrease Nearly Met and Not Met by 10% over baseline.	Increase Met or Exceeded by 10%. Decrease Nearly Met and Not Met by 10% over prior year.	Increase Met or Exceeded by 10%. Decrease Nearly Met and Not Met by 10% over prior year.
% EL's making progress toward proficiency on CELDT or ELPAC	33% of EL students scored either Early Advanced or Advanced on the CELDT in 2016	100% of EL students will score at least one level higher above baseline score on the CELDT	100% of EL students will score at least one level higher above previous year's score on the CELDT	100% of EL students will score at least one level higher above previous year's score on the CELDT
EL reclassification rate	Current reclassification rate is 60%.	Reclassification rate to increase by 5% over baseline	Reclassification rate to increase by 5% over previous year	Reclassification rate to increase by 5% over previous year
Access to ELD standards for EL's	Currently, 100% of EL's have complete access to the ELD standards	100% of EL's will continue to have complete access to the ELD standards	100% of EL's will continue to have complete access to the ELD standards	100% of EL's will continue to have complete access to the ELD standards
% of pupils who have successfully completed a-g courses or approved CTE sequences	95% of our online courses are a-g courses. Currently 88% of our high school students are passing all of their a-g courses	Increase the amount of students passing their a-g courses by 5% from baseline	Increase the amount of students passing their a-g courses by 5% from the previous year.	Increase the amount of students passing their a-g courses by 5% from the previous year.
% who have passed the AP exam with a score of 3 or higher	Currently we have no students qualified enough to take the AP exam.	Continue to offer AP courses for the students that want to enroll in them.	Continue to offer AP courses for the students that want to enroll in them.	Continue to offer AP courses for the students that want to enroll in them.
% who demonstrate college preparedness via EAP or subsequent indicators	Currently 77% of our high school graduates have demonstrated that they are prepared to go to college.	Increase college readiness of baseline number by 5%.	Increase college readiness of prior year's number by 5%.	Increase college readiness of prior year's number by 5%.
A broad course of study	We currently offer our students access to a broad course of study through our online and textbook curriculum. We purchased a Common Core State Standards based Math program in 2015-2016 school year. We purchased a CCSS based ELA program for 2016-2017.	Continue to purchase licenses for online curriculum and will purchase CCSS based Social Studies program for K-8.	Continue to purchase licenses for online courses and will purchase CCSS Science program for K-8	Continue to purchase licenses for online courses.



PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

**OR**

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Review implemented courses and programs available with Career/Vocational/Technical and College focus to ensure students' academic needs in fluency and numeracy are being met thus preparing them for career and college readiness.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 5,000	Amount:	Amount:
Source: CRBC	Source:	Source:

Budget Reference

62-6500-0-1110-1000-5800-071-0000

Budget Reference

Budget Reference

## Action 2

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

Students to be Served

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

Location(s)

All schools  Specific Schools: Moore Avenue Resource Center  Specific Grade spans: 9<sup>th</sup>-12<sup>th</sup>

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

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

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide students with information regarding available courses, career selections and college options, through work experience, Job Corp, courses, Kuder Navigator system, dual enrollment and meetings/conferences with local colleges and Universities.		

### BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 3,000	Amount:	Amount:
Source: College Readiness Block Grant	Source:	Source:

Budget Reference

62-7338-1110-1000-5800-071-0000

Budget Reference

Budget Reference

Action **3**

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

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

Location(s)  All schools  Specific Schools: Moore Avenue Resource Center (MARC)  Specific Grade spans: 9-12th

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Develop a viable Work Experience course curriculum.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 1,000	Amount:	
Source: College Readiness Block Grant	Source:	
Budget Reference: 62-7338-0-1110-1000-5800-071-0000	Budget Reference:	

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Technology instructor will use Keyboarding Without Tears with every student in grades K-6 to increase keyboarding speed and accuracy.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 3,000	Amount:	Amount:
Source: Lottery	Source:	Source:
Budget Reference: 01-1100-1110-1000-5800-071-1000	Budget Reference:	Budget Reference:

New
  Modified
  Unchanged

## Goal 3

Improve or maintain school climate.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL Same as state priorities.

Identified Need

We at Moore Site have really worked hard in creating a positive, safe inviting school climate, and it appears, through parent, student, staff surveys, we have accomplished this. The staff will continue to implement actions put in place to assure maintenance of a positive, safe, and inviting school climate. The Henderson Street Resource Center will continue to invite their stakeholders to the weekly staff collaboration meetings to be proactive on keeping their school community safe and healthy by keeping open communication between all its members.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School facilities maintained in good repair	We employ a full time maintenance worker that maintains our school facilities are in good repair. He has been in the construction business for 30 years and has training and experience in plumbing and electrical as well as general contracting experience.	Maintenance worker will be employed full time and facilities will be maintained in good repair	Maintenance worker will be employed full time and facilities will be maintained in good repair	Maintenance worker will be employed full time and facilities will be maintained in good repair

School attendance rates and Chronic Absenteeism	Our current chronic absenteeism rate is 7%. Current attendance rate is 98.79	Decrease baseline chronic absenteeism rate by 1% to 6%. Increase attendance rate to 100%	Decrease prior year's chronic absenteeism rate by 1% to 5%. Maintain attendance rate at 100%	Decrease prior year's chronic absenteeism rate by 1% to 4%. Maintain attendance rate at 100%
Middle and High School dropout rate	Currently our middle school dropout rate is 14%. Our high school dropout rate is 18%.	Decrease middle school dropout rate by 2% from the baseline rate down to 12%. Decrease the high school dropout rate 2% from the baseline rate down to 16%.	Decrease middle school dropout rate by 2% from the previous year, down to 10%. Decrease the high school dropout rate by 2% from the previous year, down to 14%.	Decrease middle school dropout rate by 2% from the previous year, down to 8%. Decrease the high school dropout rate by 2% from the previous year, down to 12%.
Suspension and expulsion rate	We are an Independent Study "Educational Option" institution so we don't suspend. We refer students back to their district of residence so our suspension rate is 0%.  For the same reason as above our expulsion rate is 0%.	Suspension and expulsion rates will be 0%.	Suspension and expulsion rates will be 0%.	Suspension and expulsion rates will be 0%.
Student survey of student connectedness	We currently have not obtained or administered the California Healthy Kids Survey.	Purchase and administer the California Healthy Kids Survey in the Fall. Identify needs of unduplicated students and fund programs and services based on those results.	Administer the California Healthy Kids Survey in the Fall. Use results to fund identified needs programs and services for unduplicated students.	Administer the California Healthy Kids Survey in the Fall. Use results to fund identified needs programs and services for unduplicated students.
Other measures of pupil success in subject areas	Currently we have no students that participate in our local Spelling Bee, Geography Bee or Science Fair.	Encourage all students to participate in the Spelling Bee, Geography Bee and/or Science Fair.	Continue to encourage all students to participate in the Spelling and Geography Bees and Science Fair.	Continue to encourage all students to participate in the Spelling and Geography Bees and Science Fair.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: TK-12

**OR**

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>During collaboration meetings, a determined amount of time will be employed to monitor academic and social growth of our students as well as the general well being of our school climate. Interventions and/or strategies will be collaboratively created and implemented by staff and administration. Staff, parents and students are valuable members with their concerns, thoughts and ideas being an integral part of our school community.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1) 35,000 2) 225120	Amount	Amount
Source 1a)Lottery 1b)Title I 1c) EPA 2)Facilities	Source	Source
Budget Reference 1a) 62-1100-0-1110-4310-071-0000 1b) 62-3010-0-1110-1000-4310-071-0000 1c) 62-1400-0-1110-1000-4310-071-0000 2)62-0000-1195-8700-5612-071-0000	Budget Reference	Budget Reference

Action **2**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: TK-12

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

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



As well as annual surveys, student and parents will have opportunities to give input regarding school climate through our 4 annual student/parent meetings and the California Healthy Kids Surveys.

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**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: 1,000	Amount:	Amount:
Source: Lottery	Source:	Source:
Budget Reference: 62-1100-0-1110-1000-4310-071-0000	Budget Reference:	Budget Reference:

**Demonstration of Increased or Improved Services for Unduplicated Pupils**

LCAP Year  2017-18  2018-19  2019-20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$ 184,387	<u>Percentage to Increase or Improve Services:</u>	11.14 %
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

Pacific View Charter School is an Independent Study school that has over 76% unduplicated youth, 35% transient rate and 30% Special Education. Our supplemental dollars are spent on credit recovery, tutoring and supplemental materials. The students that benefit directly are the ones that need individual help from certificated teachers that teach core classes in the morning and run labs in the afternoon. These labs are designed to help students with credit recovery and specialized tutoring from teachers that are qualified in their area of certification. These services are included in Goal 1 Action 1.

