

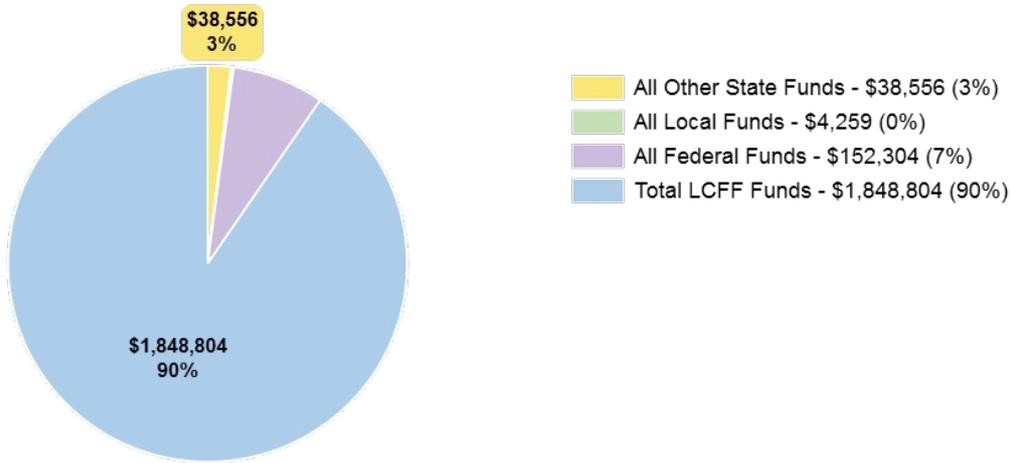
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific View Charter 2.0
 CDS Code: 12755151230150
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA Contact Information: Silas Radcliffe | sradcliffe@pacificviewcharter.com | 707-269-9565

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

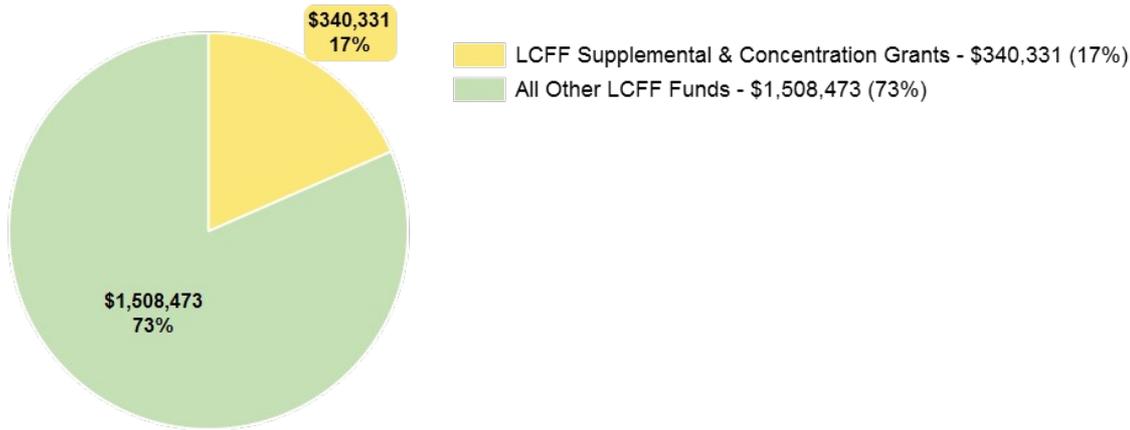
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$38,556	3%
All Local Funds	\$4,259	0%
All Federal Funds	\$152,304	7%
Total LCFF Funds	\$1,848,804	90%

Breakdown of Total LCFF Funds



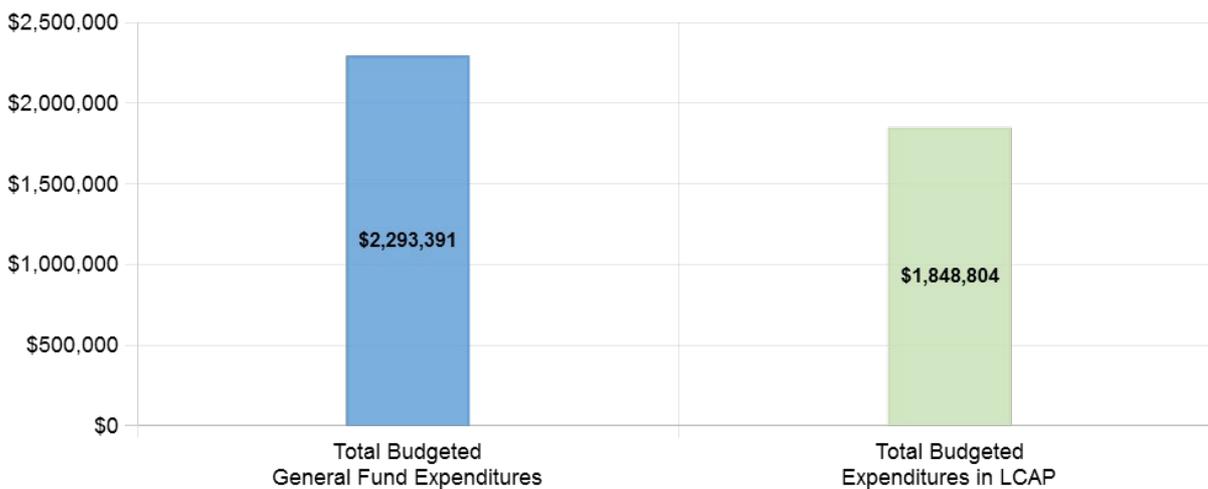
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$340,331	17%
All Other LCFF Funds	\$1,508,473	73%

These charts show the total general purpose revenue Pacific View Charter 2.0 expects to receive in the coming year from all sources.

The total revenue projected for Pacific View Charter 2.0 is \$2,043,923, of which \$1,848,804 is Local Control Funding Formula (LCFF), \$38,556 is other state funds, \$4,259 is local funds, and \$152,304 is federal funds. Of the \$1,848,804 in LCFF Funds, \$340,331 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$2,293,391
Total Budgeted Expenditures in LCAP	\$1,848,804

This chart provides a quick summary of how much Pacific View Charter 2.0 plans to spend for 2019-20. It shows how much of

the total is tied to planned actions and services in the LCAP.

Pacific View Charter 2.0 plans to spend \$2,293,391 for the 2019-20 school year. Of that amount, \$1,848,804 is tied to actions/services in the LCAP and \$444,587 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

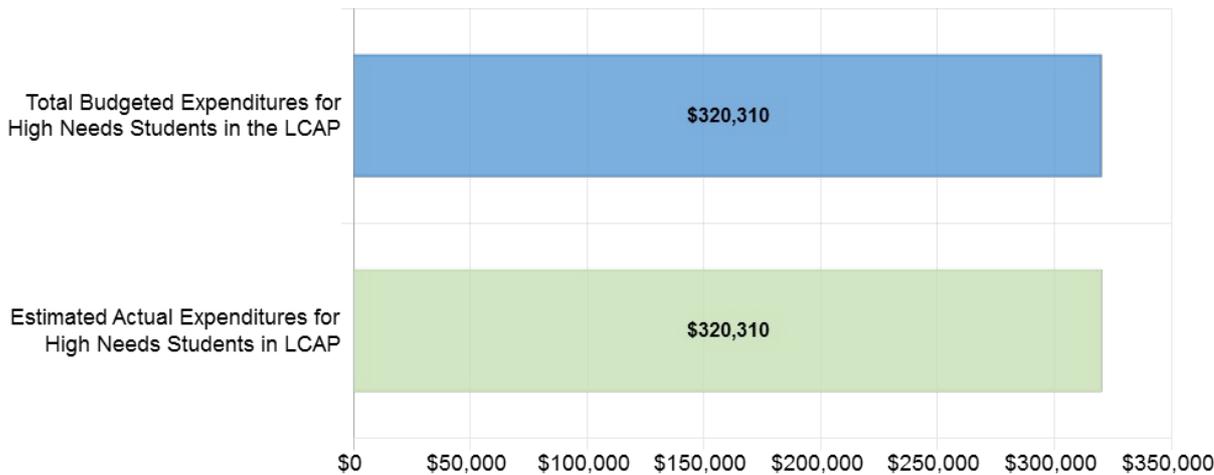
257,032 Reservation for economic uncertainties.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Pacific View Charter 2.0 is projecting it will receive \$340,331 based on the enrollment of foster youth, English learner, and low-income students. Pacific View Charter 2.0 must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Pacific View Charter 2.0 plans to spend \$340,331 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$320,310
Estimated Actual Expenditures for High Needs Students in LCAP	\$320,310

This chart compares what Pacific View Charter 2.0 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pacific View Charter 2.0 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Pacific View Charter 2.0's LCAP budgeted \$320,310 for planned actions to increase or improve services for high needs students. Pacific View Charter 2.0 estimates that it will actually spend \$320,310 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

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	Silas Radcliffe	sradcliffe@pacificviewcharter.com
	Principal	707-269-9565

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), is a Western Association of Schools and Colleges (WASC) accredited Independent Study school. PVCS has an enrollment of 191 in K-12 and 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. PVCS 2 consists of two sites: Henderson Street Resource Center (HSRC) serving 125 students Tk-6 and Moore Avenue Resource Center (MARC) serving 66 students in grades 7-12. Our student demographics are as follows: 19.4 % Hispanic, 2.1% African American, 55.54% White, 12% Two or more races, 2.6 % American Indian, 6.8 % Asian, 99.5% English Only (EO) Speakers, .5% English Learners (EL) . 72.3% of our student population is socioeconomically disadvantaged and qualify for free or reduced lunch. 15.7% are Students With Disabilities (SWD). Foster and Homeless students comprise 2.11% 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)³. 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.

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

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

³

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 our unduplicated students: English Language Learners (EL), socioeconomically disadvantaged, foster and homeless youth, and Students with Disabilities (SWD). 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 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.

- Goal 2 demonstrates the commitment we have to ensuring all students are career and vocational ready. High School grades have a variety of vocational education courses, including but not limited to, Career Readiness, Media Productions, Business Applications, Computer Programing, Electrical Engineering, Mill-working (Wood, Metal, Glass), Gardening, as well as opportunities through Job Corp, Work experience, Field Trips, and guest speakers. PVCS has partnered up with 2 local charters and the county office to provide a new Health CTE Pathway where after a 2 year program, students get basic medical certification and job opportunities with a PVCS diploma.

- 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.

The HSRC implemented a brand-new English-Language Arts program. The teaching staff continues to teach math with Singapore Math purchased last year. Reading and math district assessments are given to every student in grades 2-6 in the Fall, Winter and Spring. We will not be able to compare data until the results from this current year are in. Reading and math results 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 California School Dashboard, 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

According to LCFF Evaluation Rubrics, the greatest progress to LCAP goals have been the trends in the student school climate survey conducted in 2018. The majority of students feel close to people at the school, are happy, feel like they are part of the school, safe at the school and that teachers treat students fairly. Zero percent of students marked a Disagree or Strongly disagree on the above climate measures. According to the trends in the parent school climate survey conducted in 2018, there was a greater than 90% "Agree" with all climate measures in the survey including: Teacher communication to parents' expectations, Parents feel welcome to participate, and School Staff takes parent concerns seriously. All measures had the majority in the "Strongly Agree" response. Out of the parents sampled, only one parent marked a "Disagree" that parent's feel welcome at this school. According to the trends in the teacher school climate survey conducted in 2018, there was a greater than 90% "Agree" with all climate measures in the survey including: Teachers feel connected to all staff and regularly collaborate with other teachers; Teacher's feel connected to each of their students. Out of the staff surveyed, only one marked strongly disagree that staff feel connected.

Pacific View Charter School 2.0 promotes parental participation in a variety of ways. The LEA encourages parent classroom volunteers, parent participation at school events, 100% parent attendance at parent teacher conferences, etc. The LEA provides professional development for staff on how to promote parent participation. Being an independent study hybrid, teachers and parents meet a total of four times a year. Two Master agreement meetings, and two parent conference meetings after the quarter. This is in addition to regularly scheduled Back to School night, Open House, Community performance, and sporting events.

The MARC during the 2017-2018 year, underwent a WASC accreditation review receiving accreditation for 3 years until the next review.

Referring to the California School Dashboard, 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. Grades 3rd-5th on the California CAASPP Math Assessments scored Low with 61%-81% of the students not at standard. Pacific view's total average of students not at Standard is 73.78%. Our socioeconomic sub group scores declined and projected a "Red" on the Dashboard.

Steps to address need:

- At the HSRC, K-6 will engage with and investigate Math in Focus (Singapore Math) instructional materials and STAR Math intervention software, consider possible adaptation or supplemental materials, and plan how to improve our math program. A Team will attend the California Curriculum Collaborative to meet this need.

2. Grades 3-5th California CAASPP English Language Arts Assessments scored low with 60% of students not at standard. Pacific view's total average of students not at Standard is 64%. Our socioeconomic sub group scores declined and projects a "Red" on the Dashboard. Our "White" sub group score declined and projected a "Orange" on the Dashboard.

Steps to address need:

- HSRC will implement a "literacy first" direct instruction, intervention, and support system utilizing STAR Reading.
- HSRC and MARC: The students will log into the secure CAASPP browser to practice testing and take interim assessments.

3. At the Marc, 86% of students are not at standard for English Language Arts. Math Scores are 100% not at standard.

Steps to address need:

- MARC being a credit recovery school, identified that the High School Graduation requirement does not require 3 years of rigorous math when students are tested in their 3rd year. Admin plans on mandating all 11th graders to enroll in math on the year they are tested. The students have been logging on to the CAASPP website to practice testing and take interim assessments, and staff have been creating interventions for students below grade level

4. The California Department of Education conducted a Performance Indicator Review (PIR) for our local educational agency (LEA) that failed to meet a certain performance value in Special Education Participation on the state test.

Steps to address need:

- A team will be selected and will work with the county's SELPA to identify a root cause analysis. LCAP Actions will be modified to account for this and executed to address the need.

<https://www.caschooldashboard.org/reports/12755151230150/2018>

Referring to the California School Dashboard, 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

N/A

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed:

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

Increase level of parent participation by additional 5 percentage points.

Metric: Parent Engagement State Priority 3

According to 2018-2019 attendance records for Parent/Teacher Conferences and IEP'S:

MARC had 100% participation

HSRC has 100% participation

Outcome Met

Expected

ELA Math

All = 65% 40%

SED = 54% 24%

EL = 9% 36%

Actual

Metric: All students participate in EAP by virtue of completing the Smarter Balanced Summative Assessments for English language arts/literacy and mathematics.

Based on the CDE's Data Quest, PVCS has increased 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. However, there was a slight dip in 2018 to 35.3% for met or exceeded. State wide assessment outcome "Not Met"

Based on the CDE's Data Quest, PVCS has increased 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. However, there was a slight dip in 2018 to 26.21% for met or exceeded. State wide assessment outcome "Not Met"

Note: According to the CA Dashboard, PVCS did have an 8.3% growth in College/Career indicators being prepared. As a future metric, PVCS will be looking at the Dashboard as a career and college indicator due to multiple metrics including the CAASPP scores.

Expected

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.

29%

100% of sites offered Family Events

Actual

For the 2018-2019 school year, 100% of our students had sufficient standards-aligned instructional materials for Social Studies. At the MARC, the school continued to prescribe to Apex Learning online curriculum with 95% of our students utilizing the program. At the HSRC, History-Social Science curriculum was purchased for K-6, as the "myWorld Interactive, Pearson School. Outcome met.

Metric: English Language Reclassified Rate.

For the 2018-2019 School Year
 MARC did not have any students take CELDT/ELPAC this or last year
 HSRC did not have any students take CELDT/ELPAC this or last year

Metric: Parent events outside of school ie "Back to School Night", open house, winter performance, sports, BBQ's, Movie nights etc.
 100% of sites offered Family Events. Outcome met

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 12pm and all other students from 2:10-3:00pm at the MARC.

\$295,456 for additional staffing and services

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

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

N/A

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:
\$15000

Source
A)_ REAP

Amount:
\$15000

Source
a) Lottery
b) Supplemental Assessments
c) REAP
Budget Reference
Intervention Supplemental 2xxx \$49000
3xxx \$13500
Accelerated Reader 58xx \$7000

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

N/A

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

Amount
 a) Certificated 494619
 b) Instructional 469930
 c) EPA 24689
 d) Classified 44737
 e) Instructional 39116
 f) EPA 5621

Source
 General fund and EPA

Budget Reference:
 EPA 4xxx 3445

Same as Budgeted

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

N/A

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

a) 67335
 b) 42198

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, the MARC school is an independent study hybrid. During the 2017-2018 year the MARC purchased APEX online curriculum. This curriculum offers on and off site tutoring as students complete their curriculum. The Curriculum is common core and state standard aligned. Apex also offers Student support in the form of Credit Recovery. Additional staff onsite tutoring is offered Monday-Friday and as the student schedule allows. Tutoring is offered during Study Hall in both schools with Special Education and core support tutoring for an hour or more 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.

At the HSRC elementary level, After Care is provided for all students with an opportunity for homework help and tutoring, online access, and access to Chrome books 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%-100%. 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.

Adoption of APEX allows the MARC to offer up-to-date yearly CA approved common core curriculum. APEX also offers credit recovery courses designed for students who have previously taken the course but were not offered passing credits. APEX aligns with our WASC goals and college and career readiness goals as well as offering A-G complainant courses. In the future, college and career indicators will be raised due to this new curriculum change. Test scores for the CAASPP have lowered, however, which could be due to the change in staffing, administration, and demographics. Overall effectiveness will better be measured over time regarding CAASPP scores and the hiring of new highly qualified staff.

The after-school program has been an overall success. Students are provided ample time, with one-on-one assistance, to complete unfinished assignments. It is an enriched environment built on community, structured and free play, reading, creative arts, and physical activity. Most students are regular attendees and room has been made available for drop-ins. However, due to fewer parents utilizing the 4 – 5:15 PM time slot, we have reduced our personnel from two to one. Certificated staff are available during this 4-5:15 PM time for assistance if needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Same as Budgeted

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.

Goals and actions remained the same. Metrics will be changed due to the CA dashboards measurements of an LEA's college and career indicators. CAASPP testing is just part of the piece as a metric. There was also a slight change in after care due to fewer parents utilizing the 4 – 5:15 PM time slot, we have reduced our personnel from two to one. Certificated staff are available during this 4-5:15 PM time for assistance if needed.

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

Increase from baseline by 10%

Actual

Family/Parent Participation of ELL
We had 100% parent participation with our EL student. Outcome met

Expected

Maintain baseline

Increase by 3%

0.01%

Actual

Metric: College and Career Resource Center at both Sites. Blue Ox Mill-working attendance

MARC: Main Office has college and Career information and principal undertook work experience. Program has been expanding to include CTE electives such as Blue Ox Mill-working that offers our alternative education demographic a viable career path that our students may not have had an opportunity for at a traditional school site in glass, metal, and wood working.

HSRC: New principal and office renovation has displaced College and Career information. Since HSRC is a k-6 school, funding is better spent at MARC.

Metric: Survey Parents on adequate communication.

Actual Data: Survey Monkey has been adopted and parents are required to take survey's during parent conference weeks. We had 60 Participants in school parent survey. Due to loss in administrator, we do not have accurate base line to determine if outcome is met.

Metric: Suspension/Expulsion rates

According to the Dashboard, and LEA records, 0% of students were suspended from pacific view charter in the 2017-2018 year. Outcome met

Expected

100%

ELA – 40%
Math – 30%

Increase college readiness of baseline number by 5%.

Actual

Metric: Teacher Induction Program Support & Mentors

100% of our teachers have BTSA support Providers and enroll in an induction program. Outcome Met

Metric: Increase student achievement in ELA & Mathematics

Based on the CDE's Data Quest, PVCS has increased 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. However, there was a slight dip in 2018 to 35.3% for met or exceeded. State wide assessment "Not Met"

Based on the CDE's Data Quest, PVCS has increased 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. However, there was a slight dip in 2018 to 26.21% for met or exceeded. State wide assessment "Not Met"

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

According to the Dashboard, 13.3% are prepared and we had a growth of 8.6%. Outcome Met.

Expected

100%

Actual

Metric: Promotion of parent participation in programs for unduplicated
 Parent Participation for unduplicated was 100%

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

N/A

Actual 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.

Budgeted Expenditures

\$ 2000
 REAP Source

Estimated Actual Expenditures

Same as Budgeted

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

N/A

Plan: 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: Partnered with Blue Ox and enrolled 27 individual classes for Glass, Woodworking, and Metal. Partnered with Wing inflatables for field trip and Job interview training. Continued our dual enrollment with College of the Redwoods. Participated in "Making College Happen" for our 10th and 8th Graders. Visited College of the Redwoods and Humboldt State University.

\$1000 REAP

Blue Ox \$4000

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

N/A

Planned: Develop a viable Work Experience course curriculum.

1000

Same as Budgeted

Actual: Still in Development with new partners. MARC will be using the CA Career Zone website to build students work experience and portfolio as a next year action.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Licensing renewal

Technology instructor will use Keyboarding Without Tears with every student in grades K6 to increase keyboarding speed and accuracy.

1842

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.

Having changed administrators at the MARC for the 2017-2018 and the HSRC for the 2018-2019 school year, some of the programs and step implemented were not the same. With the changes in the CA state dashboard, the MARC administrator has made changes to increase College and Career indicators for English Language learners and all students by registering courses with UCOP as the definition of career and college readiness has a stronger combined measurement of not just CAASPP test scores. Administration has changed graduation requirements and enacted a cohort of general high school courses that are to be followed until graduation. By the 11th and 12th grade, students must participate in a CTE program or College articulation program if they are on track to graduate. Preliminary steps have been taken to partner with the county's new Trades Academy and Health Career Exploration Project for our CTE program. PVCS signed on as a partner for both those new granted programs from county. MARC also partnered with local businesses Blue OX and Wing Inflatables. Blue OX is an off site school that trains students in basic metal, glass, and wood working. Wing Inflatables is an international and federally contracted local business in town that has many promising openings for our students after high school. They are helping us build our student's portfolios for possible job entry at their site after high school.

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

Since many of the actions are in their infancy, it is hard to grade the overall effectiveness of the actions/services. MARC student college and career indicators have increased according to the dashboard. Due to the new course mandates from admin, students should be 50% college and career ready or more from the dashboard by the graduating class of 2021.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

REAP projections were lower than expected. MARC utilized the increase in REAP to finance Blue Ox.

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.

Goal was not changed. These actions/services were geared for our ELL, Foster youth, SES disadvantage, and SWD. In doing so many of the changes helped our unduplicated students as well. At the MARC specifically, there were no students that were identified as English Language Learners. The HSRC had 4 students total. The spirit of the actual actions and services were still aligned with actions and services.

Goal 3

Improve or maintain school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Maintenance worker will be employed full time and facilities will be maintained in good repair

Actual

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.
Maintenance worker will be employed full time and facilities will be maintained in good repair

Expected

Decrease prior year's chronic absenteeism rate by 1% to 5%.

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

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

Actual

Metric: School attendance rates and Chronic Absenteeism

Baseline: absenteeism rate is 7%.

According to the School Dashboard, 1.9% of students were chronically absent. Outcome Met

Metric: Priority 8 (a) Other student outcomes Physical Fitness testing.
Health Fitness Zone Average for PVCS students

Baseline: 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

Actual: During the 2017-2018 year according to CDE Dataquest, out of the 20 students in 5th grade tested, their health average was 74.16% percent in all categories of the "Health Fitness Zone". -Standard Met

There was no data reported for 7th Grade as only 3 were tested.

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

Expected

Administer the California Healthy Kids Survey in the Fall. Use results to fund identified needs programs and services for unduplicated students.

80%

Actual

Metric: Student survey of student contentedness was conducted by Survey Monkey:
 No Base Line:
 According to the trends in the student school climate survey conducted in 2018, majority of students feel close to people at the school at 54.54% where the remaining 45% neither agreed or disagree. Students agree they are happy at 81.81%. Students feel like they are part of the school at 81.82% agreement. Students surveyed feel 100% safe at the school and that teachers treat students fairly. Zero percent of students marked a Disagree or Strongly disagree on the above climate measures.

Metric: % of students who were administered both a pre and post local assessment in Reading and Math
 Baseline: 85%
 Actual: 86 students were Tested for ELA and Math during the 2017-2018 year out of 191. Changes in administration and staffing caused a loss in percentage points.

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

Planned 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.

Actual Actions/Services

MARC and the HSRC both have built in minimum days to conduct professional learning committee meetings within their school wide collaboration time. At this time, staff discuss the monitored academic and social growth of the students as well as looking at the general school climate. Professional development occurs as well on these minimum days and additional dispersed days as needed within the school year to attend county training.

MARC and the HSRC both conduct parent conferences in the fall and Spring with 100% attendance. At this time, parents fill out surveys and give valuable input on their concerns, thoughts, and ideas regarding the school. MARC has additional BBQ and Movie nights to increase participation at the school. The HSRC conducts musical/drama performances

Budgeted Expenditures

- 1) 35,000
- 2) 225120

Estimated Actual Expenditures

Same as Budgeted

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

throughout the year in addition to Sporting events.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

No change.

As well as annual surveys, students and parents will have opportunities to give input regarding school climate through our 4 annual student/parent meetings. Instead of using California Healthy Kids Surveys, survey monkey was conducted instead. New Admin will look into utilizing California Healthy Kids survey in the future.

1000

Not utilized. School Used Survey Monkey.

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.

Being a school of choice within the largest district in Humboldt, it is important for Pacific View Charter to maintain a positive school climate. As reported on our Local Indicators via the dashboard, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year. Zero percent of teachers are misaligned. All facilities meet "good repair".

LEA recognizes the need for students to feel close to people at this school. At the MARC, staff has implemented movie and BBQ nights, basketball tournaments with staff, and 1 BBQ lunch day a quarter. The construct of an independent school creates a barrier that hopefully will be lowered by increasing field trips and off-site activities. MARC received professional development at the start of the year with ACE training/ and trauma informed care to assist with building better rapport with students.

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

According to the trends in the student school climate survey conducted in 2018, majority of students feel close to people at the school, are happy, feel like they are part of the school, safe at the school and that teachers treat students fairly. Zero percent of students marked a Disagree or Strongly disagree on the above climate measures.

In the parent school climate survey conducted in 2018, there was a greater than 90% "Agree" with all climate measures in the survey including: Teacher communication to parents' expectations, Parents feel welcome to participate, and School Staff takes parent concerns seriously. All measures had the majority in the "Strongly Agree" response. Out of the parents sampled, only one parent marked a "Disagree" that parents feel welcome at this school.

According to the trends in the teacher school climate survey conducted in 2018, there was a greater than 90% "Agree" with all climate measures in the

survey including: Teachers feel connected to all staff and regularly collaborate with other teachers. Teacher's feel connected to each of their students. Out of the staff surveyed, only one marked strongly disagree that staff feel connected.

In Summary, Pacific View Charter 2.0 contains an overall positive climate. The current challenge is to increase "Strongly Agree" marks within the teacher and student survey. The greatest challenge, and area of growth in the survey data is in the student survey portion "I feel close to people at this school" with the majority of students marking "neither agree/disagree".

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Slight difference in costs for the Healthy Kids survey. New site administration utilized and created free surveys using "Survey Monkey".

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.

New Administration adopted 3 year LCAP. Slight variations outlined in actual.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Pacific View Charter School 2.0 will promote parental participation in these formal ways:

Public Hearing for LCAP September 11th 2018 - Board Meeting

MARC: BBQ Movie Night Stake Holder Engagement Forms September 20th 2018

MARC & HSRC: Parent Teacher Conferences November 13-16 2018. Stakeholder Surveys conducted

MARC & HSRC: Parent Teacher Conferences April 29th-May 3rd 2019 (And Previous year before): Stakeholder Surveys conducted

Pacific View Charter School 2.0 will promote parental participation in these informal ways:

- The LEA will encourage parent classroom volunteers, parent participation at school events, -100% parent attendance at parent teacher conferences, etc.
- The LEA will also provide professional development for staff on how to promote parent participation and bring to admin during staff meetings.
- Being an independent study hybrid, teachers and parents meet a total of four times a year. Two Master Agreement meetings, and two parent conference meetings after the quarter. This is in addition to regularly scheduled Back to School Night, Open House, community performances, and sporting events.
- Though Pacific View Charter 2.0 has only a small number of English Learners, we will continue to provide translation services to allow parent/guardians to participate in educational programs and individual meetings with school staff related to their child's education.
- At the MARC, BBQ and Movie nights were initiated to promote parent participation to Back-To-School night, Friends of Pacific View Charter

membership drives, and LCAP surveys.

Impact on LCAP and Annual Update

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

Pacific View Charter School 2.0 LCAP and WASC includes the goal “Improving the school climate”. This goal mirrored the stakeholder survey's conducted in November and May as the largest need. In order to accomplish this goal, several actions/services are related to increase opportunities for parents/guardians and other stakeholders to participate in school activities. PVCS will continue with trauma informed care and PBIS tactics in order to maintain school climate with students and parents as well as focusing on formal and informal meeting opportunities, professional development for school administration and staff promoting parent participation and translation services that will create an environment for full participation in the school community.

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, although the 11th grade students showed improvement and gained growth, they 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, SchoolWise 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.

Metrics/Indicators**Baseline****2017-18****2018-19****2019-20**

EAP Ready or Conditionally Ready. Dashboard (College and Career indicators 2018-Future)

ELA Math
All = 61% 36%
SED = 46% 16%
EL = 0% 29%

ELA Math
All = 63% 38%
SED = 49% 19%
EL = 4% 33%

ELA Math
All = 65% 40%
SED = 54% 24%
EL = 9% 36%

ELA Math
All = 67% 42%
SED = 58% 29%
EL = 13% 40%

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

EL English reclassification rate will be at a minimum of 10%.

2016-2017
29%

29%

29%

29%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High School Drop Out rate decreased Graduation rate increased	N/A	N/A	N/A	N/A
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

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.

Credit recovery, tutoring through APEX. Continue trauma informed practices counseling training for staff for low income, foster youth and ELL after regular education classes are completed. Daily STAR Math practices (4 per week) in grades 3-12, with regular intervals of assessments and re-evaluation of intervention strategies: Renaissance. Part-time EL instructor for individual tutoring, assessment, and push-in classroom support. Barton System of Spelling and Reading Intervention. Explicit/targeted intervention for students score in the "Intervention" and "Urgent Intervention" categories according to the STAR Math assessment. Phonemic, literacy intervention for students scoring 2+ grade levels below, or at the pre-primer or primer

level for students in grades 1-3. Kim Sutton Creative Mathematical Mindset Professional Development for Math Intervention 2019-2020. At the MARC, a Health Career CTE Pathway will be created with the hiring of a .2 Medical assistant to train 11th and 12th grade students and certify once they have a PVCS diploma. The Low Performing School Block Grant (LPSBG) was applied for to utilize funds to identify the low performing students on a continual basis in ELA and math utilizing standard diagnostic software instead of just the yearly CAASPP test. Once identified, software will remediate the missing standards of the students using formative assessments on single strands of standards. Funding will be used for the identified students to supplement Chromebooks, Renaissance, and APEX software.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$184,387 for staffing and services	\$295,456 for additional staffing and services	\$340,331

Year	2017-18	2018-19	2019-20
Source	Supplemental Grant	Supplemental Grant	LCFF Supplemental and concentration grant Low Performing School Block Grant (LPSBG)
Budget Reference	62-0001-0-1110-1000-5800-071-0000	5800	5800

Action #2

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

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

Unchanged

2017-18 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

for 2018-19

Modified

2018-19 Actions/Services

N/A

for 2019-20

Unchanged

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) 50,000 b) 26,175	15000	15000
Source	a) Lottery b) CRBC	REAP	REAP

Year	2017-18	2018-19	2019-20
Budget Reference	a) 62-1100-0-1110-1000-5800- 071-0000 b) 62-7338-0-1110-1000-5800- 071-0000	4310 5800	4310 5800

Action #3

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Ensure all 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
Amount	a) Certificated Teachers \$711113 b) Classified \$1	Certificated 494619 Instructional 469930 EPA 24689 Classified 44737 Instructional 39116 EPA 5621	Certificated 494619 Instructional 469930 EPA 24689 Classified 44737 Instructional 39116 EPA 5621
Source	General fund and EPA	General Fund EPA	General Fund EPA
Budget Reference	GF 62-0000-0-1110-1000-3xxx-071- 0000 EPA 62-1400-0-1110-1000-3xxx-071-0000 66-1400-0-1110-1000-4xxx-071-0000	EPA 4xxx 3445	EPA 4xxx 3445

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

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

2017-18 Actions/Services

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

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

Modified

2018-19 Actions/Services

N/A

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

Modified

2019-20 Actions/Services

California Department of Education conducted a Performance Indicator Review (PIR) for each local educational agency (LEA) that fails to meet a certain performance value in Special Education

Participation on the state test in order to meet the goals the LEA modified this modified action to: 1) Conduct professional development regarding the TOMS Report and verifying all the accommodations /modifications are current and in place before testing. 2) The Special Education teacher will become familiarized with the CAA assessment before administering the assessment. Administration and special education staff will review all students with disabilities IEPs of the accommodations and modifications provided to students. 3) At all initial, annual and triennial IEPs administration and special education staff will have a thorough discussion with parent and student regarding accommodations and modifications available to students for all testing.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) Certificated Teachers \$52531 b) Benefits \$2747	a) 67335 b) 42198	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 to assist 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%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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%	Increase from 5% or higher in both ELA and Math from the Previous 2019-2019 Year in CAASPP.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% who demonstrate college preparedness via EAP or subsequent indicators like CA DASHBOARD.	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%.	Increase College readiness from 2018-2019 Baseline by 5% based on CA Dashboard College and Career Indicators.
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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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.

N/A

N/A

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

5,000

2000

2000

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

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

Unchanged

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
Amount	3,000	1000	1000
Source	College Readiness Block Grant	REAP	REAP
Budget Reference	62-7338-1110-1000-5800-071-0000	4310	4310

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

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

Modified

2017-18 Actions/Services

Develop a viable Work Experience course curriculum.

2018-19 Actions/Services

N/A

2019-20 Actions/Services

In addition to maintaining a Work Experience curriculum, the Moore Avenue Resource Center will utilize Career Zone (California Career Resource Network) that increases work experience readiness and college readiness. 11th and 12th grade students will develop a professional portfolio utilizing Resume, Personal Statements, and other portal skills where they can utilize this portfolio from the cloud when they leave Pacific View Charter.

Budgeted Expenditures

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

All Students

Location(s)

Specific Schools, HSRC

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

2017-18 Actions/Services

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

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

Modified

2018-19 Actions/Services

Licensing renewal

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

Unchanged

2019-20 Actions/Services

Licensing renewal

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,000	1842	1842
Source	Lottery	Lottery	Lottery
Budget Reference	01-1100-1110-1000-5800-071-1000	5800	5800

(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: Same as State.

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, this is a continued area of interest. 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
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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

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Maintenance worker will be employed full time and facilities will be maintained in good repair.

School attendance rates and Chronic Absenteeism

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

Decrease baseline chronic absenteeism rate by 1% to 6%.

Increase attendance rate to 100%

Decrease prior year's chronic absenteeism rate by 1% to 5%.

Maintain attendance rate at 100%

Decrease prior year's chronic absenteeism rate by 1% to 4%

Increase attendance rate to 100%

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.	Continue use of Survey Monkey to identify needs and services for all students.
% 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

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

Unchanged

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

Unchanged

2017-18 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.

2018-19 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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1) 35,000 2) 225120	1) 35,000 2) 225120	1) 35,000 2) 225120
Source	1a)Lottery 1b)Title I 1c) EPA 2)Facilities	1a)Lottery 1b)Title I 1c) EPA 2)Facilities	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	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

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

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.

Utilized Free based Survey Monkey to conduct annual surveys, student and parent input regarding school climate. Maintained 4 annual student/parent meetings a year at both sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,000	1000	No Cost
Source	Lottery	Lottery	N/A
Budget Reference	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

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$340,331

84% increase since original 2017-2018 data

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

For the Pacific View Charter has a 191 enrollment. 72.3% are socioeconomically disadvantaged, 15.7% are identified as Special Ed, .5% are English Language Learners, and 1.6% are Foster Youth. The increase in supplemental funds have been used for aftercare, sped services, credit recovery through apex, and college and career indicator increase through apex. Since unduplicated pupils make up more than 55% of total enrollment, PVCS may expend supplemental and concentration grant funds on a districtwide basis.