

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

**LCAP Year:** 2018-19

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

LEA Name	Contact Name and Title	Email and Phone
Pacific View Charter 2.0	Virginia Hall	vhall@pacificviewcharter.com
	Assistant Director	7072699490

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Pacific View Charter School 2.0 (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 18,2361 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/injviosaf/Documents/Essentials%20for%20Childhood/CYW\\_HiddenCrisis\\_Report\\_110514.pdf](https://www.cdph.ca.gov/HealthInfo/injviosaf/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 9th-12th 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. 9-12th grades have a variety of vocational education courses, including but not limited to, Career Readiness, Media Productions, Business Applications, Computer Programming, Electrical Engineering, 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 1st 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 1st 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-3rd 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 5th and 6th 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 (11th Grade California Assessment of Student Performance and Progress—CAASPP) showed growth between the year 2015-2016 in "Met or Exceeded Expectations": California English Assessment went from 26% points to 35% points "Met or Exceeded Expectations", and continued to raise in 2017 to 36.36% points. California Math Assessment Increased by 18.18% Points in "Met or Exceeded Expectations"<sup>(2)</sup>

9th-12th 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 used 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 11th 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%. 11th Grade Math CAASPP shows the same academic growth. The 2014-2015 11th 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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1 <https://www.caschooldashboard.org/#!/ReportDetail/12629271230150/1/2>

2 <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. 3-8th 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. 3-8th 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. 11th Grade California English Language Arts and Math Assessments, although showing growth, , 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.
- 1 <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 3rd-8th 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 3.1 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 3rd-8th 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 3.2 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.

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

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

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.

## Increased or Improved Services

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	1,418,368
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.

257,032 Reservation for economic uncertainties.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	1,966,384

# Annual Update

**LCAP Year Reviewed:** 2017-18

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

## Goal 1

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 Priorities:** 1, 2, 3, 4, 5, 7

**Local Priorities:** Same as state priorities.

## Annual Measurable Outcomes

**Expected**

**Actual**

Metric: Statewide assessments

Baseline: ELA CAASPP scores of Met or Exceeded at 30%.

Math CAASPP scores of Met or Exceeded at 11%.

18/19: Increase ELA and Math CAASPP scores of Met or Exceeded by 10% from baseline.

Metric: 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 the CDE's Data Quest, PVCS has continued to increase it's CAASPP ELA scores in order from 2015 - 18% Met or Exceeded; 2016 - 26% Met or Exceeded; and in 2017 to 39.42% met or exceeded.

Based on the CDE's Data Quest, PVCS has continued to increase it's CAASPP Math scores in order from 2015 - 0% Met or Exceeded; 2016 12% Met or Exceeded; and in 2017 30.77% Met or exceeded.

Metric: Teachers appropriately Assigned and fully credentialed

Baseline: 100% of our teachers are appropriately assigned and fully credentialed

18/19: 100% of our teachers will be appropriately assigned and fully credentialed

100% of our teachers are appropriately assigned and fully credentialed

## Expected

Metric: Every pupil has sufficient standards-aligned instructional materials

Baseline: 100% of our students have sufficient standards-aligned instructional materials for ELA and Math. We currently prescribe to CaliQty online curriculum.

18/19: 100% of our students will have sufficient standards-aligned instructional materials for Social Studies. We have been prescribing to Apex Learning online curriculum with 90% of our students earning credits online.

Metric: Implementation of academic and performance standards

Baseline: 100% of our teachers are using the Common Core State Standards materials to instruct and assess all students.

18/19: 100% of our teachers will continue to use CCSS materials to instruct and assess all students

## Actual

100% of our students have sufficient standards-aligned instructional materials for ELA and Math. At the MARC, we executed Apex Learning online curriculum instead of CaliQty with 90% of our students earning credits online in core subjects with sufficient standards-aligned instructional materials for all core subjects also provided through Apex.

100% of our teachers will continue to use CCSS materials to instruct and assess all students

## Expected

Metric: Parent decision making and parental participation in programs for unduplicated students and SWD

Baseline: 95% of parents attend parent/teacher conferences and 97% attend IEP meetings

18/19: 100% of our parents will attend parent/teacher conferences and IEP meetings

Metric: Programs/services for unduplicated students

Baseline: Free/reduced lunch program, access to DHHS services, liaison with HCOE for updates about services available.

18/19: Survey students in the Fall and use results to make available programs/services. Free and Reduced lunch program implemented in 17/18 and will continue in 18/19.

## Actual

95% of parents attended parent/teacher conferences with 100% attendance in IEP Meetings

Free/Reduced Lunch Program was executed at the HSRC in 17/18. Principal from the MARC acted as district Liaison for updates on services from HCOE for Foster youth/ McKinney Vento services. Both Schools continue to have access to DHHS services. Survey was conducted through "Survey Monkey" during the fall. Surveys were sent home to HSRC parents in the Fall and Spring.

**Expected**

Metric: Programs/services for SWD

Baseline: Currently we employ 1.75 FTE Resource teachers who identify SWDs and give access to services to SWDs through the IEP process

18/19: Continue to make programs/services available to SWDs and continue to identify SWDs as needed

**Actual**

We employ 2.0 FTE Resource teachers who identify SWDs and give access to services to SWDs, through the IEP process Auxiliary SWDs testing and diagnostics are contracted by PVCS 2.0 through the county.

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Credit recovery, tutoring and counseling labs for low income, foster youth and ELL after regular education classes are completed.

"After Care" after school program provided to students at the HSRC from 3:00pm to 5:15pm on M, W, Th and F and Tuesdays from 1:05pm to 5:15 pm. Credit Recovery programs continued for Special Ed students on M, W, Th and F from 1-2pm and all other students from 2:10-3:00pm at the HSRC.

Amount:  
\$159,137 for staffing and services

Source:  
a) Supplemental Grant  
b) After School Care  
c) Credit Recovery

Budget Reference:  
a) Supplemental Grant 3xxx \$48,124  
b) After School Care 2xxx \$8,628  
3xxx \$2,225  
c) Credit Recovery 1xxx \$48,124

Same as budgeted.

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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 9-12 grade Language Arts and Math Assessments

Offer high quality online common core aligned curriculum via APEX, Accelerated Reader/Math as well as supplementary materials. Strategic interventions to assist in improving 9-12 grade Language Arts and Math Assessments using State CAASPP Interim assessments and APEX tutorials.

Amount:  
 \$62,500 for Intervention  
 \$7,000 for Accelerated Reader

Source  
 a) Lottery  
 b) Supplemental

Budget Reference  
 Intervention - Supplemental 2xxx \$49000  
 3xxx \$13500  
 Accelerated Reader 58xx \$7000

Same as budgeted.

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

Amount  
 a) Certificated Teachers \$451894  
 b) Classified \$36120  
 c) Benefits \$251745

Source  
 General fund and EPA

Budget Reference:  
 Instructional  
 1xxx \$439919  
 2xxx \$29415  
 3xxx \$237118  
 EPA  
 1XXX \$11975  
 2XXX \$6705  
 3XXX14627

Same as budgeted.

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

Amount  
a) Certificated Teachers \$67335  
b) Benefits \$42198  
c) Supplies \$1279

Source  
Special Education

Budget Reference:  
Special Education 3310  
1xxx \$18076  
3xxx \$12530  
4xxx \$1279

Special Education 6500  
1xxx \$49259  
3xxx \$29668

Same as budgeted.

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

## 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.

At the high school level, student support is in the form of Credit Recovery tutoring Monday-Friday and as student schedule allows. Tutoring is offered during Study Hall in both schools with Special Education and SWD tutoring available for an hour per day Monday-Friday and an hour per day Monday-Friday for Regular education, foster/homeless youth, and low income youth with EL classes given Monday-Friday for 45 minutes/day. After Care is provided for all students with an opportunity for homework help and tutoring, online access and access to Chromebooks if needed. Students may access Accelerated Reader/Math during this time as well. All tutoring is staffed by highly qualified and credentialed teachers and support staff and Special Education tutoring and Resource is staffed by properly credentialed teachers. Diagnostics for Special Education testing is done through the County Office. Parent Involvement stands at 95%. Free/Reduced lunch is provided daily for those that qualify. 100% of our students have access to Common Core State Standards based curricular materials.

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

STAR Scores, CAASPP Scores, Graduation rate, IEP Goals,

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no differences.

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.

No changes.



## 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 Priorities:** 2, 4, 7, 8

**Local Priorities:** Same as state priorities.

## Annual Measurable Outcomes

### Expected

Metric: Increase scores literacy and math assessments

Baseline: 2016 CAASPP scores at HSRC for math are as follows:

Met or Exceeded 17%

Nearly Met 37%

Not Met 47%

17/18: Increase Met or Exceeded by 10%. Decrease Nearly Met and Not Met by 10% over baseline.

### Actual

17/18 CAASPP student scores will not be available until after Annual Update is passed by PVCS's local school Board. Local district STAR test scores for HSRC increased between September of 2017 and January of 2018 by an average of 10% for reading and 14% in math for all subgroups.

**Expected**

Metric: % EL's making progress toward proficiency on CELDT or ELPAC

Baseline: 33% of EL students scored either Early Advanced or Advanced on the CELDT in 2016

17/18: 100% of EL students will score at least one level higher above baseline score on the CELDT

Metric: EL reclassification rate

Baseline: Current reclassification rate is 60%.

17/18: Reclassification rate to increase by 5% over baseline

Metric: Access to ELD standards for EL's

Baseline: Currently, 100% of EL's have complete access to the ELD standards

17/18: 100% of EL's will continue to have complete access to the ELD standards

**Actual**

At HSRC We had no EL students that needed to take the CELDT or ELPAC because 100% of our student population answered that English was their first language on the language survey when they enrolled their children in our school.

At PVCS 2.0, 100% of our EL students have been previously reclassified.

At PVCS 2.0, 100% of EL's have complete access to the ELD standards.

### Expected

Metric: % of pupils who have successfully completed a-g courses or approved CTE sequences

Baseline: 95% of our online courses are ag courses. 88% of our high school students are passing all of their a-g courses

17/18: Increase the amount of students passing their a-g courses by 5% from baseline

Metric: % who have passed the AP exam with a score of 3 or higher

Baseline: Currently we have no students qualified enough to take the AP exam.

17/18: Continue to offer AP courses for the students that want to enroll in them.

Metric: % who demonstrate college preparedness via EAP or subsequent indicators

Baseline: Currently 77% of our high school graduates have demonstrated that they are prepared to go to college.

17/18: Increase college readiness of baseline number by 5%.

### Actual

88% of our high school students are passing all of their a-g courses.

No students are qualified to take the AP exam.

To be determined

**Expected**

Metric: A broad course of study

Baseline: 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.

17/18: Continue to purchase licenses for online curriculum and will purchase CCSS based Social Studies program for K-8.

**Actual**

100% of our students are offered and have access to a broad course of study through our online and textbook curriculum. 100% of our students have access to CCSS based Math and ELA materials and online curriculum. We continue to purchase licenses for all high school students for access to a broad course 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**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

100% of our 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.

Amount  
5,000

Source  
CRBC

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

To be determined

## Action 2

### Planned Actions/Services

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.

### Actual Actions/Services

100% of our students have been provided 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

Amount  
3,000

Source  
College Readiness Block Grant

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

### Estimated Actual Expenditures

To be determined

## Action 3

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Develop a viable Work Experience course curriculum

A viable Work Experience curriculum is 75% complete.

Amount  
1,000

Source  
College Readiness Block Grant

Budget Reference  
62-7338-0-1110-1000-5800-071-0000

To be determined

## Action 4

### Planned Actions/Services

Technology instructor will use Keyboarding Without Tears with every student in grades K-6 to increase keyboarding speed and accuracy.

### Actual Actions/Services

At HSRC, 100% of the students that attend classes on Fridays use Keyboarding Without Tears with a technology instructor to increase keyboarding speed and accuracy. HSRC students have increased speed and accuracy by \_\_\_\_\_% from Fall 2017 to Spring 2018.

### Budgeted Expenditures

Amount  
3,000

Source  
Lottery

Budget Reference  
01-1100-1110-1000-5800-071-1000

### Estimated Actual Expenditures

To be determined

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

## 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.

TBD

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

TBD

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

TBD

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.

TBD

# Goal 3

Improve or maintain school climate.

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

**State Priorities:** 1, 5, 6

**Local Priorities:** Same as state priorities.

## Annual Measurable Outcomes

### Expected

Metric: School facilities maintained in good repair

Baseline: 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.

17/18: Maintenance worker will be employed full time and facilities will be maintained in good repair

### Actual

Maintenance worker has been employed full time and facilities are maintained in good repair. Anything that are maintenance staff cannot fix, repair or replace is contracted out to local contractors to ensure the facilities remain in good repair.

**Expected**

Metric: School attendance rates and Chronic Absenteeism

Baseline: Our current chronic absenteeism rate is 7%. Current attendance rate is 98.79

17/18: Decrease baseline chronic absenteeism rate by 1% to 6%. Increase attendance rate to 100%

Metric: Middle and High School dropout rate

Baseline: Currently our middle school dropout rate is 14%. Our high school dropout rate is 18%.

17/18: 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%.

**Actual**

TBD

We have decreased the middle school dropout rate by 100% over last year to 0%. All students that left our school have enrolled in other schools. We have decreased the high school dropout rate by 4% from 18% to 14%, surpassing our goal of 16%.

## Expected

Metric: Suspension and expulsion rate

Baseline: 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%.

17/18: Suspension and expulsion rates will be 0%.

Metric: Student survey of student connectedness

Baseline: We currently have not obtained or administered the California Healthy Kids Survey.

17/18: 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.

## Actual

Our suspension/expulsion rate remains at 0% due to our designation of an Independent Study "Educational Option" institution.

It has been decided that with the small size of our LEA the California Healthy Kids Survey wouldn't be the best one to use so we are using the survey from the CDE. We used the results of the surveys to identify the needs of unduplicated students and fund programs and services based on those results. So far, the results of the survey have resulted in us increasing our tutoring staff and hours of availability by 50% by adding one hour per day of study hall and reassigning staff to assure the tutors are well qualified to assist the students that are most in need of this service, i.e. SWD's, Foster/Homeless, EL (reclassified) and low performing students.

### Expected

Metric: Other measures of pupil success in subject areas

Baseline: Currently we have no students that participate in our local Spelling Bee, Geography Bee or Science Fair.

17/18: Encourage all students to participate in the Spelling Bee, Geography Bee and/or Science Fair.

### Actual

We continue to encourage all students to participate in the Spelling Bee, Geography Bee and/or Science Fair. So far, we have 0% of students that have participated in these activities. We continue to seek out motivators to get students to sign up and participate in the spelling and geography bees as well as the science fair.

## Actions/Services

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

### Action 1

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

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 will continue to be valuable members with their concerns, thoughts and ideas being an integral part of our school community. At the present time no one has taken advantage of this opportunity for feedback and input by students and families/guardians of students.

Amount  
 1) 35,000  
 2) 225120

Source  
 1a) Lottery  
 1b) Title I  
 1c) EPA  
 2) Facilities

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

TBD

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

Instead of 4 annual student/parent meetings and the California Healthy Kids Survey, we had 2 student/parent meetings in the form of Parent/Teacher conferences in the Fall and Spring and 2 CDE surveys that gave parents, students and staff an opportunity to give feedback regarding teacher/administration quality performance, student academic performance and school climate and student safety.

Amount  
1,000

Source  
Lottery

Budget Reference  
62-1100-0-1110-1000-4310-071-0000

TBD

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

## 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.

TBD

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

TBD

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

TBD

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.

TBD

# Stakeholder Engagement

LCAP Year: 2018-19

## 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?

Through parent/student/staff surveys, parent/teacher conferences, back to school and open houses and parent involvement meetings stakeholders were given the opportunity to give feedback on all areas of the school. Stakeholders want programs funded for all unduplicated students as well as gifted and talented students. Parents have wanted a school lunch program since we opened up the HSRC. The business manager and Board members have been communicating with parents about charging for after school care.

## Impact on LCAP and Annual Update

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

Continue to fund student support and enrichment areas by funding support staff for SWD's, Foster/Homeless, EL, Low Income and GATE students. Continue funding for music and art programs and Career/Technical/Vocational education in the form of licensing of electives and keyboarding programs as well as virtual reality We were able to start our lunch program after the first of the year and have been able to provide nutritional student lunches to our Low Income and Foster/Homeless students on a daily basis and all other students as their income dictates. Next year our lunch program will begin on the first day of school and run all ten months of the school year. HSRC has started charging for the After School program.

---

# Goals, Actions, & Services

### Strategic Planning Details and Accountability

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

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

Unchanged

## Goal 1

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 Priorities:** 1, 2, 3, 4, 5, 7

**Local Priorities:** Same as state priorities.

### Identified Need:

At HSRC, out of all the students that CAASPP tested in the 2016-2017 school year, 39 came back to our school this year. Of those 39 students, 38% Met or Exceeded the English/Language Arts standards, 21% Nearly Met and 41% scored "Not Met". Of those 41%, 10 students have active IEP's and get extra reading help daily from the Resource Teacher. 4 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 2017 to January 2018. 0 students are ESL. Of the 8 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 11th grade students, although showed improvement and gained growth, still require significant improvement and growth.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Engagement State Priority 3 Parental Involvement	Establish baseline through collection of data provided by site and district level sign-in sheets, Aeries Parent Portal log-ons, and other related data.	Increase level of parent participation by 5 percentage points.	Increase level of parent participation by additional 5 percentage points.	Increase level of parent participation by additional 5 percentage points.
EAP Ready or Conditionally Ready	<p>ELA Math All = 61% 36%</p> <p>SED = 46% 16%</p> <p>EL = 0% 29%</p>	<p>ELA Math All = 63% 38%</p> <p>SED = 49% 19%</p> <p>EL = 4% 33%</p>	<p>ELA Math All = 65% 40%</p> <p>SED = 54% 24%</p> <p>EL = 9% 36%</p>	<p>ELA Math All = 67% 42%</p> <p>SED = 58% 29%</p> <p>EL = 13% 40%</p>
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 Apex 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 Social Studies. We will continue to prescribe to Apex Learning online curriculum with 95% of our students earning credits online.	N/A

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
EL English reclassification rate will be at a minimum of 10%.	2016-2017 29%	29%	29%	29%
High School Drop Out rate decreased Graduation rate increased	N/A	N/A	N/A	N/A
asdf	asdf	asdf	asdf	asdf
Metric #3: % of school sites offering Family Events	100% of sites offered Family Events	100% of sites offered Family Events	100% of sites offered Family Events	100% of sites offered Family Events

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Groups

All Schools

**Actions/Services**

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

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

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

Unchanged

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Credit recovery, tutoring and counseling labs for low income, foster youth and ELL after regular education classes are completed.

Credit recovery, tutoring and counseling labs for low income, foster youth and ELL after regular education classes are completed.

N/A

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$184,387 for staffing and services	\$295456 for additional staffing and services	N/A
<b>Source</b>	Supplemental Grant	Supplemental Grant	N/A
<b>Budget Reference</b>	62-0001-0-1110-1000-5800-071-0000	5800	N/A

## Action #2

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

Unchanged

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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 11th Language Arts and Math Assessments

N/A

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	a) 50,000 b) 26,175	15000	N/A
<b>Source</b>	a) Lottery b) CRBC	REAP	N/A
<b>Budget Reference</b>	a) 62-1100-0-1110-1000-5800- 071-0000 b) 62-7338-0-1110-1000-5800- 071-0000	4310 5800	N/A

## Action #3

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

Modified

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

Modified

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

2017-18 Actions/Services

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

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	a) Certificated Teachers \$711113  b) Classified \$1	Certificated 494619 Instructional 469930 EPA 24689 Classified 44737 Instructional 39116 EPA 5621	N/A
<b>Source</b>	General fund and EPA	General Fund EPA	N/A
<b>Budget Reference</b>	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	EPA 4xxx 3445	N/A

## Action #4

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

N/A

N/A

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	a) Certificated Teachers \$52531 b) Benefits \$2747	a) 67335 b) 42198	N/A
<b>Source</b>	General fund and EPA	SPED	N/A
<b>Budget Reference</b>	62-01-0-1110-1000-1100-071-0000 62-01-0-1110-1000-3xxx-071-0000 62-01-0-1110-1000-4310-071-0000	3310	N/A

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

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 Priorities:** 2, 4, 7, 8

**Local Priorities:** 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent/family participation	Six parent/family participants (2016-2017)	Increase from baseline by 5%	Increase from baseline by 10%	Increase from baseline by 15%

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
College and Career Resource Centers	One per site (2018/2019)	Maintain baseline	Maintain baseline	Maintain baseline
SURVEY PARENTS ON ADEQUATE COMMUNICATION	75% of parents surveyed felt they were adequately informed of school activities.	Increase by 3%	Increase by 3%	Increase by 3%
The expulsion rate will maintain a maximum level of 0.1%	2016-17 0.03%	0.01%	0.01%	0.01%
Teacher Induction Program-Support & Mentors	100%	100%	100%	100%
Increase student achievement in ELA & Mathematics	ELA – 24.64% Math – 13.46%	ELA – 30% Math – 20%	ELA – 40% Math – 30%	ELA – 50% Math – 40%

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
% 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 baseline number by 5%.	N/A
Promotion of parent participation in programs for unduplicated	100%	100%	100%	100%

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

Unchanged

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

Modified

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

**2017-18 Actions/Services**

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.

**2018-19 Actions/Services**

N/A

**2019-20 Actions/Services**

N/A

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

5,000

2000

N/A

Year	2017-18	2018-19	2019-20
Source	CRBC	REAP	N/A
Budget Reference	62-6500-0-1110-1000-5800-071-0000	4310	N/A

## Action #2

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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.

N/A

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	3,000	1000	N/A
<b>Source</b>	College Readiness Block Grant	REAP	N/A
<b>Budget Reference</b>	62-7338-1110-1000-5800-071-0000	4310	N/A

**Action #3**

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

**Students to be Served**

All Students

**Location(s)**

Specific Schools, Moore Avenue Resource Center (MARC)

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Develop a viable Work Experience course curriculum.

N/A

N/A

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	1,000	1000	N/A
<b>Source</b>	College Readiness Block Grant	REAP	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	62-7338-0-1110-1000-5800-071-0000	5800	N/A

## Action #4

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

### Students to be Served

### Location(s)

All Students

Specific Schools, HSRC

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Technology instructor will use Keyboarding Without Tears with every student in grades K-6 to increase keyboarding speed and accuracy.

Licensing renewal

N/A

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	3,000	1842	N/A
<b>Source</b>	Lottery	Lottery	N/A
<b>Budget Reference</b>	01-1100-1110-1000-5800-071-1000	5800	N/A

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

Modified

## Goal 3

Improve or maintain school climate.

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

**State Priorities:** 1, 5, 6

**Local Priorities:**

### Identified Need:

The staff at Pacific View Charter School 2.0 work hard to create 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 Measureable 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

N/A

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%

N/A

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Priority 8 (a)  
Other student outcomes

Physical Fitness -5th and 7th grade students.  
25.9% - 5th grade students will be Fit in all areas of the Physical Fitness Test.  
12.9% - 7th grade students will be Fit in all areas of the Physical Fitness Test

- Physical Fitness -5th and 7th grade students.

30% - 5th grade students will be Fit in all areas of the Physical Fitness Test.  
20% - 7th grade students will be Fit in all areas of the Physical Fitness Test

- Physical Fitness -5th and 7th grade students.

40% - 5th grade students will be Fit in all areas of the Physical Fitness Test.  
30% - 7th grade students will be Fit in all areas of the Physical Fitness Test

- Physical Fitness -5th and 7th grade students.

50% - 5th grade students will be Fit in all areas of the Physical Fitness Test.  
40% - 7th grade students will be Fit in all areas of the Physical Fitness Test

Priority 7 (c)  
Extent to which pupils have access to and are enrolled in programs/ services for pupils with exceptional needs

Programs and services are based on state standards and student needs as indicated by local assessment data based on agreed upon IEPs.

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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.	N/A
% of students who were administered both a pre and post local assessment in Reading and Math	85%	N/A	80%	80%

## Planned Actions/Services

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

### Action #1

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

#### Students to be Served

All Students

#### Location(s)

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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.

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.

N/A

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	1) 35,000 2) 225120	1) 35,000 2) 225120	N/A
<b>Source</b>	1a)Lottery 1b)Title I 1c) EPA 2)Facilities	1a)Lottery 1b)Title I 1c) EPA 2)Facilities	N/A
<b>Budget Reference</b>	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	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	N/A

## Action #2

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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.

No change.

N/A

### Budgeted Expenditures

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	1,000	1000	N/A
<b>Source</b>	Lottery	Lottery	N/A
<b>Budget Reference</b>	62-1100-0-1110-1000-4310-071-0000	4310	N/A

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$ 184,387

Percentage to Increase or Improve Services

11.14 %

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.

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.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

TBD

TBD

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.

TBD