

Introduction:

LEA: Pacific View Charter School Contact: Gina Campbell, Founding Executive Director, gcampbell@pacificview.org, (760) 757-0161

LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>As stated in the “Annual Update” below, involvement in the annual update and developing the new 2016-17 goals has been an ongoing collaborative effort with stakeholders. In addition, surveys were administered in both English and Spanish, eblasts, announcements on the school’s website, parent meetings (including translation services), and visits to group home site for foster youth. In addition, regular ongoing conversations have taken place with probation officers. Consulting with students took place at all grade levels:</p> <p>Grade K-8: bimonthly meetings took place between teachers, parents and students</p> <p>Grade 9-12: weekly meetings took place between teachers, parents and students</p>	<p>The following changes were made as a result from feedback from parents, staff and students:</p> <ul style="list-style-type: none"> • Increase the number of events and workshops for parents in both English and Spanish • Continue to encourage parent participation in school-wide events, volunteer opportunities, participation on the school board and development of the PAC. • Embed college and career activities grades 4-8.

Annual LCAP survey was administered to parents, student and staff. The following are the survey findings.

Parent Survey:

Survey results indicated that parents of PVCS students are satisfied with the education that their child is receiving. 90% of parents rated themselves as satisfied and very satisfied with the school in general and 93% rated their child's experience with their Supervisory Teacher as Good or Great. 92% of parents feel that PVCS is preparing their student for life beyond high school, which is a 25% increase from last year, indicating that the efforts made to implement a college and career going culture on campus have been noticed and well received. This year parents indicated that they are more likely to communicate with Supervisory teachers in person (53.6%) than email (39.3%) or by phone (7.1%). The survey also indicates interest by the majority of parents in finding more opportunities to be involved at PVCS, specifically in parent events and workshops (67%). Of particular note this year, was the comfort that parents felt in accessing their child's information digitally as this was the year PVCS transferred to a Learning Management System. 69% of parents indicated comfort in accessing student information digitally, while only 7.7% found it difficult. This indicates that information conveyed to parents about our new technology systems has been clear and well received.

Staff Survey:

80% of staff at PVCS feel supported in promoting student success and 90% of staff feel that the professional development that they received provided useful information to perform better at their jobs. 80% of staff are satisfied with their position at PVCS this school year, a 20% decline from the previous year. In addition only 47% of staff feel that their input is valued and that they have opportunities to voice opinions at the school, indicating that more research needs to be done as to the change from one year to the next. The use of assessment data, an issue for staff in the 14/15 school year, scored higher this year with 80.2% agreeing that the data was being used effectively to monitor student progress and 90% of staff felt that the instructional support in the Computer Lab was effective this year.

- Expand school-wide events to showcase student achievements
- Continue to analyze multiple forms of student achievement data as a staff
- Increase the number of staff surveys to determine specific areas of need
- Provide annual training on student record keeping and systems used by the school
- Provide time at each staff meeting for PLC Leads to share information from PLC
- Develop a document that establishes protocol for chain of command and communication
- Develop student clubs and adopt Safe School Ambassador program.
- Provide opportunities for peer mentoring
- Continue to provide enrichment activities for students
- Continue to provide sports/recreation opportunities for students

As a result of feedback from parents, staff and students, the following improved outcomes for students have taken place:

- Parents were provided notifications of events and activities through parent accounts in

<p>Student Survey: 96% of responding students rated their overall satisfaction with the school as good to great, a 10% increase from the previous year (it should be noted that the sample of students responding this year was only half of those responding last year). 98% of students feel supported by their teachers and that they received sufficient help with their school work. 85% of students said they felt that PVCS was preparing them well for life beyond high school, indicating that more students feel prepared than previously. 81.6% of students feel supported in overcoming difficulties. Only half of the students attend presentations and events at PVCS, indicating a need for the school to find more opportunities for all student to connect to and build school culture and connectedness. Students would like to have clubs (Photography, GSA, Art and Dance are the most popular) as well as an increase in the number of field trips and off-site events.</p>	<p>schoolology</p> <ul style="list-style-type: none"> • Participation was encouraged at back to school night and open house events. • Financial Aide Night was presented in English and Spanish • Exposed grades 4-8 to college and career opportunities through presentations • Ability to showcase student work has fostered an increase in student work and stronger connection to the school • Modifications to curriculum and instructional practices to meet the diverse learning needs of students • Feedback from stakeholders provides the school with valuable information in order to continue to improve the school and overall learning opportunities for students • Increased opportunities for student engagement, collaboration, peer mentoring and leadership, resulting in overall improvement of school culture
<p>Annual Update:</p>	<p>Annual Update:</p>

Pacific View Charter School is a direct-funded K-12 WASC-accredited charter school located in Oceanside. As of October 2015 a learning center also became operational in Moreno Valley. The combined sites serve over 1000 students through a hybrid model of classroom and non-classroom-based instruction where every student is provided a Personalized Learning Plan. Both sites provide education to K-12 students in a non-classroom based educational setting.

Stakeholder engagement on the LCAP goals has been an ongoing process using social media, newsletters, surveys, e-mails and flyers, throughout the 2015-16 school year. During each meeting both qualitative and quantitative data was provided that included Reading Lexile Levels, and benchmark/diagnostic assessment results. Meetings took place as follows:

- Governing Board Meetings on the following dates
 - August 18, 2015
 - September 15, 2015
 - November 17, 2015
 - December 15, 2015
 - February 16, 2016
 - April 19, 2016
 - May 17, 2016
- Advisory Meetings on the following dates:
 - September 4, 2015
 - September 11, 2015
 - September 30, 2015
 - October 9, 2015
 - November 2, 2015
 - November 13, 2015
 - November 20, 2015
 - November 19, 2014
 - January 15, 2016
 - February 5, 2016
 - February 19, 2016
 - February 26, 2016
 - March 11, 2016

The following changes were made as a result from feedback from stakeholders:

- Strengthen literacy and math skills for all students
- Expand Schoolwide and subgroup data analysis across the curriculum that will continue to support data-driven decision-making
- Increase access to Palomar Family Counseling services
- Increase 1:1 access to technology devices
- Request to update curriculum currently being provided to K-5
- Update K-8 program to encompass additional student and parent needs
- Add position to enhance College & Career Exploration in grades 7 & 8
- Professional Development for all teachers specific to English Learner Instruction
- Continue to address additional Reading and Math Intervention Programs
- Increase instructional aide support for students and teachers

As a result of feedback from stakeholders, the following improved outcomes for students have taken

- April 15, 2016
- April 22, 2016
- May 6, 2016
- Staff Meetings
 - April 15, 2015
 - May 20, 2015
 - September 2, 2015
 - September 16, 2015
 - October 14, 2015
- WASC Meetings
 - July 29, 2015
 - August 5, 2015
 - August 28, 2015
 - September 2, 2015
 - November 02, 2015
 - November 16-18, 2015

place:

- Student progress in Reading & Math improved based on the ability to monitor progress through-out the year, using in-house assessment, individualized instruction and targeted intervention to make appropriate modifications in curriculum and instruction
- Student, Staff and Parents benefit from additional knowledge, which is based on data-driven decision-making and the ability to aggregate student data within learning management system and student information system to monitor student progress.
- Students learning ability improves with the consistent exposure and access to technology devices
- Palomar Family Counseling has provided significant mental health services for students, resulting in increased student attendance rates, decreasing dropout rates
- K-5 curriculum provided necessary updates in order to align with common core standards
- Student attendance, enrollment and participation increased based on K- 8 program upgrades
- Exposure to additional College & Career opportunities at grade 7 & 8 has resulted in a higher level of student interest in planning for their educational future

	<ul style="list-style-type: none"> • Professional development enables teaching staff to address the broader spectrum of differentiated educational and emotional needs of English Learner • Student progress improvement is observable from Reading and Math Intervention Programs based on assessment data • Student access to additional instructional aide intervention and assistance has resulted in students increased confidence and achievement
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL:	Goal #1 Students will have equitable access to rigorous, well-rounded, Common Core aligned curricula, in a safe facility, taught by highly qualified teachers, that assures readiness for a full-range of post-graduation options	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__
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Local : Specify _____

Identified Need :	Common Core aligned curriculum		
Goal Applies to:	Schools:	Pacific View Charter School	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum. 3. Facilities will be safe & in good repair as documented in annual FIT Report 4. Students will have access to technology – Student to Computer ratio: 1:1 grades 6-12. 5. Increase the number of students matriculating to community colleges prior to graduation. 6. Increase the number of students applying for post-secondary financial aid. 7. Pacific View Charter School at the high school level serves at-risk youth; the following State Priority measurable outcomes/metrics apply to the school's educational program: <ul style="list-style-type: none"> • Student Achievement: <ul style="list-style-type: none"> ○ Increase percentage of students who enroll in UC A-G courses ○ Increase percentage of students who improve by one proficiency band in ELA and Math on local assessment for students enrolled in intervention courses ○ Increase number of students who concurrently enroll in local colleges
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
HQT & STAFF:		<u> X </u> ALL	
1. Human Resources and Business Specialist verifies teachers' credentials, CLAD certifications and ensures live scan is completed and documented in employee's personnel file. Costs associated full-time Human Resources and Business Specialist, and live scans.	Schoolwide		113,361 LCFF Base Object Code 2400-000
2. Acquire, develop and retain highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	11,063 LCFF Base Object Codes 4300-000 & 5800-000
3. Costs for the Pacific View Charter School Leadership Team that includes: <ul style="list-style-type: none"> • Executive Director • Business Consultant • Director of Central Office & Finance • Director of Curriculum (10% ELA & ELD) 			818,823 LCFF Base Object Codes 1100-000 & 1300-000

<ul style="list-style-type: none"> • K-8 Lead Teacher • 9-12 Lead Teacher • Director of Student Services (10% ELA & ELD) • Site Supervisor (10% ELA & ELD) <p>Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission, academic program including but not limited to the WASC Self-Study Process.</p> <ol style="list-style-type: none"> 4. Provide Professional development opportunities for members of the Leadership Team as part of Capacity Building and supporting their roles at the school. 5. Cost of Classified/Bilingual staff and Instruction Aides. 6. Cost of K- 12 Certificated Supervisory Teachers 			<p>149,243 LCFF Base Object Code 2300-000</p> <p>19,323 LCFF Base Object Code 5800-000</p> <p>27,665 LCFF Base Object Code 5200-000</p> <p>4,721 LCFF Base Object Code 5300-000</p> <p>604 LCFF Base Object Code 5800-000</p> <p>261,815 LCFF Base LCFF L/C Object Codes 2100-000 & 2400-000</p> <p>1,565,292 LCFF Base EPA Object Code 1100-000</p>
<u>FACILITY & TECHNOLOGY</u>	Schoolwide	<u>X</u> ALL	

1. Costs for Technology Technician and IT Support to provide any upgrades to the schools' infrastructure for proper bandwidth, and provide technical support, including installation, updates and maintenance of all technology devices for both school sites.
2. Provide full-time janitorial services to maintain a clean and safe school sites. In addition, ensure facility repairs, upgrades/improvements are documented and completed.
3. Purchase the following technology devices and software for both sites:
 - 250 Chromebooks (students)
 - 500 Messengers Bags/cases (students)
 - Printers and supplies (students & classroom)
 - Laptop, Webcam, NEC Projector, VGA Monitor, 3 Bretford Carts (classroom)
 - 8 webcams w/microphone
 - Read 180 headphones & headsets
 - 4 Microsoft Surface Pro (Adm & Teachers)
 - Discovery Education
 - Renaissance

OR:

- Low Income pupils English Learners
- Foster Youth Redesignated fluent English proficient
- Other Subgroups:(Specify)_____

107,931
LCFF Base
Object Code
2400-000

5,000
LCFF Base
Object Code
5200-000

450
LCFF Base
Object Code
5300-000

320,129
LCFF Base
Object Codes
4300-000 &
5800-000

93,929
LCFF Base
Lottery &
Restricted
Lottery
Object Code
4300-000

7,609
LCFF Base
LCFF L/C
Object Codes
4300-000 &
5800-000

CURRICULUM

Schoolwide

ALL

1. Costs for purchasing the following Common Core aligned curricular and instructional materials for grades K-12:

- Accelerate
- Journeys
- Math Expressions
- Scholastic Read 180
- L Book
- Scholastic Math 180
- ST Math
- Read Live
- Schoology LMS
- Pearson's AGS Foundation
- Edgenuity
- English 3D
- High School Textbooks (Vendor tbd)
- Instructional Supplies (Vendors tbd)

COLLEGE & CAREER READINESS:

1. All students will have access to an Individualized Learning Plan (ILP). For high school students it also includes a list of courses the student needs to complete for high school graduation requirements and a transition plan for post-secondary education.
2. Hired Bilingual College Liaison to assist students with the college application plan, developing resumes, career planning and applying for financial aid in collaboration with the Director of Student Services. Expand College & Career Exploration through grades 4-8
3. Hire Enrichment Instructor to enhance College & Career Exploration in grades 7 & 8.
4. Hosted annual Financial Aid Workshop for all high school students and parents. Increase the number of Financial Workshops offered onsite.

OR:

- Low Income pupils English Learners
- Foster Youth Redesignated fluent English proficient
- Other Subgroups:(Specify) _____

50,705
LCFF Base
LCFF L/C
Lottery &
Restricted
Lottery
Object Codes
4100-000,
4300-000 &
5800-00

57,953
LCFF
LCFF L/C
Object Code
2900-000

21,684
LCFF
LCFF L/C
Object Code
2100-000

<p>5. Leadership Team will continue to ensure that all students have access to Reading, Math support and interventions.</p> <p>6. Continue to provide concurrent enrollment for high school students through MiraCosta College and Palomar College.</p> <p>7. Piloted a MiraCosta Math Course taught on campus at Pacific View. Continue to work with MiraCosta for additional course offerings to be taught onsite at Pacific View.</p> <p>8. Continue to collaborate with Mira Costa College who provides student ambassador to assist PVCS students in the application process and courses at the community college on a monthly basis.</p> <p>9. Continue to host College and Career Guest Speakers.</p>			
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum. 3. Facilities will be safe & in good repair as documented in annual FIT Report 4. Students will have access to technology – Student to Computer ratio: 1:1 grades 6-12. 5. Increase the number of students matriculating to community colleges prior to graduation. 6. Increase the number of students applying for post-secondary financial aid. 7. Pacific View Charter School at the high school level serves at-risk youth; the following State Priority measurable outcomes/metrics apply to the school's educational program: <ul style="list-style-type: none"> • Student Achievement: <ul style="list-style-type: none"> ○ Increase percentage of students who enroll in UC A-G courses ○ Increase percentage of students who improve by one proficiency band in ELA and Math on local assessment for students enrolled in intervention courses ○ Increase number of students who concurrently enroll in local colleges
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
HQT & STAFF:	Schoolwide	<u> </u> X <u> </u> ALL	116,762

1. Human Resources and Business Specialist verifies teachers' credentials, CLAD certifications and ensures live scan is completed and documented in employee's personnel file. Costs associated full-time Human Resources and Business Specialist, and live scans.
2. Acquire, develop and retain highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development.
3. Costs for the Pacific View Charter School Leadership Team that includes:
 - Executive Director
 - Business Consultant
 - Director of Central Office & Finance
 - Director of Curriculum
 - K-8 Lead Teacher
 - 9-12 Lead Teacher
 - Director of Student Services
 - Site Supervisor

Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission, academic program including but not limited to the WASC Self-Study Process.
4. Provide Professional development opportunities for members of the Leadership Team as part of Capacity Building and supporting their roles at the school.
5. Cost of Classified/Bilingual staff and Instruction Aides.
6. Cost of K- 12 Certificated Supervisory Teachers

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

LCFF Base
Object Code
2400-000

11,395
LCFF Base
Object Codes
4300-000 &
5800-000

843,388
LCFF Base
Object Codes
1100-000 &
1300-000

153,721
LCFF Base
Object Code
2300-000

19,903
LCFF Base
Object Code
5800-000

28,495
LCFF Base
Object Code
5200-000

4,863
LCFF Base
Object Code
5300-000

622
LCFF Base
Object Code
5800-000

			269,670 LCFF Base LCFF L/C Object Codes 2100-000 & 2400-000 1,612,251 LCFF Base EPA Object Code 1100-000
<u>FACILITY & TECHNOLOGY</u> 1. Costs for Technology Technician and IT Support to provide any upgrades to the schools' infrastructure for proper bandwidth, and provide technical support, including installation, updates and maintenance of all technology devices for both school sites. 2. Provide full-time janitorial services to maintain a clean and safe school sites. In addition, ensure facility repairs, upgrades/improvements are documented and completed. 3. Purchase the following technology devices for both sites: <ul style="list-style-type: none"> • 250 Chromebooks (students) • 500 Messengers Bags/cases (students) • Printers and supplies (students & classroom) • Laptop, Webcam, NEC Projector, VGA Monitor, 3 Bretford Carts (classroom) • 8 webcams w/microphone • Read 180 headphones & headsets • 4 Microsoft Surface Pro (Adm & Teachers) 	Schoolwide	<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	111,169 LCFF Base Object Code 2400-000 5,150 LCFF Base Object Code 5200-000 464 LCFF Base Object Code 5300-000 329,733 LCFF Base Object Codes 4300-000 & 5800-000 96,747 LCFF Base Lottery & Restricted Lottery Object Code 4300-000

			7,838 LCFF Base LCFF L/C Object Codes 4300-000 & 5800-000
<p><u>CURRICULUM</u></p> <p>1. Costs for purchasing the following Common Core aligned curricular and instructional materials for grades K-12:</p> <ul style="list-style-type: none"> • Accelerate • Journeys • Math Expressions • Scholastic Read 180 • L Book • Scholastic Math 180 • ST Math • Read Live • Schoology LMS • Pearson's AGS Foundation • Edgenuity • English 3D • High School Textbooks (Vendor tbd) • Instructional Supplies (Vendors tbd) <p><u>COLLEGE & CAREER READINESS:</u></p> <p>1. All students will have access to an Individualized Learning Plan (ILP). For high school students it also includes a list of courses the student needs to complete for high school graduation requirements and a transition plan for post-secondary education.</p> <p>2. Hired Bilingual College Liaison to assist students with the college application plan, developing resumes, career planning and applying for financial aid in collaboration with the Director of Student Services. Expand College &</p>	Schoolwide	<u> X </u> ALL	53,241 LCFF Base LCFF L/C Lottery & Restricted Lottery Object Codes 4100-000, 4300-000 & 5800-00
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
			59,692 LCFF LCFF L/C Object Code 2900-000
			22,335 LCFF LCFF L/C Object Code

<p>Career Exploration through grades 4-8</p> <ol style="list-style-type: none"> 3. Hired Enrichment Instructor to enhance College & Career Exploration in grades 7 & 8. 4. Hosted annual Financial Aid Workshop for all high school students and parents. Increase the number of Financial Workshops offered onsite. 5. Leadership Team will continue to ensure that all students have access to Reading, Math support and interventions. 6. Continue to provide concurrent enrollment for high school students through MiraCosta College and Palomar College. 7. Continue to work with MiraCosta for additional course offerings to be taught onsite at Pacific View. 8. Continue to collaborate with Mira Costa College who provides student ambassador to assist PVCS students in the application process and courses at the community college on a monthly basis. 9. Continue to host College and Career Guest Speakers. 			2100-000
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum. 3. Facilities will be safe & in good repair as documented in annual FIT Report 4. Students will have access to technology – Student to Computer ratio: 1:1 grades 6-12. 5. Increase the number of students matriculating to community colleges prior to graduation. 6. Increase the number of students applying for post-secondary financial aid. 7. Pacific View Charter School at the high school level serves at-risk youth; the following State Priority measurable outcomes/metrics apply to the school's educational program: <ul style="list-style-type: none"> • Student Achievement: <ul style="list-style-type: none"> ○ Increase percentage of students who enroll in UC A-G courses ○ Increase percentage of students who improve by one proficiency band in ELA and Math on local assessment for
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- students enrolled in intervention courses
- Increase number of students who concurrently enroll in local colleges

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>HQT & STAFF:</u></p> <ol style="list-style-type: none"> Human Resources and Business Specialist verifies teachers' credentials, CLAD certifications and ensures live scan is completed and documented in employee's personnel file. Costs associated full-time Human Resources and Business Specialist, and live scans. Acquire, develop and retain highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development. Costs for the Pacific View Charter School Leadership Team that includes: <ul style="list-style-type: none"> Executive Director Business Consultant Director of Central Office & Finance Director of Curriculum K-8 Lead Teacher 9-12 Lead Teacher Director of Student Services Site Supervisor <p>Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission, academic program including but not limited to the WASC Self-Study Process.</p> Provide Professional development opportunities for members of the Leadership Team as part of Capacity Building and supporting their roles at the school. Cost of Classified/Bilingual staff and Instruction Aides. Cost of K-12 Certificated Supervisory Teachers 	Schoolwide	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>120,265 LCFF Base Object Code 2400-000</p> <p>14,814 LCFF Base Object Codes 4300-000 & 5800-000</p> <p>868,690 LCFF Base Object Codes 1100-000 & 1300-000</p> <p>158,333 LCFF Base Object Code 2300-000</p> <p>20,501 LCFF Base Object Code 5800-000</p> <p>29,350 LCFF Base Object Code 5200-000</p> <p>5,009 LCFF Base</p>

			<p>Object Code 5300-000</p> <p>641 LCFF Base Object Code 5800-000</p> <p>277,761 LCFF Base LCFF L/C Object Codes 2100-000 & 2400-000</p> <p>1,660,619 LCFF Base EPA Object Code 1100-000</p>
<p><u>FACILITY & TECHNOLOGY</u></p> <p>1. Costs for Technology Technician and IT Support to provide any upgrades to the schools' infrastructure for proper bandwidth, and provide technical support, including installation, updates and maintenance of all technology devices for both school sites.</p> <p>2. Provide full-time janitorial services to maintain a clean and safe school sites. In addition, ensure facility repairs, upgrades/improvements are documented and completed.</p> <p>3. Purchase the following technology devices for both sites:</p> <ul style="list-style-type: none"> • 250 Chromebooks (students) • 500 Messengers Bags/cases (students) • Printers and supplies (students & classroom) • Laptop, Webcam, NEC Projector, VGA Monitor, 3 Bretford Carts (classroom) • 8 webcams w/microphone 	<p>Schoolwide</p>	<p><u>X</u>_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient</p> <p><input type="checkbox"/>_Other Subgroups: (Specify)_____</p>	<p>114,505 LCFF Base Object Code 2400-000</p> <p>5,305 LCFF Base Object Code 5200-000</p> <p>478 LCFF Base Object Code 5300-000</p> <p>339,625 LCFF Base Object Codes 4300-000 & 5800-000</p>

<ul style="list-style-type: none"> • Read 180 headphones & headsets • 4 Microsoft Surface Pro (Adm & Teachers) 			<p>99,650 LCFF Base Lottery & Restricted Lottery Object Code 4300-000</p> <p>8,074 LCFF Base LCFF L/C Object Codes 4300-000 & 5800-000</p>
<p><u>CURRICULUM</u></p> <p>1. Costs for purchasing the following Common Core aligned curricular and instructional materials for grades K-12:</p> <ul style="list-style-type: none"> • Accelerate • Journeys • Math Expressions • Scholastic Read 180 • L Book • Scholastic Math 180 • ST Math • Read Live • Schoology LMS • Pearson's AGS Foundation • Edgenuity • English 3D • High School Textbooks (Vendor tbd) • Instructional Supplies (Vendors tbd) <p><u>COLLEGE & CAREER READINESS:</u></p> <p>10. All students will have access to an Individualized Learning Plan (ILP). For high school students it also</p>	<p>Schoolwide</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>54,839 LCFF Base LCFF L/C Lottery & Restricted Lottery Object Codes 4100-000, 4300-000 & 5800-00</p> <p>61,483 LCFF LCFF L/C Object Code</p>

includes a list of courses the student needs to complete for high school graduation requirements and a transition plan for post-secondary education.

11. Hired Bilingual College Liaison to assist students with the college application plan, developing resumes, career planning and applying for financial aid in collaboration with the Director of Student Services. Expand College & Career Exploration through grades 4-8
12. Hired Enrichment Instructor to enhance College & Career Exploration in grades 7 & 8.
13. Hosted annual Financial Aid Workshop for all high school students and parents. Increase the number of Financial Workshops offered onsite.
14. Leadership Team will continue to ensure that all students have access to Reading, Math support and interventions.
15. Continue to provide concurrent enrollment for high school students through MiraCosta College and Palomar College.
16. Continue to work with MiraCosta for additional course offerings to be taught onsite at Pacific View.
17. Continue to collaborate with Mira Costa College who provides student ambassador to assist PVCS students in the application process and courses at the community college on a monthly basis.
18. Continue to host College and Career Guest Speakers.

2900-000

23,006
LCFF
LCFF L/C
Object Code
2100-000

GOAL:	GOAL #2: Teachers will receive professional development on data-driven instruction, CCSS ELA & ELD to improve EL attainment of English proficiency while mastering content		Related State and/or Local Priorities: 1__ 2X 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> Professional Development: CCSS in ELA/ELD, Math & NGSS Professional Development on research-based instructional strategies Strengthen ELD Program Closely monitor & provide supports for ELL's & LTEL's 		
Goal Applies to:	Schools:	Pacific View Charter School (PVCS)	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 100% of ELA teachers will receive Professional Development ELA/ELD standards and instructional practices 100% of Math teachers will receive Professional Development on Math CCSS 100% of Science teachers will receive Professional Development on NGSS 100% of teachers will receive Professional Development on data-driven instruction. Will establish growth targets for continuously enrolled ELL's using CELDT Performance Increase the number of English Learner students reaching proficiency through targeted reading & writing Intervention programs. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>PROFESSIONAL DEVELOPMENT</u> 1. Provide teachers with Professional Development on the following topics/areas: <ul style="list-style-type: none"> Common Core State Standards (CCSS) ELA/ELD Frameworks English 3D Read 180 	ELA/ELD	__ALL ----- OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	23,013 LCFF L/C Object Code 5200-000

<ul style="list-style-type: none"> • Response to Intervention • State mandated trainings for CELDT <p>2. Provide onsite Professional Development for all teachers K12 specific to English Learner Instruction.</p>			
<p><u>ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL</u></p> <p>1. PVCS will administer CELDT assessments annually for all ELLs.</p> <p>2. Leadership Team & teachers as a PLC will analyze data and discuss student progress and routinely use data to:</p> <ul style="list-style-type: none"> • Monitor the progress of ELL's including LTELs and Reclassified Students • Determine the short and long-term needs of ELLs/LTELs • Determine specific actions designed to accelerate language acquisition and learning for ELL's. <p>3. CELDT coordinator will reclassify students annually based on school's reclassification criteria.</p> <p>4. ELD Curriculum includes:</p> <ul style="list-style-type: none"> • English 3D (onsite for grades 9-12) • Pearson's AGS Foundation • Read 180 • L Book • ReadLive • Digital supports <p>5. ELL's receive instruction that includes: ELA, ELD, intervention courses</p> <p>6. Implement ELL/LTEL supports that focus on the following:</p> <ul style="list-style-type: none"> • Increase the number of English Learner students reaching proficiency through targeted reading & writing Intervention programs 	<p>ELL/LTEL</p>	<p><u>__ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>__</u>Low Income pupils <u>X</u>English Learners</p> <p><u>__</u>Foster Youth <u>X</u>Redesignated fluent English proficient</p> <p><u>__</u>Other Subgroups:(Specify)_____</p>	<p>34,230 LCFF L/C Object Codes 1100-000 & 1300-000</p> <p>4,231 LCFF L/C Object Code 4300-000</p> <p>23,013 LCFF L/C Object Code 5200-000</p> <p>50,705 LCF/LCC Object Code 4300-000 & 5800-000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of ELA teachers will receive Professional Development ELA/ELD standards and instructional practices 2. 100% of Math teachers will receive Professional Development on Math CCSS 3. 100% of Science teachers will receive Professional Development on NGSS 4. 100% of teachers will receive Professional Development on data-driven instruction. 5. Will establish growth targets for continuously enrolled ELL's using CELDT Performance Increase the number of English Learner students reaching proficiency through targeted reading & writing Intervention programs.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>3. Provide teachers with Professional Development on the following topics/areas:</p> <ul style="list-style-type: none"> • Common Core State Standards (CCSS) ELA/ELD Frameworks • English 3D • Read 180 • Response to Intervention • State mandated trainings for CELDT <p>Provide onsite Professional Development for all teachers K12 specific to English Learner Instruction.</p>	ELA/ELD	<p><u>_</u>ALL</p> <p>-----</p> <p>OR:</p> <p><u>_</u>Low Income pupils <u>X</u>English Learners</p> <p><u>_</u>Foster Youth <u>_</u>Redesignated fluent English proficient</p> <p><u>_</u>Other Subgroups:(Specify)_____</p>	<p>23,704</p> <p>LCFF L/C</p> <p>Object Code</p> <p>5200-000</p>

<p><u>ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL</u></p> <p>7. PVCS will administer CELDT assessments annually for all ELLs.</p> <p>8. Leadership Team & teachers as a PLC will analyze data and discuss student progress and routinely use data to:</p> <ul style="list-style-type: none"> • Monitor the progress of ELL's including LTELs and Reclassified Students • Determine the short and long-term needs of ELLs/LTELs • Determine specific actions designed to accelerate language acquisition and learning for ELL's. <p>9. CELDT coordinator will reclassify students annually based on school's reclassification criteria.</p> <p>10. ELD Curriculum includes:</p> <ul style="list-style-type: none"> • English 3D (onsite for grades 9-12) • Pearson's AGS Foundation • Read 180 • L Book • ReadLive • Digital supports <p>11. ELL's receive instruction that includes: ELA, ELD, intervention courses</p> <p>12. Implement ELL/LTEL supports that focus on the following:</p> <ul style="list-style-type: none"> • Increase the number of English Learner students reaching proficiency through targeted reading & writing Intervention programs 	<p>ELL/LTEL</p>	<p><u> </u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> X </u>English Learners</p> <p><u> </u>Foster Youth <u> X </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>35,257 LCFF L/C Object Codes 1100-000 & 1300-000</p> <p>4,358 LCFF L/C Object Code 4300-000</p> <p>23,704 LCFF L/C Object Code 5200-000</p> <p>52,227 LCF/LCC Object Code 4300-000 & 5800-000</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. 100% of ELA teachers will receive Professional Development ELA/ELD standards and instructional practices 2. 100% of Math teachers will receive Professional Development on Math CCSS 3. 100% of Science teachers will receive Professional Development on NGSS 4. 100% of teachers will receive Professional Development on data-driven instruction.
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	5. Will establish growth targets for continuously enrolled ELL's using CELDT Performance		
	6. Increase the number of English Learner students reaching proficiency through targeted reading & writing Intervention programs.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>4. Provide teachers with Professional Development on the following topics/areas:</p> <ul style="list-style-type: none"> • Common Core State Standards (CCSS) ELA/ELD Frameworks • English 3D • Read 180 • Response to Intervention • State mandated trainings for CELDT <p>Provide onsite Professional Development for all teachers K12 specific to English Learner Instruction.</p>	ELA/ELD	<p><u> </u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>X English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>24,416 LCFF L/C Object Code 5200-000</p>
<p><u>ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL</u></p> <p>13. PVCS will administer CELDT assessments annually for all ELLs.</p> <p>14. Leadership Team & teachers as a PLC will analyze data and discuss student progress and routinely use data to:</p> <ul style="list-style-type: none"> • Monitor the progress of ELL's including LTELs and Reclassified Students • Determine the short and long-term needs of ELLs/LTELs • Determine specific actions designed to accelerate language acquisition and learning for ELL's. <p>15. CELDT coordinator will reclassify students annually based on school's reclassification criteria.</p> <p>16. ELD Curriculum includes:</p> <ul style="list-style-type: none"> • English 3D (onsite for grades 9-12) • Pearson's AGS Foundation 	ELL/LTEL	<p><u> </u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>X English Learners</p> <p><u> </u>Foster Youth <u> </u>X Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>36,315 LCFF L/C Object Codes 1100-000 & 1300-000</p> <p>4,489 LCFF/L/C Object Code 4300-000</p> <p>24,416 LCFF L/C Object Code 5200-000</p> <p>53,794 LCF/LCC</p>

<ul style="list-style-type: none"> • Read 180 • L Book • ReadLive • Digital supports <p>17. ELL's receive instruction that includes: ELA, ELD, intervention courses</p> <p>18. Implement ELL/LTEL supports that focus on the following:</p> <ul style="list-style-type: none"> • Increase the number of English Learner students reaching proficiency through targeted reading & writing Intervention programs 			<p>Object Code 4300-000 & 5800-000</p>
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GOAL:	GOAL #3: Continue to develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>	
Identified Need:	<ul style="list-style-type: none"> • Establish growth targets for CAASPP/SBAC Assessments (Schoolwide & subgroup) for grades 3-8. • Collect and analyze data in core courses • Training staff in data analysis and monitoring student progress 			
Goal Applies to:	Schools:	Pacific View Charter School (PVCS)		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Create a plan for collecting and evaluating student performance data in core courses. 2. Create a plan for collecting and evaluating student progress towards graduation specific to credit deficient students. 3. Provide opportunities for sharing of data evaluation by PLC Lead at monthly staff meetings. 4. Provide ongoing staff development on identifying student need for modification/intervention and best practices for implementation and tracking progress. 			
	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

<p><u>ASSESSMENTS</u></p> <ol style="list-style-type: none"> 1. All students are assessed using diagnostic assessments in reading and math to place students in curriculum and make appropriate modifications. 2. Monitor student progress in Reading & Math through-out the year using in-house assessment to make appropriate modifications in curriculum and instruction. 3. Assess writing through rubrics to make appropriate modifications in curriculum and instruction. 4. Aggregate student data within learning management system and student information system to monitor student progress. 5. Administer state mandated assessments: CST Science: Grades 5, 8 and 10 CAASPP/SBAC: Grades 3-8, and 11 Physical Fitness Test (PFT): Grades 5,7 & 9 CELDT for ELL's 6. For Grades K-12: Teachers meet with parents and students to conduct progress checks and assess mastery. 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>20,300 LCFF Object Code 4300-000</p> <p>10,500 LCFF Object Code 5800-000</p> <p>19,650 LCFF Object Code 5800-000</p>
<p><u>ACADEMIC INTERVENTIONS</u></p> <ol style="list-style-type: none"> 1. Provide struggling/at-risk students with access to Math 180, Read 180 & English 3D Program in grades 9-12. 2. Expand Reading and Math Intervention Programs to grades 4-8. 3. Continue to implement RTI 4-tier Model to identify student academic and/or social-emotional needs and 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>8,094 LCFF Base LCFF L/C Object Codes 4300-000 & 5800-000</p>

provide appropriate and targeted support.			
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Create a plan for collecting and evaluating student performance data in core courses. 2. Create a plan for collecting and evaluating student progress towards graduation specific to credit deficient students. 3. Provide opportunities for sharing of data evaluation by PLC Lead at monthly staff meetings. 4. Provide ongoing staff development on identifying student need for modification/intervention and best practices for implementation and tracking progress.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>ASSESSMENTS</u>		<u>X</u> ALL	
1. All students are assessed using diagnostic assessments in reading and math to place students in curriculum and make appropriate modifications.	Schoolwide	----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	20,909 LCFF Object Code 4300-000
2. Monitor student progress in Reading & Math through-out the year using in-house assessment to make appropriate modifications in curriculum and instruction.		10,815 LCFF Object Code 5800-000	
3. Assess writing through rubrics to make appropriate modifications in curriculum and instruction.		20,240 LCFF Object Code 5800-000	
4. Aggregate student data within learning management system and student information system to monitor student progress.			
5. Administer state mandated assessments: CST Science: Grades 5, 8 and 10 CAASPP/SBAC: Grades 3-8, and 11 Physical Fitness Test (PFT): Grades 5,7 & 9 CELDT for ELL's			
6. For Grades K-12: Teachers meet with parents and			

<p>students to conduct progress checks and assess mastery.</p>			
<p><u>ACADEMIC INTERVENTIONS</u></p> <ol style="list-style-type: none"> 1. Provide struggling/at-risk students with access to Math 180, Read 180 & English 3D Program in grades 9-12. 2. Expand Reading and Math Intervention Programs to grades 3-8. 3. Continue to implement RTI 4-tier Model to identify student academic and/or social-emotional needs and provide appropriate and targeted support. 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>8,337 LCFF Base LCFF L/C Object Codes 4300-000 & 5800-000</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Create a plan for collecting and evaluating student performance data in core courses. 2. Create a plan for collecting and evaluating student progress towards graduation specific to credit deficient students. 3. Provide opportunities for sharing of data evaluation by PLC Lead at monthly staff meetings. 4. Provide ongoing staff development on identifying student need for modification/intervention and best practices for implementation and tracking progress. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p><u>ASSESSMENTS</u></p> <ol style="list-style-type: none"> 1. All students are assessed using diagnostic assessments in reading and math to place students in curriculum and make appropriate modifications. 2. Monitor student progress in Reading & Math through-out the year using in-house assessment to make appropriate modifications in curriculum and instruction. 3. Assess writing through rubrics to make appropriate modifications in curriculum and instruction. 4. Aggregate student data within learning management system and student information system to monitor student progress. 5. Administer state mandated assessments: CST Science: Grades 5, 8 and 10 CAASPP/SBAC: Grades 3-8, and 11 Physical Fitness Test (PFT): Grades 5,7 & 9 CELDT for ELL's 6. For Grades K-12: Teachers meet with parents and students to conduct progress checks and assess mastery. 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>21,537 LCFF Object Code 4300-000</p> <p>11,140 LCFF Object Code 5800-000</p> <p>20,848 LCFF Object Code 5800-000</p>
<p><u>ACADEMIC INTERVENTIONS</u></p> <ol style="list-style-type: none"> 1. Provide struggling/at-risk students with access to Math 180, Read 180 & English 3D Program in grades 9-12. 2. Expand Reading and Math Intervention Programs to grades 2-8. 3. Continue to implement RTI 4-tier Model to identify student academic and/or social-emotional needs and provide appropriate and targeted support. 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>8,588 LCFF Base LCFF L/C Object Codes 4300-000 & 5800-000</p>

GOAL:	GOAL #4: Continue to provide resources and services to students and parents to provide a sense of safety, school connectedness, and increased student motivation.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need:	<ul style="list-style-type: none"> • Parent participation in Schoolwide events • Maintain Attendance Rate above 95% • Decrease Suspension Rates
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Goal Applies to:	Schools: Pacific View Charter School (PVCS)
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Continue parent participation in Schoolwide programs/events and decision making. 2. Provide increased opportunities for student leadership, engagement through extra-curricular, enrichment programs and peer mentoring 3. Maintain ADA at 95% or above. 4. Continue to expand the restorative approach to discipline which will maintain suspension rates below 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>PARENTS AS PARTNERS</u></p> <p>At Pacific View Charter School, opportunities for parent participation and involvement in school wide events/programs will take place in the following ways:</p> <ol style="list-style-type: none"> 1. Continue to develop resources for parents within the community. 2. Continue to encourage parent participation in school-wide events, volunteer opportunities, participation on the school board and development of the PAC. 	Schoolwide	<p>X ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1,140 LCFF Object Code 4300-000</p>

<p><u>SCHOOL CLIMATE</u></p> <ol style="list-style-type: none"> 1. Develop student clubs and adopt Safe School Ambassador program. 2. Provide opportunities for peer mentoring 3. Continue to provide afterschool enrichment activities 4. Expand school-wide events to showcase student achievement 5. Continue to develop RTI Program to include behavior interventions. 6. Expand onsite mental health services for PVCS students through the Palomar Family Counseling. 7. Continue to provide workshops for students on bullying (grades 7-8) and age appropriate issues. 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>4,400 LCFF Object Code 4300-000</p> <p>12,800 LCFF Object Code 5800-000</p> <p>53,000 LCFF LCFF L/C Object Code 5800-000</p> <p>900 LCFF Object Code 5200-000</p>
<p><u>STUDENT ENGAGEMENT</u></p> <ol style="list-style-type: none"> 1. Establish clubs/organizations for students based on student input. 2. Continue to provide (and expand) sports & recreation opportunities. 3. Provide ongoing College & Career Presentations for grades 4-12. 4. Continue to provide music class and performances. 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>17,200 LCFF Object Code 4300-000 5800-000</p>
<p>LCAP Year 2: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Continue parent participation in Schoolwide programs/events and decision making. 2. Provide increased opportunities for student leadership, engagement through extra-curricular, enrichment programs and peer mentoring 3. Maintain ADA at 95% or above. 		

4. Continue to expand the restorative approach to discipline which will maintain suspension rates below 5%			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>PARENTS AS PARTNERS</u></p> <p>At Pacific View Charter School, opportunities for parent participation and involvement in school wide events/programs will take place in the following ways:</p> <p>3. Continue to develop resources for parents within the community.</p> <p>4. Continue to encourage parent participation in school-wide events, volunteer opportunities, participation on the school board and development of the PAC.</p>	Schoolwide	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>1,175 LCFF Object Code 4300-000</p>
<p><u>SCHOOL CLIMATE</u></p> <p>1. Develop student clubs and adopt Safe School Ambassador program.</p> <p>2. Provide opportunities for peer mentoring</p> <p>3. Continue to provide afterschool enrichment activities</p> <p>4. Expand school-wide events to showcase student achievement</p> <p>5. Continue to develop RTI Program to include behavior interventions.</p> <p>6. Expand onsite mental health services for PVCS students through the Palomar Family Counseling.</p> <p>7. Continue to provide workshops for students on bullying (grades 7-8) and age appropriate issues.</p>	Schoolwide	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>4,532 LCFF Object Code 4300-000</p> <p>13,184 LCFF Object Code 5800-000</p> <p>54,590 LCFF LCFF L/C Object Code 5800-000</p> <p>927 LCFF Object Code 5200-000</p>

<p><u>STUDENT ENGAGEMENT</u></p> <ol style="list-style-type: none"> 1. Establish clubs/organizations for students based on student input. 2. Continue to provide (and expand) sports & recreation opportunities. 3. Provide ongoing College & Career Presentations for grades 4-12. <p>Continue to provide music class and performances.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>17,716 LCFF Object Code 4300-000 5800-000</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Continue parent participation in Schoolwide programs/events and decision making. 2. Provide increased opportunities for student leadership, engagement through extra-curricular, enrichment programs and peer mentoring 3. Maintain ADA at 95% or above. 4. Continue to expand the restorative approach to discipline which will maintain suspension rates below 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>PARENTS AS PARTNERS</u></p> <p>At Pacific View Charter School, opportunities for parent participation and involvement in school wide events/programs will take place in the following ways:</p> <ol style="list-style-type: none"> 1. Continue to develop resources for parents within the community. 2. Continue to encourage parent participation in school-wide events, volunteer opportunities, participation on the school board and development of the PAC. 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1,211 LCFF Object Code 4300-000</p>

<p><u>SCHOOL CLIMATE</u></p> <ol style="list-style-type: none"> 1. Develop student clubs and adopt Safe School Ambassador program. 2. Provide opportunities for peer mentoring 3. Continue to provide afterschool enrichment activities 4. Expand school-wide events to showcase student achievement 5. Continue to develop RTI Program to include behavior interventions. 6. Expand onsite mental health services for PVCS students through the Palomar Family Counseling. 7. Continue to provide workshops for students on bullying (grades 7-8) and age appropriate issues. 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>4,668 LCFF Object Code 4300-000</p> <p>13,580 LCFF Object Code 5800-000</p> <p>56,228 LCFF LCFF L/C Object Code 5800-000</p> <p>955 LCFF Object Code 5200-000</p>
<p><u>STUDENT ENGAGEMENT</u></p> <ol style="list-style-type: none"> 1. Establish clubs/organizations for students based on student input. 2. Continue to provide (and expand) sports & recreation opportunities. 3. Provide ongoing College & Career Presentations for grades 4-12. 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>18,248 LCFF Object Code 4300-000 5800-000</p>

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	Goal #1: Students will have equitable access to rigorous, well-rounded, Common Core aligned curricula, in a safe facility, taught by highly qualified teachers, that assures readiness for a full-range of post-graduation options.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Pacific View Charter School	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum. 3. Facilities will be safe & in good repair as documented in annual FIT Report 4. Students will have access to technology – Student to Computer ratio: 1:1 middle school and grade 9. 5. Increase the percentage of students participating in ECAP day. 6. Pacific View Charter School at the high school level serves at-risk youth; the following State Priority measurable outcomes/metrics apply to the school's educational program: <ul style="list-style-type: none"> • Student Achievement: <ul style="list-style-type: none"> ○ Percentage of students who enroll in UC A-G courses ○ Percentage of students who complete senior Exit Course ○ Percentage of students who concurrently enroll in local colleges 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of teachers are appropriately credentialed and assigned. 6 teachers are currently completing BTSA program. 2. 100% of students have access to Common Core aligned ELA & Math Curriculum. 3. Facilities are safe & in good repair as documented in annual FIT Report 4. Students have access to technology – Student to Computer ratio: 1:1 middle school and grade 9. Increased to grade 11. 5. There was a slight percentage decrease of students participating in ECAP day. 6. Pacific View Charter School at the high school level serves at-risk youth; the following State Priority measurable outcomes/metrics apply to the school's educational program: <ul style="list-style-type: none"> • Student Achievement: <ul style="list-style-type: none"> ○ 100% of students enroll in UC A-G courses ○ 22% of students completed exit course ○ Number of students who concurrently enrolled doubled in the 15-16 school year from 21 to 41 students.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<u>HQT & STAFF:</u>		<u>HQT & STAFF:</u>	
1. Human Resources and Business Specialist verifies	100,752	1. Human Resources and Business Specialist verifies	107,213

<p>teachers' credentials, CLAD certifications and ensures live scan is completed and documented in employee's personnel file. Costs associated full-time Human Resources and Business Specialist, and live scans.</p> <p>2. Acquire, develop and retain highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development.</p> <p>3. Costs for the Pacific View Charter School Leadership Team that includes:</p> <ul style="list-style-type: none"> • Executive Director • Business Consultant • Director of Central Office & Finance • Director of Curriculum • K-8 Lead Teacher • 9-12 Lead Teacher • Director of Student Services <p>Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission, academic program including but not limited to the WASC Self-Study Process.</p> <p>4. Provide Professional development opportunities for members of the Leadership Team as part of Capacity Building and supporting their roles at the school.</p> <p>5. Cost of Classified/Bilingual staff and Instruction Aides.</p>	<p>LCFF Base Object Code 2400-000</p> <p>700.00 LCFF Base Object Code 5800-000</p> <p>1,537,625 LCFF Base LCFF L/C EPA Object Code 1100-000</p> <p>552,458 LCFF Base LCFF L/C Object Code 1100-000 & 1300-000</p> <p>133,921 LCFF Base Object Code 2400-000</p> <p>60,000 LCFF Base Object Code 5800-000</p> <p>126,445 LCFF Base Object Code 5800-000</p>	<p>teachers' credentials, CLAD certifications and ensures live scan is completed and documented in employee's personnel file. Costs associated full-time Human Resources and Business Specialist, and live scans.</p> <p>2. Acquire, develop and retain highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development.</p> <p>3. Costs for the Pacific View Charter School Leadership Team that includes:</p> <ul style="list-style-type: none"> • Executive Director • Business Consultant • Director of Central Office & Finance • Director of Curriculum • K-8 Lead Teacher • 9-12 Lead Teacher • Director of Student Services <p>Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission, academic program including but not limited to the WASC Self-Study Process.</p> <p>4. Provide Professional development opportunities for members of the Leadership Team as part of Capacity Building and supporting their roles at the school.</p> <p>5. Cost of Classified/Bilingual staff and Instruction Aides.</p> <p>6. Cost of facilities at Oceanside location and Moreno Valley location</p>	<p>LCFF Base Object Code 2400-000</p> <p>876.00 LCFF Base Object Code 5800-000</p> <p>1,574,948 LCFF Base LCFF L/C EPA Object Code 1100-000</p> <p>656,007 LCFF Base LCFF L/C Object Code 1100-000 & 1300-000</p> <p>149,327 LCFF Base Object Code 2400-000</p> <p>49,975 LCFF Base Object Code 5800-000</p> <p>132,962 LCFF Base LCFF L/C 2100-000 2400-000</p>
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		52,000 LCFF Base Object Code 5800-000			16,050 LCFF Base Object Code 5200-000
					830,994 LCFF Base Object Code 5800-000
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
<u>FACILITY & TECHNOLOGY</u>			<u>FACILITY & TECHNOLOGY</u>		
1. Costs for IT Support to provide any upgrades to the schools' infrastructure for proper bandwidth, and provide technical support, including installation, updates and maintenance of all technology devices for both school sites.		95,912 LCFF Base Object Code 2300-000	1. Costs for IT Support to provide any upgrades to the schools' infrastructure for proper bandwidth, and provide technical support, including installation, updates and maintenance of all technology devices for both school sites.		109,326 LCFF Base Object Code 2300-000
2. Provide full-time janitorial services to maintain a clean and safe school sites. In addition, ensure facility repairs, upgrades/improvements are documented and completed.		341,457 LCFF Base Object Codes 4300-000 & 5800-000	2. Provide full-time janitorial services to maintain a clean and safe school sites. In addition, ensure facility repairs, upgrades/improvements are documented and completed.		335,106 LCFF Base Object Codes 4300-000 & 5800-000
3. Purchase the following technology devices for both sites:		131,410 LCFF Base LCFF L/C Object Codes 4300-000 & 5800-000	3. Purchase the following technology devices for both sites:		162,595 LCFF Base LCFF/L/C 5800-000
<ul style="list-style-type: none"> • 30 laptops (students) • 6 laptops (teachers) • 150 Chromebooks (students) • 150 Computer Bags/cases (students) • 2 Document Cameras (classroom) • 4 Projectors (classroom) 		293,171 LCFF Base Object Code 5800-000	<ul style="list-style-type: none"> • 30 laptops (students) • 6 laptops (teachers) • 150 Chromebooks (students) • 150 Computer Bags/cases (students) • 2 Document Cameras (classroom) • 4 Projectors (classroom) 		110,580 LCFF Base Object Code 4300-000
					62,292

<p>high school students and parents.</p> <ol style="list-style-type: none"> 4. Leadership Team will ensure that all students have access to support and interventions; and will ensure those programs are accessible to all students. 5. Continue to develop a bridge to Mira Costa College and Palomar College: Provide concurrent enrollment for high school students. 6. Continue to collaborate with Mira Costa College who provides student ambassador to assist PVCS students in the application process and courses at the community college on a monthly basis. 7. Continue to host College and Career Guest Speakers. 8. Create a position for a College and Career Liaison. 		<p>high school students and parents.</p> <ol style="list-style-type: none"> 4. Leadership Team will ensure that all students have access to support and interventions; and will ensure those programs are accessible to all students. 5. Continue to develop a bridge to Mira Costa College and Palomar College: Provide concurrent enrollment for high school students. 6. Continue to collaborate with Mira Costa College who provides student ambassador to assist PVCS students in the application process and courses at the community college on a monthly basis. 7. Continue to host College and Career Guest Speakers. 8. Create a position for a College and Career Liaison. 	
<p>Scope of service:</p>	<p>Schoolwide</p>	<p>Scope of service:</p>	<p>Schoolwide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> • Maintain access to technology on a 1:1 basis and provide ongoing support and maintenance • Increase the number of students matriculating to community colleges • Increase the number of students applying for post-secondary financial aid • Continue to increase student achievement and proficiency 		

Original GOAL from prior year LCAP:	GOAL #2: Teachers will receive professional development on data-driven instruction, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Pacific View Charter School (PVCS)	Applicable Pupil Subgroups: ELA/ELD & ELL/LTEL
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of ELA teachers will receive Professional Development ELA/ELD Frameworks 2. 100% of Math teachers will receive Professional Development on Math CCSS 3. 100% of Science teachers will receive Professional Development on NGSS 4. 100% of teachers will receive Professional Development on data-driven instruction. 5. Will establish growth targets for continuously enrolled ELL's using CELDT Performance 6. Increase reclassification rate for students in Early Advance/Advanced as measured by CELDT by 2017-18 for continuously enrolled English Learners. Decrease the percentage of Long Term English Learner (LTEL) for continuously enrolled English Learners. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 30% of ELA teachers were trained and shared training with all ELA teachers. 2. 100% of Math teachers will receive Professional Development on Math CCSS. 3 of 8 teachers participated in offsite pd and shared information with math PLC. 3. 100% of Science teachers received Professional Development on NGSS 4. 100% of teachers received Professional Development on data-driven instruction. 5. Growth targets for continuously enrolled ELL's were established and monitored throughout the year. 6. Decreased the percentage of Long Term English Learner (LTEL). Reclassification for K-8 students: 1 of 12 English Learners or 8%, Reclassification for 9-12: 5 of 20 students or 25%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <ol style="list-style-type: none"> 1. Provide teachers with Professional Development on the following topics/areas: <ul style="list-style-type: none"> • Common Core State Standards (CCSS) ELA/ELD Frameworks • CCSS Math • Next Generation Science Standards (NGSS) • English 3D • Math 180 	55,044 LCFF L/C Object Code 5200-000	<p><u>PROFESSIONAL DEVELOPMENT</u></p> <ol style="list-style-type: none"> 1. Provide teachers with Professional Development on the following topics/areas: <ul style="list-style-type: none"> • Common Core State Standards (CCSS) ELA/ELD Frameworks • CCSS Math • Next Generation Science Standards (NGSS) • English 3D • Math 180 	33,000 LCFF/LC Object Code 5200-000

<ul style="list-style-type: none"> • Read 180 • Edgenuity • Schoology LMS • Mindset • Social-emotional Learning • RTI – Expansion to prevention and behavior intervention • Data Analysis of Student Growth • School Safety • Gang awareness with Oceanside Police Department • State mandated trainings <p>2. Hire Consultants to provide Professional Development for specific topics/areas.</p> <p>3. Provide learning opportunities for teachers and Leadership Team through conferences such as CCSA, STEM Symposium, Advocacy day, and as requested that align with the Common Core State Standards and the school’s educational program.</p>		<ul style="list-style-type: none"> • Read 180 • Edgenuity • Schoology LMS • Mindset • Social-emotional Learning • RTI – Expansion to prevention and behavior intervention • Data Analysis of Student Growth • School Safety • Gang awareness with Oceanside Police Department • State mandated trainings <p>2. Hire Consultants to provide Professional Development for specific topics/areas.</p> <p>3. Provide learning opportunities for teachers and Leadership Team through conferences such as CCSA, STEM Symposium, Advocacy day, and as requested that align with the Common Core State Standards and the school’s educational program.</p>	
Scope of service:	ELA/ELD	Scope of service:	ELA/ELD
__ALL		__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<p><u>ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL</u></p> <p>1. PVCS will administer CELDT assessments annually for all ELLs.</p> <p>2. Leadership Team & teachers as a PLC will analyze</p>	<p>40,000 LCFF L/C Object Code 5200-000</p>	<p><u>ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL</u></p> <p>1. PVCS will administer CELDT assessments annually for all ELLs.</p> <p>2. Leadership Team & teachers as a PLC will analyze</p>	<p>20,264 LCFF L/C Object Code 5200-000</p>

<p>data and discuss student progress and routinely use data to:</p> <ul style="list-style-type: none"> • Monitor the progress of ELL's including LTELs and Reclassified Students • Determine the short and long-term needs of ELLs/LTELs • Determine specific actions designed to accelerate language acquisition and learning for ELL's. <p>3. CELDT coordinator will reclassify students annually based on school's reclassification criteria.</p> <p>4. ELD Curriculum includes:</p> <ul style="list-style-type: none"> • English 3D (onsite for grades 9-12) • Pearson's AGS Foundation • Read 180 • L Book • ReadLive • Digital supports <p>5. ELL's receive instruction that includes: ELA, ELD, intervention courses</p> <p>6. Implement ELL/LTEL supports that focus on the following:</p> <ul style="list-style-type: none"> • Increased reclassification rates <p>Increase English Proficiency as measured through CELDT</p>		<p>data and discuss student progress and routinely use data to:</p> <ul style="list-style-type: none"> • Monitor the progress of ELL's including LTELs and Reclassified Students • Determine the short and long-term needs of ELLs/LTELs • Determine specific actions designed to accelerate language acquisition and learning for ELL's. <p>3. CELDT coordinator will reclassify students annually based on school's reclassification criteria.</p> <p>4. ELD Curriculum includes:</p> <ul style="list-style-type: none"> • English 3D (onsite for grades 9-12) • Pearson's AGS Foundation • Read 180 • L Book • ReadLive • Digital supports <p>5. ELL's receive instruction that includes: ELA, ELD, intervention courses</p> <p>6. Implement ELL/LTEL supports that focus on the following:</p> <ul style="list-style-type: none"> • Increased reclassification rates • Increase English Proficiency as measured through CELDT 		
<p>Scope of service:</p>	<p>ELL/LTEL</p>	<p>Scope of service:</p>	<p>ELL/LTEL</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>		
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		
<p>What changes in actions, services, and expenditures will be made as a</p>	<ul style="list-style-type: none"> • Increase reclassification rate for students in Early Advance/Advanced as measured by CELDT for continuously enrolled English Learners 			

result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> Decrease the percentage of Long Term Learner (LTEL) for continuously enrolled English Learners Investigate and expand professional development opportunities for ELA/ELD Frameworks
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Original GOAL from prior year LCAP:	GOAL #3: Continue to develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Pacific View Charter School (PVCS)
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Establish growth targets for Benchmark assessments in ELA & Mathematics (Schoolwide/subgroup) upon release of 2015 CAASPP/SBAC assessment results Establish growth targets for CAASPP/SBAC assessments in ELA & Math (Schoolwide/subgroup) upon release of 2015 CAASPP/SBAC Assessment results 2016 API will serve as a baseline 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> Growth targets and API have not been established by the state. Data from CAASPP 2015 was evaluated and analyzed and it was determined that there is a need for higher level math courses at high school. API has not been established by the state.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<u>ASSESSMENTS</u>		<u>ASSESSMENTS</u>	
1. All students are assessed using diagnostic assessments in reading and math.	29,076 LCFF Base LCFF L/C Object Code 1100-000 & 1300-000	1. All students are assessed using diagnostic assessments in reading and math.	30,530 LCFF Base LCFF L/C Object Code 1100-000 1300-000
2. Administer Benchmark Assessments using STAR Enterprise Reading & Math for grades 2-12.		2. Administer Benchmark Assessments using STAR Enterprise Reading & Math for grades 2-12.	
3. Writing assessments with rubrics.	31,380 LCFF Base LCFF L/C	3. Writing assessments with rubrics.	32,949 LCFF Base LCFF L/C
		4. Costs for administering state mandated assessments:	

<p>4. Costs for administering state mandated assessments:</p> <ul style="list-style-type: none"> • CST Science: Grades 5, 8 and 10 • CAASPP/SBAC: Grades 3-8, and 11 • Physical Fitness Test (PFT): Grades 5,7 & 9 • CELDT for ELL's <p>Student Presentations, using a variety of multimedia tools.</p>	<p>Object Code 1100-000</p>	<ul style="list-style-type: none"> • CST Science: Grades 5, 8 and 10 • CAASPP/SBAC: Grades 3-8, and 11 • Physical Fitness Test (PFT): Grades 5,7 & 9 • CELDT for ELL's <p>Student Presentations, using a variety of multimedia tools.</p>	<p>Object Code 1100-000</p>		
<p>Scope of service:</p>	<p>Schoolwide</p>	<p>Scope of service:</p>	<p>Schoolwide</p>		
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>			
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			
<p><u>ACADEMIC INTERVENTIONS</u></p> <ol style="list-style-type: none"> 1. Provide struggling/at-risk students with access to Math 180 & Read 180 Program in grades 9-12. 2. Continue to implement RTI 4-tier Model to identify student academic and/or social-emotional needs and provide appropriate and targeted support. 3. For Grades K-8: Teachers meet with parents and students to conduct progress checks and assess mastery. 4. For Grades 9-12: Teachers meet with parents and students to conduct progress checks and assess mastery 		<p>110,975 LCFF Base LCFF L/C Object Code 5800-000</p>	<p><u>ACADEMIC INTERVENTIONS</u></p> <ol style="list-style-type: none"> 1. Provide struggling/at-risk students with access to Math 180 & Read 180 Program in grades 9-12. 2. Continue to implement RTI 4-tier Model to identify student academic and/or social-emotional needs and provide appropriate and targeted support. 3. For Grades K-8: Teachers meet with parents and students to conduct progress checks and assess mastery. 4. For Grades 9-12: Teachers meet with parents and students to conduct progress checks and assess mastery 		<p>87,721 LCFF Base LCFF L/C Object Code 1100-000 & 5800-000</p>

Scope of service:	Schoolwide	Scope of service:	Schoolwide
<u>X</u> ALL		<u>X</u> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> • Establish Schoolwide and subgroup growth targets for CASSPP/SBAC Assessments for grades 3-8 • Provide additional professional development internally and externally to analyze data in core courses • Provide additional professional development internally and externally to identify student need for modification/intervention and best practices for implementation and tracking progress
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Original GOAL from prior year LCAP:	GOAL #4: Continue to provide resources and services to students, and parents to provide a sense of safety, school connectedness, and increased student motivation.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Pacific View Charter School (PVCS)
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Provide parents with opportunities for decision-making input in the school's program. 2. Continue parent participation in Schoolwide programs/events. 3. Administer annual parent surveys to obtain feedback/input. 4. Maintain ADA at 95% or above. 5. Maintain suspension rates below 5% 6. Administer biannual student surveys. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Parents are provided with opportunities for decision-making input in the school's program through conversations with teachers at weekly meetings, board meeting participation and annual survey 2. Parents participated in Back to School Night, Open House and Winter Festival. 3. Administered annual parent surveys to obtain feedback/input. 4. ADA increased to 98% 5. 5 students were suspended in 2015/16. Drastic reduction in suspension is due to the Implemented Restorative
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			Practices. 6. Student surveys were administered for sports, clubs and overall school satisfaction.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p><u>PARENTS AS PARTNERS</u></p> <p>At Pacific View Charter School, opportunities for parent participation and involvement in school wide events/programs will take place in the following ways:</p> <ol style="list-style-type: none"> Continue to develop resources for parents within the community. As stated in Goal # 3 Actions & Services, parents meet with teachers regularly. As stated in Goal #1 Actions & Services, "College & Career Readiness," hire a College Liaison to meet with students and parents/guardians to discuss college planning, college application process, financial aid, and career planning. Parents have opportunities to be involved in decision-making input, by serving on the governing board. 		<p>68,188 LCFF Base LCFF S/C Object Code 4300-000 5800-000</p> <p>20,191 LCFF Base Object Code 4300-000 5800-000</p>	<p><u>PARENTS AS PARTNERS</u></p> <p>At Pacific View Charter School, opportunities for parent participation and involvement in school wide events/programs will take place in the following ways:</p> <ol style="list-style-type: none"> Continue to develop resources for parents within the community. As stated in Goal # 3 Actions & Services, parents meet with teachers regularly. As stated in Goal #1 Actions & Services, "College & Career Readiness," hire a College Liaison to meet with students and parents/guardians to discuss college planning, college application process, financial aid, and career planning. Parents have opportunities to be involved in decision-making input, by serving on the governing board. <p>43,613 LCFF Base LCFF S/C Object Code 4300-000 & 5800-000</p> <p>23,653 LCFF Base Object Code 4300-000 & 5800-000</p>
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<u>X</u> ALL		<u>X</u> ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
<u>SCHOOL CLIMATE</u> 1. Student Success Team will meet as needed to address behavioral, attendance and/or truancy issues with student, parent and administrator. 2. Expand RTI Program to include behavior interventions and select a team of designated staff members to provide behavior interventions. 3. Continue to provide onsite mental health services for PVCS students through the Palomar Family Counseling. 4. Continue to provide workshops for students on bullying (grades 7-8) and age appropriate issues.		40,000 LCFF Base LCFF L/C Object Code 1900-000	<u>SCHOOL CLIMATE</u> 1. Student Success Team will meet as needed to address behavioral, attendance and/or truancy issues with student, parent and administrator. 2. Expand RTI Program to include behavior interventions and select a team of designated staff members to provide behavior interventions. 3. Continue to provide onsite mental health services for PVCS students through the Palomar Family Counseling. 4. Continue to provide workshops for students on bullying (grades 7-8) and age appropriate issues.	39,999.96 LCFF Base LCFF L/C Object Code 5800-000
<u>STUDENT ENGAGEMENT</u> 1. Establish clubs/organizations for students based on student input. 2. Continue to provide (and expand) sports & recreation opportunities. 3. Provide ongoing College & Career Presentations for K-12. 4. Continue to provide glee for elementary grades, including choir performances.		10,000 LCFF Base LCFF L/C Object Code 4300-00 & 5800-000	<u>STUDENT ENGAGEMENT</u> 1. Establish clubs/organizations for students based on student input. 2. Continue to provide (and expand) sports & recreation opportunities. 3. Provide ongoing College & Career Presentations for K-12. Continue to provide glee for elementary grades, including choir performances.	12,300 LCFF Base LCFF L/C Object Code 4300-000 & 5800-000
Scope of service:	Schoolwide		Scope of service:	Schoolwide

<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> • Provide additional opportunities for parent participation • Maintain high level of student attendance and interest • Continue to decrease suspension rate through various forms of intervention 	

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$ 278,250</u>
The Supplemental and Concentration Funds calculated on the 2016/17 LCFF Working/Adopted Budget is \$278,250. These funds are specifically targeted to service the unduplicated student groups at Pacific View Charter School.	
<ul style="list-style-type: none"> • Low-income pupils will be provided with direct instruction by K-12 certificated staff that received professional development to provide academic and behavioral intervention. Response to Intervention plays an integral part of serving all students, but specifically for 	

unduplicated count students that require additional outreach.

- English Learners will be provided with direct instruction by certificated staff that received professional development to provide academic and behavioral intervention. Director of Student Services, Bilingual Instruction Aide, Reception and College Liaison also provide outreach with families, translations and network with outside community organizations.
- Foster youth will be provided individual family outreach to coordinate services and will be provided with intervention programs when students do not make expected progress.

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

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

6.14	%
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2016-17 minimum proportionality percentage for the Pacific View Charter School is 6.14% and the estimated LCFF Supplemental and Concentration Grant funding is \$278,250.

The school is currently providing services in the amount of \$431,753, which is significantly above the target for the Supplemental and Concentration Grant funding. Following are the services and actions are a part of the Local control accountability plan.

- Low-income pupils will be provided with direct instruction by K-12 certificated staff that received professional development to provide academic and behavioral intervention. Response to Intervention plays an integral part of serving all students, but specifically for unduplicated count students that require additional outreach. Director of Student Services
- English Learners will be provided with direct instruction by certificated staff that received professional development to provide academic

and behavioral intervention. Director of Student Services, Bilingual Instruction Aide, Reception and College Liaison also provide outreach with families, translations and network with outside community organizations.

- Foster youth will be provided individual family outreach to coordinate services and will be provided with intervention programs when students do not make expected progress.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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