Introduction:

The high school student population at Pacific View Charter School is largely made up of students that are at risk for not graduating on time or dropping out. Because of that we currently have no students that are prepared to take A-G or AP courses. We had no students that took the EAP this year as they were not prepared. Every high school student has access to the A-G and AP courses through our on-line courses through Caliqity. We purchase a license each year for every student to have access to these courses if they choose to take them.

LEA: Pacific View Charter

Contact: Virginia Hall, Assistant Director, vhall@pacificviewcharter.com, (707)269-9565

LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

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

Involvement Process	Impact on LCAP

4 Stakeholder Meetings have been held so far this year with parents, community members, Board members, students and staff being given the opportunity for input into Pacific View Charter School's LCAP. We plan to hold three more meetings over the next three months. Students, staff, parents, Board of Director and community members were all given surveys with questions about how we have been doing to meet our goals. At those meetings we discussed our goals that were in this year's LCAP, our progress in meeting those goals and whether we need to continue to have the same goals in next year's plan. At the first meeting it was decided that all of the goals in this year's plan need to continue to be in next year's plan.	Describe activities for this year planning for 2016-17
Annual Update:	**Annual Update:** Describe activities for this year planning for 2016-17

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with,

and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

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

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

Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

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

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	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.	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 _6 X 7 _8 Local: Same as state priorities.
Identified Need:	Number of students that scored proficient on CAASPP/ SBAC, Science Standardized tests, CAHSEE exam, and district testing decreased in 2014-15. Until every student's test scores increase to proficiency or above, we will continue to identify this need in both schools.	
Goal Applies to:	**Schools:** Both Moore Avenue and Henderson Street Learning Centers. Every student, including EL, Foster/Homeless, SWD and SED students. Grades: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1

Expected Annual Measurable Outcomes:	**Metric** **District assessment scores, SBAC scores, Course grades and AP Exam results report** **Outcome** **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.**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to develop/implement a vigorous SBA, STAR-CST-CAHSEE math/ELA prep program.	All Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$375,112For salaries and benefits Additional $15,000 for building maintenance
Continue to offer CaliQity-PowerCore (CCSS online coursework), Accelerated Math/Reader, and continue to make CAHSEE prep tutoring available.	All Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$5,000 From other sources
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.	All Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$10,000 from other sources
LCAP Year 2			

Expected Annual Measurable Outcomes:	**Metric** **CAHSEE scores, SBAC scores, Course grades and AP Exam results report** **Outcome** **Percentage of students that pass the math/ELA portions of the High School Exit Exam, attain proficient or above on standardized testing and pass their math/English courses to increase by 10%. Increase the number of students that pass the AP Exam with a score of 3 or more.**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to develop/implement a rigorous SBA, STAR-CST-CAHSEE math/English prep program.	All Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$375,112 for salaries and benefits Additional $15,000 for building maintenance
Continue to offer CaliQity-PowerCore (CCSS online coursework), Accelerated Reader/Math, and make CAHSEE prep tutoring available.	All Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$5,000 from other sources

| Continue to offer/improve the following math assets to attain CST/SBA/CAHSEE math/ELA goals:

• CAHSEE Prep-Accelerated Reader/Math
• CQ-PC CAHSEE prep online

Learning Labs and Credit Recovery, SBA Trial tests and continue to monitor progress | All

Grades: All | X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other | $10,000 from other sources |

LCAP Year 3

Expected Annual Measurable Outcomes:	Test scores to increase by 5% and students scoring proficient or better to increase by 5%.

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Continue to offer CaliQity-PowerCore (CCSS online coursework), Accelerated Math/Reader, and continue to make CAHSEE prep tutoring available if passing the CAHSEE exam becomes a requirement again.	All Grades: 9th, 10th, 11th, 12th	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$5,000 From other sources
Continue to develop/implement a vigorous SBA, STAR-CST-CAHSEE math/ELA prep program.	All Grades: 3rd, 4th, 5th, 6th, 7th, 8th, 11th	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$375,112For salaries and benefits Additional $15,000 for building maintenance

Continue to offer/improve the following math assets to attain CST/SBA/CAHSEE math/ELA goals: • CAHSEE Prep-Accelerated Reader/Math • CQ-PC CAHSEE prep online Learning Labs and Credit Recovery, SBA Trial tests and continue to monitor progress	All Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$10,000 from other sources

GOAL:	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%.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local: Same as state priorities.

Identified Need:	Currently have only four Career/Vocational/Technical choices for students to choose from. Not all students have sufficient keyboarding skills.	

Goal Applies to:	Schools:	Both Moore Avenue Learning Center and Henderson Street Resource Center.
	Grades: All	
Applicable Pupil Subgroups:	All	

LCAP Year 1

Expected Annual Measurable Outcomes:	**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.**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continue to review the resources available to support Career/Vocational/Technical focus areas to establish more Career courses, Internships and work place sites.	High School Grades: 9th, 10th, 11th, 12th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$5,000 from other sources
Continue to provide students with information about Caliqity/PowerCore online courses available as they pursue the Career/Vocational/Technical options.	High School Grades: 9th, 10th, 11th, 12th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$5,000 from other sources
Assess and monitor the previous year's Service Learning program for students in grades 9-12. Reevaluate and modify as needed.	High School Grades: 9th, 10th, 11th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$5,000 from other sources
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.	Henderson Street Resource Center. Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Teacher salary from other sources.
LCAP Year 2			

Expected Annual Measurable Outcomes:	**Keyboarding speed to increase by 25%.**			
Actions/Services		**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Continue to review the resources available to support Career/Vocational/Technical focus areas to establish more Career courses, Internships and work place sites.		High School Grades: 9th, 10th, 11th, 12th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$5,000 from other sources
Continue to provide students with information about Caliqity/PowerCore online courses available as they pursue the Career/Vocational/Technical options.		High School Grades: 9th, 10th, 11th, 12th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$5,000 from other sources
Assess and monitor the previous year's Service Learning program for students in grades 9-12. Reevaluate and modify as needed.		High School Grades: 9th, 10th, 11th, 12th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$5,000 from other sources

| 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. | Henderson Street Resource Center.

Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th | X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other | Teacher salary from other sources. Keyboarding Without Tears licenses. |

LCAP Year 3

Expected Annual Measurable Outcomes:	The number of internships, work place sites and career courses to increase.

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Continue to provide students with information about Caliqity/PowerCore online courses available as they pursue the Career/Vocational/Technical options.	High School Grades: 9th, 10th, 11th, 12th	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$5,000 from other sources
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.	Henderson Street Resource Center. Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Teacher salary from other sources.

Assess and monitor the previous year's Service Learning program for students in grades 9-12. Reevaluate and modify as needed.	High School Grades: 9th, 10th, 11th, 12th	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$5,000 from other sources
Continue to review the resources available to support Career/Vocational/Technical focus areas to establish more Career courses, Internships and work place sites.	High School Grades: 9th, 10th, 11th, 12th	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$5,000 from other sources

GOAL:	Improve the school climate.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: Same as state priorities.
Identified Need:	Increase conflict resolution by adopting Capturing Kids' Hearts.		
Goal Applies to:	**Schools:** All Grades: All		
	Applicable Pupil Subgroups: All		

LCAP Year 1

Expected Annual Measurable Outcomes:	**Metric** **Collaboration agendas/minutes, School attendance records, truancy records, drop out records, behavioral referrals, suspension records.** **Outcome** **Absenteeism rate reduced by 5%. Suspension rate reduced by 20%. Behavioral referral rate reduced by 10%.**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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).	All Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	All Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500
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.	All Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500

LCAP Year 2

Expected Annual Measurable Outcomes:	**Metric** **Collaboration agendas/minutes, School attendance records, truancy records, drop out records, behavioral referrals, suspension records.** **Outcome** **Absenteeism rate reduced by 5%. Suspension rate reduced by 20%. Behavioral referral rate reduced by 10%.**			
	Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**

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).	All Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500
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.	All Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500
Notes will continue to 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.	All Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500

LCAP Year 3

Expected Annual Measurable Outcomes:	Notes will continue to be taken during mediation and will be followed up on one week later. Notes are to be kept on file.

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**

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).	All Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500
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.	All Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500
Notes will continue to 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.	All Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500

Annual Update

Annual 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 pursuant 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 or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

Original Goal from prior year LCAP:	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.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	**Metric** **CAHSEE results, SBAC scores, teacher grades used to measure proficiency and AP Exam results report.**	Actual Annual Measurable Outcomes:	Our RFEP rate for this year was 86%. There is only one EL student that CELDT tested at a lower level than Early Advanced or higher. This student is

Outcome **Percentage of students that pass the math and language arts portions of the High School Exit Exam, attain proficient or above on standardized testing and pass their courses all to increase by 10%. Increase the number of students that will pass AP exams with 3 or higher.**	receiving EL services from a credentialed EL teacher that uses State Standards Implemented materials and curriculum. This student also has an IEP and, as with every student with an active IEP, is receiving Resource from a highly qualified resource teacher that uses State Standards Implemented materials and curriculum. We currently have one Foster youth and two McKinney-Vento Homeless youths attending our schools and the Foster youth and one McKinney-Vento Homeless youth will be receiving services as needed. Both will be given instruction using materials that are CCSS based and will be taught in facilities that are in good repair. Our Reading Recovery teacher made a 41% increase in reading fluency and comprehension rate this year. Our goal is to increase that rate next year. 9 out of 22 students have been exited our of her program since the beginning of the year. An EL student went from a 4.1 reading level to a 6.4 in 8 months of working with both the EL teacher and the Reading Recovery teacher. He will be Reclassified Fluent English Proficient after he completes the Smarter Balanced testing and scores at Proficient or better on the tests and by analyzing data gathered from his gains in district assessments, writing samples to look at his grammar usage, spelling and vocabulary, reading assessments and verbal skills. Our Reading Recovery teacher works with low income and English Learners. She doesfn't currently work with our one Foster student because he is in Kindergarten and is currently not in any need of reading support. She doesn't currently work with our Homeless youth because one has an IEP and is on Independent Study in High School. His Independent Study teacher is his Resource teacher

LCAP Year: 2015-16	
Planned Actions/Services	**Actual Actions/Services**

	Budgeted Expenditures			Estimated Actual Annual Expenditures
Develop/implement a vigorous SBA, STAR-CST-CAHSEE math/reading prep program that includes CCSS materials for all students that are taught by 100% properly credentialed teachers in facilities that are in good repair. All teachers to be trained on the use of CCSS to ensure instructional lessons are aligned with the standards.	$375,112 For salaries And benefits Additional $15,000 for Building maintenance	Teachers were trained on the use of CCSS for math this year.		$32,539 + teacher salaries from other sources.
Scope of service: All Grades: All		Scope of service:	Teachers to be trained on the use of CCSS for ELA this year. Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Offer CaliQity-PowerCore (CCSS online coursework), Accelerated Math/Reading, and make CAHSEE prep tutoring available. Hire a part-time credentialed Academic Counselor.	$5,000 From other sources			
Scope of service: All Grades: All		Scope of service:	Grades:	

X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Offer/improve the following math/reading assets to attain CST/SBA/CAHSEE math/reading goals: • CAHSEE Prep-Accelerated Math/Reading • CQ-PC CAHSEE prep online • Learning Labs and Credit Recovery, SBAC Trial tests and monitor progress.	$10,000 From other sources		
Scope of service:	All Grades: All	**Scope of service:**	Grades:	

X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
What changes in actions, servivces, and expenditures	Our newly adopted ELA reading program is Common Core State Standards based that includes an EL component and is appropriate for teachers to use to give every student access to the leveled reading, spelling and writing components. We are continueing to use Accelerated Reader to help all students with literacy and comprehension skills. We are continuing to teach every student math skills using our CCSS based math program we adopted last year. We are going to continue using Accelerated Math to help students with their numeracy skills and number sense.		

Original Goal from prior year LCAP:	Increase enrollment in Career/Vocational/Technical courses and resources.	Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 X 8 Local:

Goal Applies to:	Schools:	High School		
		Grades: 9th, 10th, 11th, 12th		
	Applicable Pupil Subgroups:	All		

Expected Annual Measurable Outcomes:	**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 Annual Measurable Outcomes:	Career Days were held, guest speakers were booked and Work Experience partnerships have been formed. For technology, additional chromebooks were purchased for student use, Keyboarding Without Tears was implemented in the Henderson Street site and Accelerated Reader and Math licenses as well as CaliQity licenses were purchased for this coming year.

LCAP Year: 2015-16

Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Review the resources available to support Career/Vocational/Technical focus areas to establish more Career courses, Internships and work place sites by promoting parent participation in helping to provide students with internship options.	$5,000 from other sources	Resources were reviewed and found to be ineffective. CaliQity has not added any new career courses, however, we are implementing the Kuder service for career pathway exploration.	Teacher and administrative salaries, Keyboarding Without Tears licenses, Accelerated Reader and Math licenses. CaliQity licenses all from other sources.

Scope of service:	High School Grades: 9th, 10th, 11th, 12th		Scope of service:	Continue to explore ways to expand the Career/Vocational/Technical courses/services to every high school student. Continue to use Keyboarding Without Tears to teach TK-6 students at the Henderson Street Resource Center keyboarding skills. Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 9th, 10th, 11th, 12th	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide students with information about Caliqity/PowerCore online courses available as they pursue the Career/Vocational/Technical options. Survey students to find high interest level areas to engage Middle and High School students to decrease drop out and student suspension rates.		$5,000 from other sources			
Scope of service:	Middle and High School Grades: 9th, 10th, 11th, 12th		Scope of service:	Grades:	

X All			_ All		
-- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			-- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Develop/implement a Service Learning program for students in grades 9-12 to increase graduates completing UC/CSY required courses, increasing the high school graduation rates and encouraging concurrent enrollment in the community college.		$5,000 from other sources			
Scope of service:	High School Grades: 9th, 10th, 11th, 12th		**Scope of service:**	Grades:	
X All			_ All		
-- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			-- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, serivces, and expenditures	CaliQity licenses, $16,237, Keyboarding Without Tears licenses, $1,434, Accelerated Reader and Math licenses, $3,000 and $				

Original Goal from prior year LCAP:	Improve the school climate.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	**Metric** **Collaboration agendas/minutes, School attendance records, truancy records, drop out records, behavioral referrals, suspension records.** **Outcome** **Absenteeism rate reduced by 5%. Suspension rate reduced by 20%. Behavioral referral rate reduced by 10%.**	Actual Annual Measurable Outcomes:	Absenteeism rate was not reduced, suspension rate was reduced, but by less than 20%, behavioral referral rate reduction goal was reached.

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Academic progress report time during Collaboration meeting time will be limited to make time for administration, staff, students and parents to mediate problems that arise before they escalate to suspensions.	$500	Collaboration meeting time is available to students, parents and staff to mediate problems/issues that students have.	Teacher and administrative salaries from other sources.

Scope of service:	All Grades: All		Scope of service:	Collaboration meeting time to continue. Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
A regular time will 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.	$500		A regular time was set aside for mediation of conflict.		Staff salaries, facilities upkeep, professional development funds from other sources.
Scope of service:	All Grades: All		Scope of service:	We will continue to hold a regular time for mediation of conflict. Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

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.	$500	Notes were taken and filed and follow up was done within one week. Suspension rate went down.	Staff salaries, benefits, facilities upkeep from other sources.
Scope of service:	All Grades: All	**Scope of service:**	We will continue to take careful notes during our mediation and follow up meetings. Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other

What changes in actions, servivces, and expenditures	Continue to find ways to reduce absenteeism, suspension rate and behavioral referral rate. Get staff trained in Capturing Kids' Hearts to help with absenteeism.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	89178

For 2016-17

With the $89,178 PVCS will receive in the 2016-17 school year from the Supplemental Concentration Grant, the PVCS K-12 leadership and instructional staff will continue to increase tutorial and academic support services for the unduplicated pupils. The total amount of the grant will be used for teacher, support staff and custodial staff salaries, benefits and supplies. The K-12 staff will continue to fully utilize the results from analyzing student achievement (STAR-CST Smarter Balanced Assessments, CaliQity assessments, Accelerated Reader/Math, LARS and MMARS, School-Wise Domains) data to modify instructional interventions (particularly in ELA/Reading/Writing and Math) to determine staff development strategies/allocate funding (REAP, CCSS, Title I & III, LEAP) and move students toward mastery of the Common Core State Standards. The technology purchased from 2013-2015 AND 2015-16 (High-Speed Network, Expanded Wireless connectivity, Assignment of Acer Notebooks and Chrome Books to grades 8-12, CaliQity online courses and Accelerated Reading/Math) will provide the Technology Infrastructure required to improve/expand each student's access to Academic Support.

With increased access to high-quality tutorial and academic learning communities, student achievement will increase as underwritten by the improvement measured by the following assessments: 1. Accelerated Reader/Math tests; 2. Smarter Balanced Assessments; 3. CaliQity online testing; 4. Reduction of D/F/No Credit grades; 5. Teacher Assessments; 6. AYP/API scores. The dollars will be spent so we can focus on Reading/Math Recovery and High School Credit Recovery Programs.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

| 0.00 | % |

For 2016-17

Introduction: The Pacific View Charter School serves a unique and highly at-risk student population in grades K-12 Moore Avenue Learning Center. The enrolled students have not experienced school success in the traditional classroom settings. Many of the students have attended multiple schools, enrolled in Independent Study programs, attended other Charter schools and lost a great deal of time-on-task learning opportunities. The transiency rate at the Moore site is 30-35% with many students entering at the Below or Far Below Basic levels in the Core Curricula areas. This creates the "catch up" cycle and in many cases the students may not remain at Pacific View Charter School long enough to attain a Basic or higher level of academic performance.

In addition, many of the enrolled students have active IEP's or a 504 plan in place. (The SpEd student count within the PVCS ranges from 25-30% versus the state range of 8-10%). The large SpEd population, 60% low income pupils, Foster youth and high transiency rate presents a very real challenge for the teachers and administration.

Because of these factors and the ongoing instructional collaboration of the staff, the LCAP funding gives us the opportunity tp enhance/expand the services offered to all students.

LCAP Implementation – Low Income and Foster Youth

1.   The PVCS K-12 leadership and instructional staff will continue to increase tutorial and academic support/time on task for the low income pupils and foster youth. The low income pupils (60% of the school's enrollment) and foster youth will have increased access to the following instructional services that will enhance/expand the Targeted Interventions for each student. PVCS will assign a teacher to these students so we can increase tutorial time for reading and math and increase time for High School Credit Recovery programs by raising support by 8.72%.

2.   A 30% increase in access to Accelerated Reader/Math, CaliQity online courses, and other CCSS resources. The 30% increase will be the results of the placement of Acer tablets and Chromebooks in grades K-3 at the Henderson Street Resource Center.   Increased access to the Internet, through the new High Speed network, will continue to provide students with greater access to Streaming Video, Zooming, Power Point and additional CaliQity online courses that support/enhance school success in the core curricula areas.

3.   The purchase of CCSS ELA textbooks for K-8 and Accelerated Reader/Math resources for English/Language Arts and Math will expand/enhance the instructional options for all students including low income pupils, EL, SWD, and foster/homeless youth.

4.   There will be a 15-20% increase in test scores for every student in grades 3-8 and 11 including low income, EL, SWD, and foster/homelss youth on the Smarter Balanced assessments. These students will have expanded access to CaliQity online test prep courses, Accelerated Reader/Math interventions and CCSS textbooks. Each student will have an Academic Intervention Plan, developed from individual and group assessment scores, with specific interventions in the CORE subject areas.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1– June 30).

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

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

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year

(July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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