

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific View Charter School

CDS Code: 37735693731221

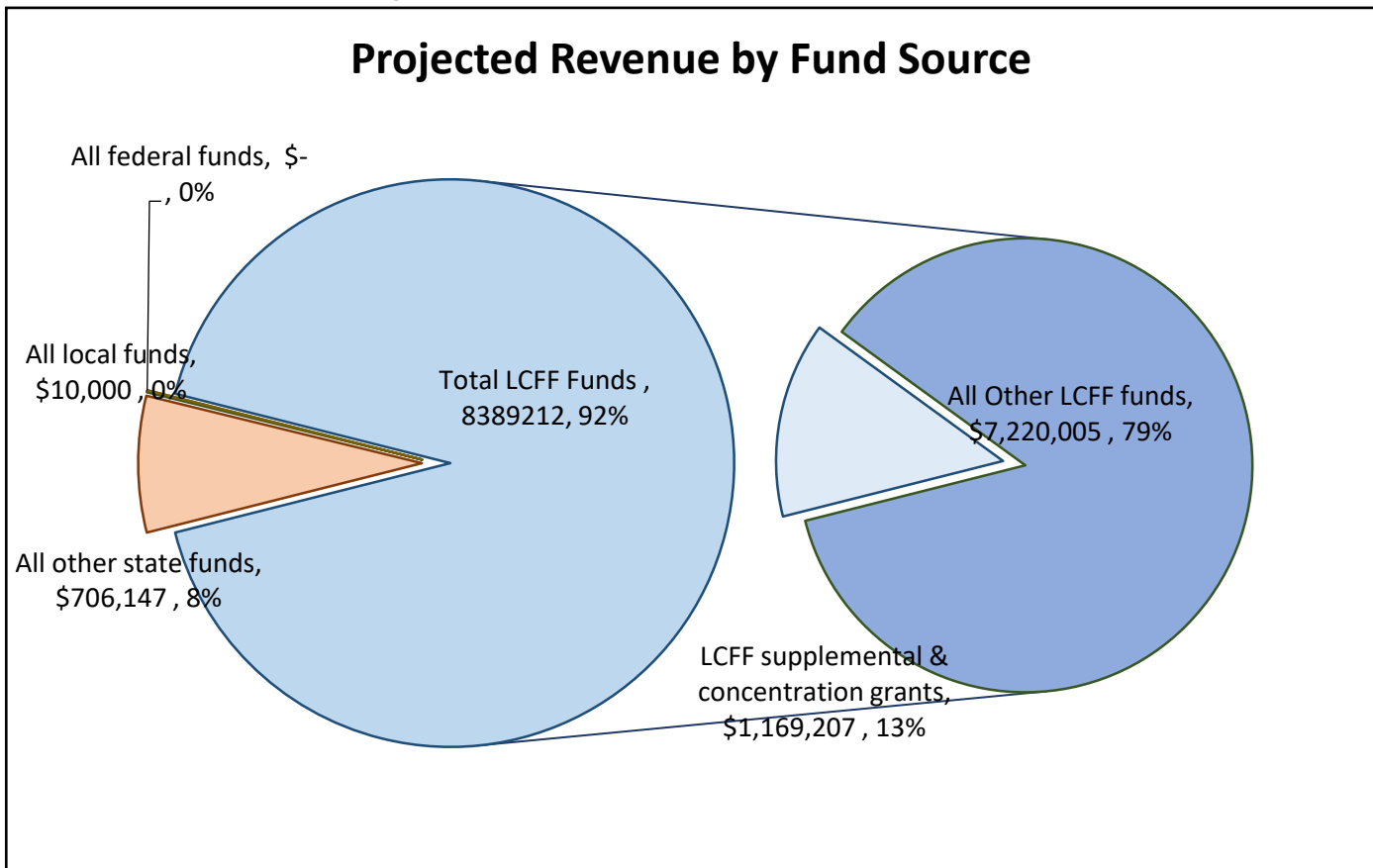
School Year: 2021 – 22

LEA contact information: Erin Gorence, 760-757-0161, egorence@pacificview.org

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

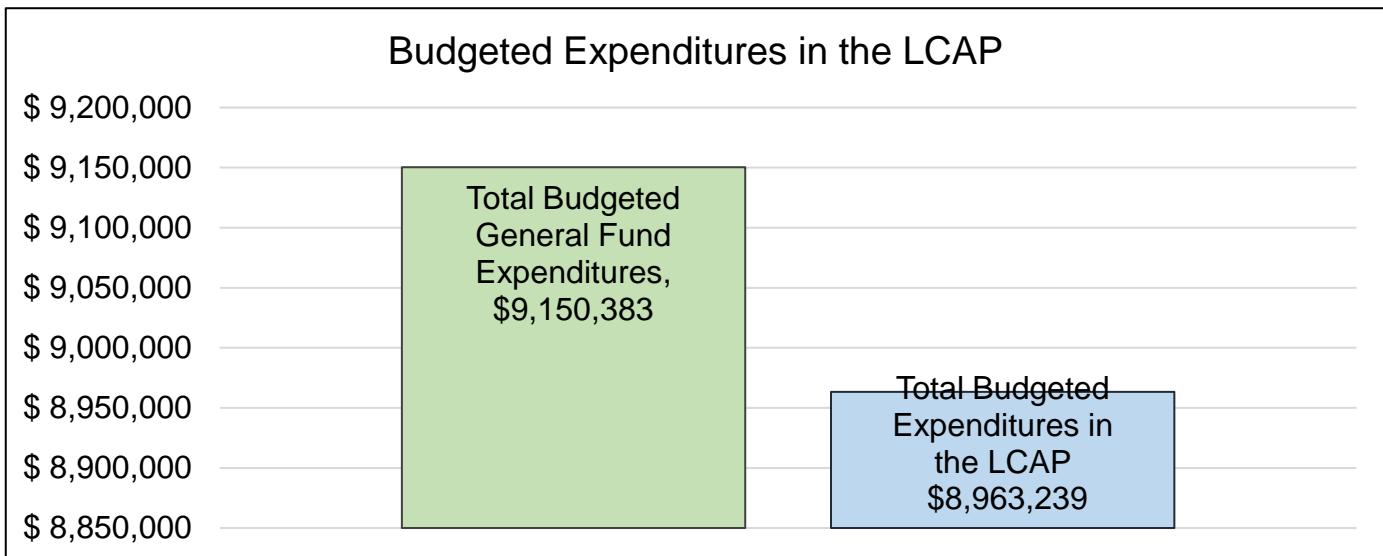


This chart shows the total general purpose revenue Pacific View Charter School expects to receive in the coming year from all sources.

The total revenue projected for Pacific View Charter School is \$9,105,359.00, of which \$8,389,212.00 is Local Control Funding Formula (LCFF), \$706,147.00 is other state funds, \$10,000.00 is local funds, and \$0.00 is federal funds. Of the \$8,389,212.00 in LCFF Funds, \$1,169,207.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Pacific View Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Pacific View Charter School plans to spend \$9,150,383.00 for the 2021 – 22 school year. Of that amount, \$8,963,239.00 is tied to actions/services in the LCAP and \$187,144.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

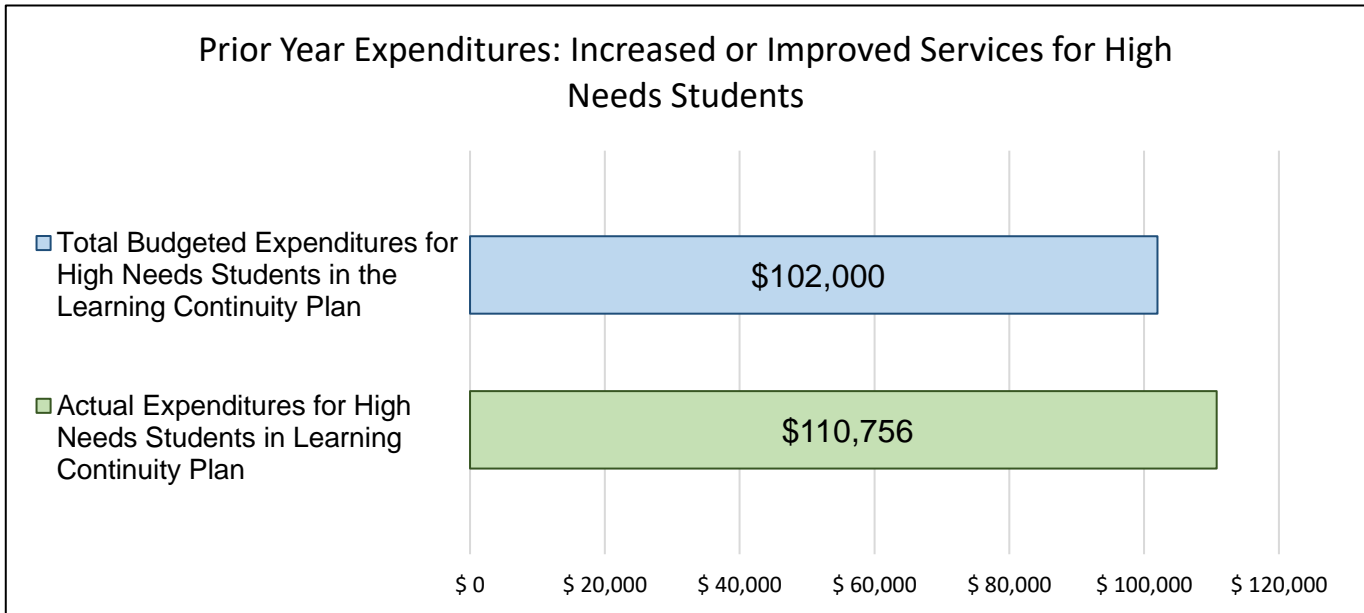
1. Special Education salaries and/or expenditures that do not indirectly or directly benefit all students
2. Marketing expenditures that do not benefit students directly

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Pacific View Charter School is projecting it will receive \$1,169,207.00 based on the enrollment of foster youth, English learner, and low-income students. Pacific View Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific View Charter School plans to spend \$2,116,146.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Pacific View Charter School's Learning Continuity Plan budgeted \$102,000.00 for planned actions to increase or improve services for high needs students. Pacific View Charter School actually spent \$110,756.00 for actions to increase or improve services for high needs students in 2020 – 21.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Pacific View Charter School
CDS code:	37735693731221
LEA contact information:	Erin Gorence, 760-757-0161, egorence@pacificview.org
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year		Amount
Total LCFF funds	\$	8,605,979
LCFF supplemental & concentration grants	\$	1,235,385
All other state funds	\$	177,623
All local funds	\$	560,421
All federal funds	\$	-
Total Projected Revenue	\$	9,344,023
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures	\$	9,301,284
Total Budgeted Expenditures in the LCAP	\$	8,750,634
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	2,116,146
Expenditures not in the LCAP	\$	550,650
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	102,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	110,756

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<ol style="list-style-type: none">1. Special Education salaries and/or expenditures that do not indirectly or directly benefit all students2. Marketing expenditures that do not benefit students directly
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific View Charter School	Erin Gorence, Director of Curriculum	egorence@pacificview.org 760-757-0161

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Continue to expand and improve resources and services to students and parents to provide a sense of safety, school connectedness, and increased student motivation.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 3

Annual Measurable Outcomes

Expected	Actual
Students will increase knowledge of post-secondary options.	Careers course was updated to include more relevant career exploration tools specific to local job sectors and is required for all students to graduate. Concurrent enrollment in the local community colleges increased from the 18/19 school year from 18 to 29 students

	and maintained that higher number in the 20/21 school year at 28 students. The school will continue to prioritize this for the future.
All students have access and exposure to college and career presentations and field trips	College and career presentations including a schoolwide career fair were planned for the 19/20 school year, but were cancelled due to covid-19 restrictions. The school counselor did offer 12 virtual career exploration options for students to access virtually, but all field trips were cancelled due to Covid restrictions.
Students will continue to build positive relationships through a peer mentoring program.	Volunteer opportunities for high school students to help support middle school students during lunch and break times were offered but were suspended due to school closure and distance learning.
Students will be recognized for positive relationship building and following school code of conduct	Awards were created and distributed to students for following the code of conduct. This will be an ongoing initiative.
Students will have an alternative to suspension	The Restorative Alliance began work on an alternative to suspension but this work was suspended due to Covid 19 shut down and distance learning. This will be revisited in the 21/22 school year and addressed in the next LCAP
More students and parents will receive assistance applying for colleges and financial aid and will have access to the experience of visiting colleges	19% of graduating students submitted in the 2020 school year. Currently 17% of students have submitted the FAFSA. This will be addressed in the 21/22 LCAP. Field trips to visit colleges were suspended in spring 2020 due to Covid, however due to the updates in the course, students now have the opportunity to take a virtual tour of schools as part of the required Careers course.
Staff and students will be better prepared for a potential lockdown situation	Lockdown drills were conducted in the Fall of 2019, but were suspended when school shut down due to Covid 19. Training for staff will resume when school reopens fully.
Decrease the number of unauthorized visitors and activity on campus	Currently due to Covid guidelines, no visitors are allowed on campus and students are only allowed to be in one location per day. This has significantly cut down on unauthorized visitors and activity on campus.
Increase student motivation and success through implementation of instructional framework and instructional focus.	The schoolwide Instructional Framework was implemented but the focus was not. Teachers were trained on ways to incorporate more collaborative group work to help increase student motivation. When the school pivoted to distance learning, teachers received additional training on motivating and engaging students in the digital environment.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Develop a plan for teaching students in grades K-8 about post-secondary options.	\$16,593.00	\$17,283.00 6200-0000-2100/2300/ 2400/4300/5800
Develop and host resume building and interview skills workshops for students.	\$6,566.00	\$7033.00 6200-0000-1200/4300
Continue to host college and career presentations and expand to 6-8 and increase numbers in Moreno Valley.	\$8,560.00	\$3226.00 6200-0000-1200/2400/ 5800
Increase the number of presentations on certificate programs offered by local organizations and explore the possibility of offering credit for programs.	\$7,593.00	\$3226.00 6200-0000-1200/2400/ 5800
Expand the number of students participating in student clubs.	\$5,560.00	\$1364.00 6200-0000-1300/2400/ 5800
Expand middle school schedule in Moreno Valley to include Enrichment and Intervention.	\$16,593.00	\$24,876.00 6200-0000-1100/1300/ 2400/4300/5800
Increase the number of visits to public and private colleges with an emphasis on particular program visits.	\$7,560.00	\$1609.00 6200-0000-1100/1200 6200-1400-1100
Increase frequency and effectiveness of lock down drills through annual staff training at the beginning of each school year.	\$10,379.00	\$13,998.00 6200-0000-1300/1200/ 2400/4300
Research current trends in school safety and preparedness and continue to collaborate with law enforcement.	\$9,735.00	\$6,300.00 6200-0000-2400
Research possibility of installing security cameras at Moreno Valley site.	\$5,553.00	\$13,269.00 6200-0000-2400

Continue to have monthly detection dogs on campus to ensure student safety.	\$11,600.00	\$20,400.00 6200-0000-1100/1300/ 2400/5800
Embed growth mindset activities in intervention courses in grades 6-12.	\$46,560.00	\$57,380.00 6200-0000-1100/1300/ /1200 6200-6500-2100
Implement schoolwide instructional framework, a system of teacher evaluation, and an instructional focus to drive teaching and learning.	\$25,695.00	\$35,647.00 6200-0000-1100/1300/ 1200

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were not used on the planned actions and services were redistributed to support students, families and staff through distance learning. These included:

- Fieldtrip and presentation funds were used to develop virtual presentations for students and families and individual counseling sessions with the school counselor.
- Although no new clubs started, training was conducted for teaching staff to hold virtual club meetings through Schoology and Zoom.
- Intervention periods were removed from the middle school schedule and funds were allocated to providing training to teaching staff on how to best service students through distance learning. Curriculum was purchased for the lowest performing middle school students who participated in a virtual/hybrid pull out course for both math and ELA.
- Funds for school safety actions including lock down drill training, practice, and Interquest were redistributed to training of all staff on Covid protocols, which was conducted multiple times during the school year as rules and regulations were changed and updated by the local health authorities.
- Plans to implement a schoolwide instructional focus based on the schoolwide instructional framework were put on hold as the focus of teacher training transitioned to providing support for teaching in the distance learning environment including training on digital tools, engagement and assessment through virtual learning. When the school transitioned to a hybrid model of instruction, staff development focused on providing assistance in developing lessons that were able to be completed in the combined classroom/distance learning environment.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The primary challenge to implementing the actions/services to achieve this goal was the Covid-19 crisis. Plans for field trips, college/career presentations, a career fair and other enrichment activities were put on hold due to school closures and the ban on visitors to campus. The school counselor was able to continue to meet virtually with families to do individual college, financial aid, and career planning and held 12 virtual career presentations. Student club participation stayed the same during the school year. Clubs that were able to, transitioned to virtual meetings during Covid restrictions. Intervention periods were embedded in the middle school schedule during 19/20, but it was determined that they were not effective in the distance learning model required by Covid restrictions in 20/21. A plan will be developed for the 21/22 school year and identified in the new LCAP (see Goal 2). Lock down drills were held in the Fall 2019, but were suspended due to school closure, distance learning and the limited number of staff on campus. They will resume with school reopening. Interquest visits were scheduled for the 19/20 school year but were suspended in March due to school shut down. When all campus activities resume, this will continue. Growth mindset activities are embedded in high school reading and math intervention. Growth mindset lessons were also taught in Study Skills courses, which were newly implemented in the 20/21 school year to provide additional support and SAI for special education students. The Instructional Framework and staff evaluation system were developed and implemented schoolwide. The instructional focus was put on hold until school returns to pre-Covid teaching and learning. In addition, Pacific View was identified for Differentiated Assistance by the state for performance in math and graduation rates and Comprehensive Support and Improvement (CSI) for graduation rate based on the 2018/19 data. Oceanside Unified chose to enlist the San Diego County Office of Education to provide the assistance to PVCS. For the past 2 years, PVCS has worked with OUSD and SDCOE to develop a plan for improvement for both student performance on the SBAC tests and the school's graduation rate. Through this process, it has become apparent that PVCS serves a very specific group of students, many of whom are not on a 4-year graduation path, have experienced barriers to their educational success, and need extra supports to be successful in school. The personalized learning model that PVCS has used for 20 years, supports these students in getting their education back on track, but these successes are not recognized in the traditional CA Dashboard accountability system. For this reason, PVCS applied for and received DASS status starting in the 2020/21 school year. This will allow the school to be evaluated based on the unique population of students it serves. Actions targeted at improving student performance in math and towards graduation are identified in the 2021-2024 LCAP, specifically in Goals 1 and 2.

Goal 2

Continue to develop and refine a professional development plan that will support common core state standards and research-based pedagogical strategies in order to ensure the diverse learning needs of all students are met with a focus supporting struggling readers.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities: An identified need to improve reading skills for struggling students.

Annual Measurable Outcomes

Expected	Actual
Implementation of targeted reading strategies and vocabulary development for below grade level readers.	100% of courses have embedded vocabulary instruction.
Increase in student participation and engagement in math courses to improve performance.	Students increased participation through the taking of teacher instructed virtual math courses as opposed to independent study math courses. Students performed better in math classes in the Fall 2020 as compared to previous years as measured by semester grades: 47% of students scored As or Bs in math courses compared to 39% the previous year.
Increases in student productivity and learning and improvement in student behavior through restorative strategies.	This year only 2 high school students were disenrolled after the SST process. 97% of high school students who were referred to the SST process were able to complete the school year at Pacific View. Suspension rates have decreased in the last school year from 3.3% to 0.31%. The school attributes this decrease overwhelmingly to the lack of students on campus and does not expect this figure to remain at less than 1% when school returns to normal.
Improvement in performance for most struggling students including passing rates in courses and gains in math and reading intervention.	Performance rates have improved for students as measured through the following grade reports: Math grades for semester 1 2020 have increased from 39% scoring A/Bs to 47%. ELA grades for Semester 1 2020 have increased from 43% scoring A/Bs to 48%.
Staff is prepared to intervene and react appropriately to student mental health issues.	100% of staff who work directly with students have been trained on restorative practices and have access to mental health referrals.
Maintain low suspension rate	Suspension rate is 0% for the 20/21 school year.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Implement instructional focus schoolwide and provide staff development in reading strategies and vocabulary development.	\$72,749.00	\$85,647.00 6200-0000-1100/1200/ 1300/4300/4300-050

Provide schoolwide training from SDCOE in ELA strategies.	\$73,300.00	\$83,129.00 6200-1100/1200/1300/ 5200/5800 6200-6500-1100/1200/ 2100
Send teachers to training on math talk.	\$42,000.00	0.00
Research other schools to send math teachers for observation of math instruction.	\$10,600.00	\$362.00 6200-0000-1300
Train teachers in the schoolwide instructional framework.	\$96,100.00	\$103,294.00 6200-0000-1100/1200/ 1300/4300 6200-6500-1100/1200/ 2100
Train teachers in restorative practices through SDCOE.	\$44,000.00	\$58,820.00 6200-0000-1100/1200/ 1300/2100/2400/5200/ 5800 6200-6500-1100/1200/ 2100
Train teachers to use Star Enterprise instructional planning reports to target gaps in learning and provide intervention in classes and meetings.	\$82,000.00	\$69,420.00 6200-0000-1100/1200/ 1300/4300 6200-6500/1100/1200/ 2100
In house review of student mental health needs to ensure students are receiving appropriate support.	\$58,000.00	\$58,760.00 6200-0000-1100/1200/ 1300/ 6200-6500-1100/1200/ 2100

Develop and implement an alternative to suspension program for students violating code of conduct.	\$41,000.00	\$17,000.00 6200-0000-1300/2100/ 2400/4300
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were budgeted for actions and services that did not occur were redistributed as follows:

- Funding to implement an instructional focus was reallocated to purchase a reading intervention program (Language Live) for the lowest level struggling readers and for curriculum writers to add vocabulary activities to high school courses.
- Although the school planned to offer training from SDCOE for ELA teaching strategies, after the Directors consulted with SDCOE to develop training, it was decided that a better use of funds would be to conduct inhouse training for staff. The plans to send teachers to math training were also suspended as training needs were then redirected to supporting staff with distance learning instruction and engagement.
- The development of an alternative to suspension program was tabled due to lack of need for suspensions during distance learning, instead these funds were allocated to supporting student and staff mental health through trainings and professional development during the Covid-19 crisis.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The biggest barrier to completing all of the planned actions and services was the Covid-19 crisis. The school had to pivot to a variety of different activities based on the instructional model (distance learning, hybrid, in person) that was required due to the pandemic. The following details those changes. The school planned to implement an instructional focus schoolwide and provide staff development in reading strategies and vocabulary development. However the instructional focus was not implemented and instead staff was trained in reading strategies particularly in the area of supporting reading instruction through distance and hybrid learning. The school also contributed funds for the purchase of Language Live for the lowest level readers and for curriculum writing for vocabulary instructional updates in high school courses. Although the school planned to offer training from SDCOE for ELA teaching strategies, after the Directors consulted with SDCOE to develop a training, it was decided that a better use of funds would be to conduct inhouse trainings for staff. These trainings were then redirected to supporting staff with distance learning instruction and engagement. The results of these trainings were successful as measured by an increase in As and Bs in high school ELA and Math courses from the previous school year. The school was successful in continuing the implementation of the schoolwide instructional framework. All teachers were trained in instructional framework, how to implement instructional framework, goal setting in relation to the instructional framework and how to teach in the digital environment using the instructional framework. The plan to train teachers to use Star Enterprise instructional planning reports to target gaps in learning and provide intervention in classes and meetings was suspended when the school decided to pursue a new diagnostic testing device. Six meetings were held with publishers and the Curriculum Committee (composed of department leads and the Director of Curriculum) to review new products and recommend purchase of new products. This will appear in the new updated LCAP. Mental health supports continued to be a focus for the school with trainings on identifying mental health needs of students in the home environment conducted as well as refreshers on the

referral process to Palomar Family Counseling. There was an increased focus on providing support to not only students and families but also staff in light of the ongoing pandemic as is more completely detailed in the mental health section below. Through the Differentiated Assistance process with the County Office of Education, the school did find that there were opportunities for increasing performance in math as measured by SBAC scores, even though many 11th grade students do not complete the expected 11th grade courses by the end of their 11th grade year. These items will be identified in the 2021-24 LCAP.

Goal 3

Continue to develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Annual Measurable Outcomes

Expected	Actual
Full implementation of the new history framework in middle school and high school world history courses.	Middle school courses, High School World History and Government are fully aligned to the new H/SS Framework.
All students will be appropriately placed, monitored throughout the school year and will be reviewed for exit from interventions in order to reach English language proficiency and proficiency in math.	All high school students were assessed and appropriately placed in the correct math intervention. Students were assessed and placed appropriately in reading intervention in the 19/20 school year, but it was determined that a virtual reading intervention course (the only option due to Covid restrictions) did not meet the needs of students and the course did not run in the 20/21 school year. In the 19/20 school year, middle school students were placed in the appropriate math and ELA interventions. During the 20/21 school year it was determined that instructional time was better used to meet the needs of all students within the math and ELA courses and that intervention courses were not appropriate due to the Covid-19 disruptions.

Curricular modifications will be made to best meet students needs based on input from all departments.	PLCs met weekly to assess the curriculum and used the Student Assignment Analysis Protocol to evaluate assignments' alignment to instruction and state standards and made adjustments as needed. This work is ongoing.
All students will be appropriately placed in the curriculum so more students have access to A-G approved courses.	Teachers are trained in course placement, graduation requirements and the A/G course offerings. Yearly learning planners are reviewed by the school counselor and students who are able are encouraged to take courses at local community colleges. PVCS now offers all required courses to meet the full A/G requirements.
Improve retention rates for students.	There has been an increase in opportunities for student support through increased tutoring (both onsite and virtual), teacher office hours, virtual courses. There has been an increase in parent meetings to support struggling students. More bilingual staff have been used to help engage Spanish speaking families. The school did not develop a plan for tracking student retention. This will be addressed in the 21/22 LCAP.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide staff training in the new HSS curriculum.	\$94,665.00	\$103,724.80 6200-0000-1100/1200/ 1300/2100/2300/2400
Monitor implementation of the World History course and make appropriate modifications as needed.	\$53,000.00	\$91,087.20 6200-0000-1100/1200/ 1300/2100/2300/2400/430 0/5200/5200-060 6200-6500-1100/1200/ 2100
Implement a new Student Information System for better data collection and reports.	\$70,000.00	\$69,734.00 6200-0000-1200/1300/ 2300/2400/4300/5800/ 5900

Develop progress monitoring and exit criteria for middle school intervention courses.	\$64,800.00	\$79,300.00 6200-0000-1100/1200/1300/2100/2300/2400/4300/5800/5900
Provide targeted intervention in math and language arts intervention periods in middle school.	\$81,346.00	\$99,270.00 6200-0000-1100/1200/1300/2100/2300/2400 6200-6500-1100/1200/2100
Continue to analyze end of semester grades in subject and cross curricular PLCs.	\$47,397.00	\$50,595.00 6200-1100/1200/1300
Continue to train teachers in appropriate placement in curriculum and use of course modifications.	\$53,889.00	\$42,850.00 6200-0000-1100/1300
Continue to monitor progress and adjust instruction in math and reading on STAR Enterprise assessments.	\$41,645.00	\$32,900.00 6200-0000-1100/1300/4300/5800/5900
Track passing rates for students in all courses.	\$29,555.00	\$29,816.50 6200-0000-1100,1200,1300
Revise disenrollment process.	\$25,000.00	\$13,699.50 6200-0000-1100/1200/1300/2400
Develop and implement an internal Special Education department to appropriately service students with special needs.	\$250,000.00	\$383,569.00 6200-6500/1100/1200

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were not spent on the planned actions and services were reallocated as follows:

- It was determined that the current SIS was the only one appropriate for the school due to the alignment with independent study requirements and the funds that were allocated to the purchase of the new system were reappropriated for the cost of the current system as well as additional training on the use of the system.

- Funds that were allocated to targeted intervention instruction in math and language arts were redirected to distance learning teaching practices as it was determined that the intervention model was not effective in the distance learning model required by Covid restrictions in 20/21.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The implementation of the new History Framework into the World History and American Government was successful and additional funds were allocated to complete the work ahead of schedule. The History department is currently working to revise and align US History and Economics to ensure all history courses are updated. Although the school planned to implement a new Student Information System for better data collection and reports, it was determined that the current SIS was the only one appropriate for the school due to the alignment with independent study requirements. There continues to be a need to evaluate current intervention programs and services and align those with a plan to mitigate learning loss due to Covid-19 crisis. This will be addressed in the new LCAP. There continues to be a need to train teachers in appropriate course placement and ensure that the diagnostic tool used to help with this is appropriate for the student population the school serves. The Curriculum Committee evaluated new diagnostic assessments and recommended changing to the NWEA suite of assessments beginning in the 21/22 school year. This will be identified in the new LCAP. There continues to be a need to streamline SPED department policies and practices. This work is ongoing. In addition, some of the work completed through the Differentiated Assistance program in collaboration with SDCOE were not able to be completed during this year as it was a challenge to keep data at the forefront and bring in new programs or empathy interviews with the constantly changing landscape of the school due to the COVID year. Other new initiatives such as developing plans or engaging students in the virtual environment and digital teaching, took the time that might have been used for these.

Goal 4

Students will have equitable access to rigorous, well-rounded, Common Core aligned curricula in a safe facility, taught by California credentialed teachers, that assures readiness for a full-range of post-graduation options.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Annual Measurable Outcomes

Expected	Actual
Students will be taught by qualified California credentialed teachers.	All students were taught by credentialed teachers for all core subjects.
More students will take Math 3.	52 students completed at least 1 semester of Math 3 in 18/19 and 73 students completed at least 1 semester in 19/20.
Students will have increased instructional support in math and reading for grades 6-12.	Focused study groups were added for math in high school. Individual tutoring sessions were offered virtual during distance learning. Home study tutoring was added in Spring 2021. However, the reading intervention courses were suspended during the 20/21 school year due to distance learning and covid restrictions.
Maintain a clean and safe facility.	School safety plans are updated annually to ensure that there are no facility problems that would pose a safety hazard to staff and students. Safety committee meets quarterly to address ongoing safety issues. PVCS developed a comprehensive Covid Safety Plan to address all Covid safety requirements and cleanliness.
All graduating students have exposure to a full range of post-secondary options.	The school counselor meets with all seniors to discuss post-secondary options. The student learning planner was revised so that students have an awareness of credits earned and post-secondary options. College and career presentations including a schoolwide career fair were planned for the 19/20 school year, but were cancelled due to covid-19 restrictions. The school counselor did offer 12 virtual career exploration options for students to access virtually.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Hire only California credentialed teachers for core subjects.	\$4,285,976.00	\$4,617,916.60 6200-0000-1100/1200/ 1300 6200-6500-1100/1200
Send the school counselor to training on college admissions and financial aid for students.	\$2500.00	\$1315.40 6200-0000-1200/5200/ 5800
Continue to conduct financial aid workshops for families and individual counseling by appointment.	\$12,500.00	\$10,000.00 6200-0000-1200/4300/ 5500 6200-6500/1100/1200
Conduct resume writing and interview workshops for students.	\$35,000.00	\$23,600.00 6200-0000-1100/1200/ 2400/4300/5500/5900 6200-6500/1100/1200
Increase the number of Math 3 courses offered each year.	\$60,000.00	\$21,300.00 6200-00001100/1300/ 5500/5900 6200-6500/1100/1200
Change reading intervention programs for students grades 6-12 to personalize learning.	\$50,000.00	\$33,980.00 6200-0000/1100/1200/ 1300/4300/5500/5800/ 5900
Increase math intervention services through additional tutoring.	\$20,000.00	\$16,400.00 6200-0000-2100/5500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following funds were reallocated as follows:

- Funding for financial aid workshops was reallocated for individual meetings between school counselors and individual families.
- Resume writing workshops were not held, the funds were directed to revisions of the Careers course to ensure that all students were able to complete a business professional resume as a part of the curriculum for the course.
- The high school reading intervention course was suspended due to distance learning and the subsequent changing of instructional models. Funds for this program were used to purchase additional reading intervention materials and to provide staff training on distance teaching and learning.
- Math intervention was supported through additional virtual tutoring sessions and funds were allocated to hire additional instructional aides to provide tutoring.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although unable to conduct group workshops, the school counselor was able to provide individual counseling sessions on college and career planning and financial aid. The focus on math instruction remained a priority with the addition of virtual Math 3 courses at the Moreno Valley site as well as continued guidance on appropriate math course placement. The resulting success was indicated by the increased percentage of students earning As and Bs in high school math courses (from 39% to 48% during Semester 1 2020). Although the reading intervention courses were suspended during the 2021 school year to allow for more time on distance teaching of core content, the school continues to prioritize intervention and this will be a priority identified in the new LCAP. Additional tutoring support was added both virtually and onsite during the 2021 school year. Special education students were provided SAI services and additional study skills support through a Study Skills course taught both onsite and virtually. Extra tutoring sessions were offered to all students including home study only students through the virtual tutoring platform in Schoology. These additional support services will continue to the new LCAP.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Train staff in health and safety practices	\$ 805.00	\$7,248.00	N
Purchase Personal Protective Equipment	\$2430.69	\$3,626.00	N
Train teachers in providing remedial instruction from last year’s content while also addressing this year’s standards	\$755.00	\$5,200.00	N
Train teachers in identifying students who need additional support through tutoring. This action contributes to the increased or improved services by providing additional tutoring time for students who are most at risk for learning loss due to language barriers, unstable housing or home environment.	\$1610.00	\$6,000.00	Y
Purchase Intervention Materials to support learning loss. This action contributes to the increased or improved services by providing additional materials to support homeless/foster youth who are most at risk for learning loss due to unstable distance learning environment	\$3500	\$5,000.00	Y
Instructional Aides will provide additional tutoring to students in courses. This action contributes to the increased or improved services by providing additional materials to support homeless/foster youth who are most at risk for learning loss due to unstable distance learning environments.	\$67,571.75	\$72,000.00	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The following are the substances differences between the planned expenditures and the actual expenditures:

-Due to the ongoing pandemic and the fact that Pacific View provided options for in person learning for the entire school year with the exception of the time between December and February, as well as the changing health guidelines, considerably more funds were spent on the training of staff on health and safety practices for staff and the purchase of PPE.

-There was also additional funds spent on the training of teachers to provide additional remediation and targeted tutoring, these needs increased as the pandemic continued into the second school year.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

PVCS experienced challenges in providing in-person instruction during the fall of 2020. Due to a sharp rise in Covid-19 cases both within the school community and the county population, the school made the decision to return to distance learning for the remainder of the fall semester on December 1. The changes in the requirements for student distancing, released on January 14, 2021 further complicated the school's ability to bring students back for in person instruction and the school reopened for cohorts of students in early February and converted to a hybrid schedule for middle school. Teachers were trained on how to tutor students and assess for learning loss, however this is ongoing and will remain a focus into the new school year. Math intervention materials were purchased for the SAI middle school program, providing further instruction for the school's neediest students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of wifi-embedded Chromebooks and hot spots. This action is targeted at low income, foster and homeless families who either do not have access to wifi in the home or who experience unstable housing situations in which wifi is often not available	\$140,750.00	\$140,750.00	Y
Purchase of additional Chromebooks. This action is targeted at low income, foster and homeless students who may not have devices in the home	\$12,000.00	\$12,000.00	Y
Purchase of PPE	\$810.30	\$3,626.00	N
Additional Janitorial contract	\$8,580.00	\$11,600.00	N

Increase School Psychologist hours in summer to provide counseling for students in need. This action is targeted at providing support for those students most affected by the Covid-19 pandemic and economic fallout including families and students experiencing homelessness	\$3,327.00	\$29,422.00	Y
Develop and deliver training for staff on teaching and learning through distance learning as well as hygiene and safety practices	\$1,182.50	\$18,156.00	N
Provide training for staff to address trauma informed support. This service is primarily directed towards foster and homeless students.	\$6,750.00	\$3,720.00	Y
Purchase of additional technology and assessment tools for remote testing, counseling and sped services	\$5,600.00	\$0.00	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The following details the substantive differences for planned actions and expenditures and the actual:

- Janitorial contract was increased to cover the cost of additional deep cleanings after staff members tested positive for Covid.
- Additional trainings that were not originally planned were needed to support teaching staff in providing quality distance learning lessons and to maintain engagement for students in the remote learning environment.
- Additional technology was not purchased for remote testing or counseling, it was determined that the school's LMS system was sufficient to support counseling and SPED services and testing was conducted onsite to ensure the integrity of the assessments.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The independent study model of the school assisted students in being able to access their education successfully during times of distance learning. The two course approach to the high school program helped to insure that instruction for high school students continued with little disruption to their class schedules or progress towards graduation. Students in math classes outperformed students from previous years, according to their first semester grades. All students were provided with Chromebooks as part of the PVCS 1:1 device program prior to the pandemic, so this was not an issue for students. The school invested in a considerable amount of wifi hotspots to support students who did not have stable internet connections. Multiple purchases had to be made as the year progressed. Overall student participation in classes and services was successful. Students who were not participating were identified by their teachers and SSTs were held to rectify the issues, solutions including increased tutoring, onsite support and counseling where appropriate. During times of complete distance learning (winter 2020) some students struggled with meeting the

requirements of the program. Teachers targeted these students to be the first to return to campus for onsite support when the campus reopened in February. Teachers were trained in distance learning teaching tools and provided with ongoing support and coaching. Staff also had access to PD on demand - a curated list of trainings and tools that they could use at their leisure. PLCs also focused on engagement in the virtual classroom and best practices for virtual learning. Staff roles and responsibilities remained the same for most of the staff with the exception of administrators who absorbed the added duties of covid monitoring, reporting, contact tracing and creating new schedules and programs each time the school was required to pivot. The special education department continued to provide services both virtually and onsite, meeting the requirements of special education students' Individualized Education Plans. When able to do so, the first class offered onsite was the Study Skills class for special education, where students received support in their academic courses and received SAI services.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Training for teachers in identifying learning gaps and addressing gaps through remediation and reteaching.	\$1,510.00	\$5,435.00	N
Purchase of additional curriculum to help teachers reteach concepts from the previous grade level. This action supports the needs of ELLs and low income students most at risk of learning loss.	\$2,600.00	\$1,890.00	Y
Training of staff to meet additional needs of homeless and foster youth and provide trauma informed care. This action is specifically targeted at meeting the needs of homeless and foster youth.	\$3,000.00	\$5,130.00	Y
Purchase of additional curriculum to bolster learning acquisition in reading intervention courses for English Language Learners. This action is specifically targeted at English language learners.	\$1,000.00	0.00	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were additional funds spent on the training of teachers and teacher planning time to identify and address learning loss in the classrooms. In addition, new curriculum to help teachers reteach concepts from the previous grade level was not purchased during this school year. Teachers felt

that the materials they currently have, especially IXL, are sufficient to support students at this time. This will be reevaluated at the end of the school year and additional resources may be purchased if needed to plan for the 21/22 school year.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Overall, the school is well positioned to address learning loss for students. In the high school, remediation courses (Math Readiness A, B and ELA intervention) are already developed and students are able to enroll in these courses if their teacher identifies that they need additional support to build deficient skills. K8 teachers have focused on addressing learning loss through the reteaching of concepts and slowing down content to ensure mastery before moving on to new topics. Students were also provided with learning loss packets to be completed over the summer for students in each grade level K-8. In person instruction prioritized ELA and Math deficiencies by having students return to onsite instruction for math and ELA.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

During the school closure in 2019-20, PVCS' Director of Student Services provided training to teachers on identifying mental health needs of students during distance learning lessons and interactions. Teachers were trained to reach out to the Director of Student Services when they are concerned about the social and emotional well-being of their students. The school also partners with Palomar Family Counseling and other local agencies to provide counseling referrals for students and families if the issues could not be resolved through school support. Although planned, the school psychologist was unable to take on additional students outside of special education to provide counseling services due to the increased number of counseling sessions within special education as well as an increase in special education referrals and testing. PVCS created a bank of resources and professional developments to address positive mental health and wellness needs of both staff and students and referred to it frequently during staff meetings. Staff was also frequently reminded of the free counseling resources offered by the Educator Assistance Program (EAP) program and directed to reach out to HR with questions. Due to the privacy of these referrals, the school does not keep tabs on who accessed the program. Teachers were also trained on instructional strategies to encourage students' interactions with each other and to foster community in both the virtual and in person classrooms. Teachers and instructional aides were coached on how to do periodic check-ins with students to gauge their emotional needs and to recommend social emotional supports as needed.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The personalized learning model at PVCS requires that teachers hold weekly meetings with both students and parents. These meetings are time for the family and teacher to address concerns related to attendance, work completion and assignments as well as to provide targeted instruction and support. Onsite meetings were transitioned to a virtual format due to Covid19. This had the unintended, but beneficial consequence of having more parents begin to attend the weekly meetings with teachers, allowing for an increased amount of collaboration and family engagement. In addition, during the 20/21 school year, there was an increase in the use of bilingual staff to provide translation services for Spanish speaking families in the virtual weekly meetings. In addition, the school continued with Winter and Spring surveys for families in both Spanish and English. Survey participation was equal to previous years for students, staff and parents and guided the planning of the 21/22 LCAP as noted in the stakeholder engagement section.

Students who are not attending school or completing assignments were identified by the teacher who will create a Student Support Plan with the family to re-engage the student in learning. If need warranted, a Student Support Team (SST) meeting was held with family, teacher and an administrator to assist students in overcoming their barriers to completing assignments and attending assigned learning sessions. Due to Covid-19 issues, there was an increase in SSTs scheduled for families to reengage students in their education during these challenging times. Another challenge that the school faced this year was the inability to hold schoolwide events. The 2020 graduation ceremony was cancelled and staff delivered diplomas to graduates at their homes instead. 20/21 events were also not held including Back to School Night and Winter Festival due to ongoing restrictions on gatherings. This limited the school's ability to engage with families in person and informally. A graduation parade is scheduled for the class of 2021.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

PVCS provided one meal per day for students and family members who requested them. Families were able to access a grab and go meal each day during school business hours. Because students were not accessing campus each day, especially during times of school closure, many families did not come to campus to pick up food. The Director of Student Services worked with families to help them apply for CalFresh and the school disseminated information on free food sites around the county through the school's notification systems.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase school meals	Purchase of school meals for students and family members who require food resources during the school day. This action is specifically targeted at low income students and families.	\$50,000.00	\$3,000.00	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Although offered and available, many families did not take advantage of the food resources offered by the school during the times of the school year when students had limited access to the campus. This reduced the amount of funds spent on food.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Overall, the transition between distance learning and in-person learning in response to the changing Covid-19 conditions created the greatest challenges during the school year. Based on stakeholder feedback and semester grades, there is a need to return to in person instruction, especially for ELA courses to the greatest extent possible. There is a need to revamp and restart intervention courses for both reading and math in the middle school and high school levels to provide remediation and to address student learning gaps from the 2021 school year. There is also an identified need to continue with both virtual and onsite tutoring to service onsite students as well as those who are not yet ready to return to campus. EL student learning needs are also a priority in the next year. These needs are addressed in Goal #2 of the 2021-24 LCAP. There is also a need to reinstate a variety of support services that were suspended when students were accessing campus in limited capacity including Canine Detection, Security Guard and the implementation of a robust social emotional support system for students. In addition, there will be a need to provide health and safety protocols and support as the school expands it’s onsite services while the pandemic continues. These items are addressed in Goal #3 of the 2021-24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As part of the planning for the 2021/22 school year, teaching PLC teams met to develop a plan for the mitigation of learning loss within the grade spans. Based on the outcomes of these meetings, additional curriculum was purchased to provide summer bridge activities from one grade span to the next. The special education department is currently evaluating student learning needs to determine whether push in or pull out services will be the most effective instructional model for assisting students in the new school year. Pacific View has also prioritized the needs of English Learners and plans to hire an EL support specialist, add a designed EL course and purchase additional curriculum to support these efforts.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The substance differences for the actions/services provided to meeting the increased or improved services requirements are as follows:

- Nutrition services were reduced since fewer students and families accessed the school for food during times of limited access to campus for instruction.
- EL curriculum was not purchased but will be in the 2021/22 school year.
- Additional funds were spent to train teachers on providing support to foster and homeless youth.
- Significantly more funds were spent on providing additional counseling services to students during the summer months and as the pandemic continued into the 2020/21 school year.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The following items have been added to the 2021-24 LCAP as a result of the analysis and reflection on student outcomes in the 2019/20 LCAP and the Learning Continuity and Attendance Plan:

- Restructuring of interventions in ELA and math for both middle and high school students.
- Need to bolster services for EL students including increased instruction, targeted interventions, designated ELD, hiring of ELD teacher and purchase of new curriculum.
- Recommend change of diagnostic assessment tool and retraining in course placement using the tool.
- Need to develop a cohesive and holistic Social Emotional Learning Program.

- Need to streamline LCAP goals to reduce redundancy from previous years.
- Need to continue to provide both onsite and virtual services to students.
- Need for additional tutoring in all programs (middle school, high school, home study).

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific View Charter School	Erin Gorence, Director of Curriculum	egorence@pacificview.org . 760-757-0161

Plan Summary 2021

General Information

A description of the LEA, its schools, and its students.

Pacific View Charter School is a direct-funded K-12 WASC-accredited charter school situated in Oceanside serving approximately 1500 students each year. PVCS offers the flexibility of multiple learning models. Students have access to an independent study – homeschool format using a blended personalized learning model, which combines classroom time with independent learning.

Pacific View Charter School (PVCS) opened its doors to the community in August 1999 serving grades K-12 and is authorized through Oceanside Unified School District (OUSD). In 2008 PVCS moved to its current facility, which was then purchased in 2010 and is situated in Oceanside, California. In August 2015, PVCS opened an additional site in Moreno Valley, with the capacity of serving a total of 250 students in grades K-12, through a non-classroom based Learning Center and a blended learning model combining classroom time with independent learning.

The students who come to Pacific View are those seeking an alternative to the traditional school setting. High School students choose PVCS predominantly in their 11th or 12th grade year and are credit deficient in need of a more personalized approach and attention to their specific learning needs. PVCS serves the community by giving at-risk students an educational program that meets social, emotional and academic needs and allows them to remain in school until graduation, which may go beyond four years. Families in the K8 program choose PVCS for the smaller school environment, blended personalized learning model, or homeschool format, and the flexibility provided by the program. PVCS supports its K-8 students by providing a robust educational program through a variety of approaches including extra intervention periods during the school day as well as the introduction of a character building and growth mindset programs to build school connectedness and willingness to persevere through both social and academic difficulties.

The ethnic make-up at Pacific View Charter School mirrors that of the surrounding districts for both Oceanside and Moreno Valley. With respect to the cultural diversity of the student population, Pacific View attempts to incorporate and design curriculum that includes the history of students as well as issues relevant to the students today. Through the conscientious selection of texts and materials PVCS pushes students to examine the issues of the past and apply critical thinking to how these issues have been echoed in their own lives and in the world they live in today.

Pacific View Charter School provides every student with a rigorous Common Core aligned academic curriculum and provides numerous academic interventions to address the learning gaps of its students. Through the collaborative efforts of the Supervisory Teacher, the parent/guardian, and the student, a personalized learning plan is developed to address the academic needs of the student while providing a

safe and nurturing learning environment for each student. PVCS provides students with a small, safe environment in which all students are nurtured and encouraged to thrive and prepare for life beyond high school.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

DASS Status and Performance:

PVCS was approved for Dashboard Alternative School Status (DASS) from the California Department of Education, acknowledging that the school services a high risk student population and changing the way the school is evaluated on the California School Dashboard and the charter renewal requirements. Dashboard Alternative School Status (DASS) is the alternative accountability system for schools that serve a “high risk” population of students. 70% of the student population must fall into one of the high risk categories in order for the school to qualify. DASS schools are measured on alternative metrics for academic achievement and for graduation rate, reflecting the different needs of these students. These changes will be reflected beginning in the 2022 dashboard since the dashboard will once again be suspended for 2021.

When compared to all other DASS schools, PVCS ranks 2nd for math SBAC performance and 4th for ELA SBAC performance, demonstrating that the supports in place to assist students are successful for the population of students served by the school.

SBAC Scores for Continuously Enrolled Students:

The transitional nature of students enrolling at the elementary and middle school levels means that PVCS has an extremely small cohort of students who are educated by PVCS from year to year. This makes it difficult to assess the efficacy of programs, interventions and teaching practices put in place to support student learning. However, students who have attended PVCS for multiple years, significantly outperformed those only enrolled for less than a year in both Math and ELA as measured by SBAC scores.

	# of Students	# of Returning Students	Increased in ELA	%	Increased by Level in ELA	Increased in Math	%	Increased by Level in Math
Grade 6	47	11	11	100	4	9	82%	0
Grade 7	47	22	12	55%	1	7	32%	1
Grade 8	53	29	20	69%	9	20	69%	5

Performance on Semester Grades:

Students perform slightly better in 2020 in ELA than in previous years. This is significantly important considering the impact of Covid-19 on student learning. PVCS attributes this to the fact that high school classes did not change considerably from previous years. Instruction was

provided through the Schoology LMS instead of in person, but teachers were already confident with the system and the pacing of the course did not change. Students also performed better in 2020 in Math than in previous years. This is significantly important considering the impact of Covid-19 on student learning. PVCS attributes this to the fact that high school classes did not change considerably from previous years. Instruction was provided through the Schoology LMS instead of in person, but teachers were already confident with the system and the pacing of the course did not change. It may also be possible that students felt more comfortable performing in the distance learning format than in a classroom setting.

Low income students continued to outperform all students in semester grades, indicating that the interventions and supports for these students are successful. When comparing grade data by race/ethnicity, there continues to be no significant disparity between student groups. Although impacted by the Covid-19 crisis, high school students did not show an increase in Ds/Fs for semester 1 grades as compared to previous years.

Graduation Successes:

The flexible enrollment policies at Pacific View mean that students enter and exit the program all throughout the year. Many students enroll for a short period of time to earn extra credits, get caught up on credits and then return to their school of residence. Some of the most vulnerable At-Promise students enroll at Pacific View after being unsuccessful at other schools and are so credit deficient that they cannot possibly graduate on time. The flexibility of the programs at PVCS allows students to stay enrolled until they graduate, even after their fourth year of high school. While this flexibility is of great benefit to these students and their families, it does result in poor graduation rates as measured by the state's 4-year cohort requirements. This is another reason why PVCS applied for and was accepted for DASS status, which will change the way the state calculates graduation rates for the school beginning in the 20/21 school year. The following chart shows the total number of graduates for each school as measured by Pacific View. For these calculations, the school includes not only the 4 year cohort of students, but includes students who have graduated in the fifth or sixth year, as well as early graduates. The percentages show the number of 12th grade students enrolled on Census day (first Wednesday in October) and then the number of students enrolled in January. The data is collected in October because this is a common data reporting date, but then again in January to allow for students who planned to return to their school of residence for their final semester or transitioned to Adult Ed to come out of the total. These percentages give the school a more accurate picture of students who plan to graduate at PVCS and actually do graduate each year. When calculated locally, PVCS continues to have a graduation rate comparable to the state rate.

Year	Total Graduates	4-year cohort	5th Year Seniors	11 Graders	% based on CBEDS	% based on Jan. 26
2016	79	63	16	6	54%	79%
2017	97	74	20	8	66%	85%
2018	105	94	11	5	76%	96%
2019	99	88	12	6	64%	80%
2020	112	100	14	4	62%	82%

The above chart includes students who needed additional time to graduate due to implications of Covid (13) and four students who were able to graduate under Assembly Bill 1350. Pacific View is proud to show that when these students are taken into consideration, all students who were on track to graduate at the onset of the Covid crisis were able to do so.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Review of the Dashboard Data demonstrates the following needs for the school:

Performance Math

PVCS serves those students who have been unable to mold themselves into the box of traditional education and require a different approach and mindset than a typical school. The school commonly takes in those students who have been unsuccessful, specifically in math, and often need remediation in order to be successful in grade level math courses. PVCS' educational model allows students at any grade level to go back and take the appropriate courses to build mathematical skills in order to be successful in grade level math courses, even in the 11th and 12th grade years. The extended school year option and the fact that students only take two classes at a time for nine weeks allow students to take more than one year of math in a school year, allowing them the time to build skills and still graduate on time. Students are also not allowed to advance in math courses until they have demonstrated proficiency in their current course through a passing grade. It should also be noted that many of the students in 11th grade are new to the school (61% in 2018/19)* and have not been educated by PVCS for an extended period of time. Because so many students need remediation in math, PVCS feels that while the CAASPP test for math may assess where 11th grade students currently are, it does not take into account the progress they have made, nor the fact that the majority of 11th grade students are not enrolled in 11th grade math courses (Math 3 or Higher). Although there is a need to increase Math Performance on the SBAC, the school is also focused on offering quality instruction and training in appropriate class placement, a need to increase the number of students enrolling in Math 3 or above, remediate math deficiencies through intervention, and to ensure that all students have the math skills to complete math graduation requirements.

*Data is from the 2018/19 school year because this is the last time that SBAC tests were administered to all students.

Graduation Rate

Although the dashboard reported graduation rate for the school remains low, the change to DASS status will change the way that the rate is calculated. Internal calculations, that include 5th+ year seniors and those students who are on track to graduate in the fall are comparable to state graduation rates. In addition, the fact that the school has a small cohort of students that stay continuously enrolled from 9th-12th grade and that the 5th year seniors PVCS educates cannot be included in the rates, both negatively impact the state reported graduation rate. Goal 1 in the current LCAP focuses on assisting students to graduation with a focus on post-graduation preparation. The school is also researching current supports for students who are most likely to drop out prior to graduation as will be outlined in the LCAP.

College/Career Readiness

The college/career readiness indicators listed by the state do not effectively meet the goals and needs of students at Pacific View. However, the school will focus on assisting students in concurrent enrollment in community college and providing services to get students ready for life after high school. Goal 1 in the current LCAP is focused specifically on ensuring that all students graduating from high school do so with a clearly defined plan for college or career.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Pacific View Charter School will continue to focus on providing a high quality education for each and every student using the personalized learning model to meet the needs of individual students. In addition, the school will focus on preparing students for life beyond high school, ensuring that all high school students have a clear understanding of the requirements for and a pathway towards completion of high school as well as a developed plan for graduation (Goal 1). The school will continue to provide services and intervention support to help students reach proficiency in math and language arts and will focus in the next year on bolstering their services to English Language Learners and mitigating learning loss experienced by students during the pandemic (Goal 2). Finally, the school will continue to build on its strong school culture, increasing services to help students feel safe and connected to the school community and ensure that all stakeholders have a voice (Goal 3).

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Pacific View Charter School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Pacific View Charter School was targeted for CSI due to a low graduation rate. For the last 20 years, PVCS has primarily served students who are looking for an alternative to traditional school after being unsuccessful elsewhere. PVCS has attributed the low graduation rate to a lack of a consistent 4-year cohort and an overwhelming number of 5th year seniors. For this reason, PVCS applied and received approval to become a DASS school starting in the 20/21 school year. This means that the school's graduation rate will now be calculated as a 1 year cohort, reflecting the high needs population that is served by the school. In addition to this change, PVCS will continue to conduct needs assessments in the following areas to determine what other factors play a role in the low graduation rate and to analyze the root causes for the rate:

1. Surveys were conducted each year with staff, students and parents in English and Spanish that included questions asking how prepared students were for college and career, what obstacles students faced in successfully graduating from high school and what additional steps PVCS should take to ensure students who do have barriers to graduation, are able to overcome those barriers. Although the majority of stakeholders surveyed reported that students feel prepared for graduation (88%, a 13% increase from the previous year), the school notes that many of the students most at risk for dropping out may not have participated in the survey or meetings. However, surveys will continue as a way to gather stakeholder information, especially during the pandemic when students and families had limited time on the school campus.

2. The school analyzed both CALPADs and internal data to make sure that students who were exited from the school prior to graduation were being coded properly, if and when they enrolled in another school. An analysis of the CALPADs data determined that students who left the school and did enroll in other schools out of state, as well as those students who graduated early were being counted as drop outs and the staff has taken measures to ensure that the data is properly reported in CALPADs going forward.

3. Additional information was/will be gathered by leadership through the analysis of the following data:

- * Analysis of progress towards graduation for all high school students
- * Analysis of Calpads data to ensure correct reporting of student data
- * Analysis of student performance data on internal and state assessments
- * Evaluation of how change to DASS status affects graduation rate for students

4. Stakeholders participated in a 5 Whys professional development session to examine root causes of the low graduation rate and the following interventions were implemented for the 20/21 school year:

-Apply for and be accepted by CDE as a DASS school

The following will be further implemented in the 21/22 school year:

- Identify credit deficient students on enrollment and track progress through counselor meetings, weekly schedule and learning planners
- Early SST/IEP meetings will be scheduled for students to set plan for success in school program
- The school counselor will host/schedule career presentations targeted at student interests.
- Continue to explore the possibility of offering credit for certificate programs offered by local community colleges
- Continue to send students on field trips to public and private colleges including Moreno Valley College
- The school counselor will target individual students to attend field trips and presentations based on their identified interests
- Explore how intersession is calculated in state graduation rate with the possibility of extending the school year
- Monitor effectiveness of new high school interventions for reading
- Increase the number of resume writing and interview workshops
- Continue to conduct financial aid workshops for families and individual counseling by appointment

When evaluating the graduation rate data, no one student group stood out as all PVCS subgroups are in the red as determined by the California school dashboard and so no specific resource inequities were identified. However, the school has identified that there needs to be

an increase in services for English language learners to be successful in the school program and has targeted resources specifically to assist this student population. While this area was not identified as a part of the graduation rate analysis, additional support services for these students should help to improve their graduation rates, among other improvements and is identified throughout the LCAP.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The CSI plan is being monitored by the gathering and analysis of data during periodic administrative meetings. In order to engage student feedback, an exit survey has been developed and will continue to be assigned to all students exiting Pacific View to gauge future plans and determine levels of support provided to students while enrolled. These exit surveys have been and will continue to be analyzed in PLCs by teaching staff as well as during leadership advisory meetings. Parents are engaged through the weekly meeting discussions with Supervisory Teachers, through meetings to review each student's Learning Plan with the school counselor and through bi-annual surveys. The weekly meeting with families is a fundamental component of the school's instructional model and is often where the most feedback from families is gathered. The Lead Teachers will take on the role of soliciting information from the Supervisory Teachers regarding feedback from families and presenting this information to the school administration. The school counselor continues to monitor the coaching and meetings held with those students most at risk of dropping out and that information will be shared with leadership at weekly advisory meetings. An evaluation of semester grades and STAR Enterprise scores will provide feedback to the school on the success of curricular interventions put in place to build on students' deficient skills. CAASPP and Dashboard data will be analyzed once it is available. Other data resources will include a study of graduation cohort data, transfer data, and through mid and end of year surveys for all stakeholders.

In addition, PVCS has targeted the 4 year cohort of students as a further area of study. Although this population of students is low, it will be important to track the progress of students who are attending PVCS for all four years of high school to ensure that they are staying on track for graduation and not falling behind in the school's program.

As additional evidence-based interventions are put in place, additional plans for monitoring the effectiveness of those interventions will need to be developed by the administration and support staff. The school will use a Logic Based Model to develop actions and outputs in relation to the interventions and then evaluate both short and long term outcomes of those actions. Any and all data studies will be shared with stakeholders at the periodic stakeholder meetings, including: staff meetings, weekly meetings with students and parents, LCAP stakeholder meetings, and bi-annual surveys to staff, students and parents.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Parents, students and teachers play an active role in the daily activities at Pacific View Charter School. Parents attend the weekly (or bi-weekly) meetings with their student and supervisory teacher to track student progress through courses and towards graduation. This is also a time for parents and students to share input on the activities and services in place at the school and teachers are directed to seek parent input in the functions of the school when parents do not voice them directly. This year, PVCS also solicited feedback on decisions related to school closures and reopening to gauge stakeholder comfort with safety measures in place and comfortability with returning to campus. Families participated in surveys as well as phone calls from staff to share feedback on options. Although face to face contact was limited this year due to Covid, the school received more participation through survey responses than in previous “normal” years. The school also sought information from stakeholders regarding the goals, actions and services listed in the LCAP through a survey and a public hearing was held on May 18, 2021 to solicit further feedback on the draft LCAP. Results from the spring survey are as follows:

A summary of the feedback provided by specific stakeholder groups.

Parents: Survey results indicated that parents of PVCS students continue to be satisfied with the education that their child is receiving. 93% of parents rated themselves as satisfied and very satisfied with the school in general and 95% rated their child’s experience with their Supervisory Teacher as Good or Great. 93% believe that their students are receiving appropriate instructional support at PVCS. 93% of families believe that PVCS is preparing their students for life beyond high school, a 20 point increase from the previous year, indicating that PVCS has shown success in sustaining and growing efforts to implement a college and career going culture on campus. In relation to Covid and the resulting school impacts, parents were split for most of the year on whether or not they wanted students onsite for services and classes, with 49% requesting onsite classes in the winter, which increased only to 55% in the spring. The school continued to offer a home study program for all students for the entire school year to service students unable to return to campus. PVCS also solicited specific feedback from parents in regards to the goals outlined in the 2021-24 LCAP. Parents requested more careers courses, information on college and financial aid applications and to bring back the college field trips in relation to Goal #1. For Goal #2, parents suggested continued tutoring both virtual and onsite, as the primary suggestion to help meet the goal. For Goal #3, parents suggested an increase in clubs to support students.

Students: Students responding to the surveys continue to report a high level of satisfaction, 94% reported overall satisfaction with the school and 95% of respondents were satisfied with their Supervisory Teachers. 91% of students stated that they receive sufficient help with their school work. However only 50% reported that they have created a plan for graduation. When targeting 12th grade students however, 93% reported that they had met with the school counselor to plan for graduation and to complete applications. 96% of students indicate that they feel supported by the school in overcoming difficulties, a 6% increase from the previous year, which seems exceptional considering the influx of difficulties faced by students this year due to the pandemic. 76% believe the school takes bullying seriously, also a 6% increase and only 4% of students reported not feeling safe at school. In reference to the LCAP Goals, students overwhelmingly expressed a desire to return to in person classes, a return of field trips, college visits, and onsite clubs, an increase in tutoring and additional support in math. In reference to goal #3, many students requested services related to safety including a return of the safety officer, keeping danger away from school, safe sidewalks, and continued counseling for those in need.

Staff: Throughout the school year, the majority of staff feedback was solicited regarding implementation of safety protocols and gauging staff feelings regarding the pandemic. Staff was able to adapt extremely well to the virtual teaching environment and reported overwhelmingly that

they felt comfortable teaching virtually as long as they were given the right training and support. 92% of staff feels that their workplace is safe, clean and in good working order for student success. 88% reported satisfaction with their position at the school. In relation to the LCAP goals, staff recommended a revision of the Exit Course, more career based elective courses, and more frequent discussions with students regarding career planning as recommendations for Goal 1. They also recommended increasing the number of students completing the FAFSA as a way of measuring success in this goal. Staff suggested tutoring with trained ELD tutors, test prep for SBAC, and the creation of a K8 reading group as suggestions for Goal 2. For Goal 3, staff suggested bringing back school spirit and college spirit days, continuing counseling services, schoolwide events that focus on SEL, student PVCS shirts to promote school spirit, a return of the safety officer, curriculum for social/emotional awareness and annual training in restorative practices.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The following actions and services were added based on stakeholder input:

- Additional career electives will be added to high school course options (Goal 1)
- Additional information regarding ability to schedule counselling sessions for college/career and financial aid planning will be disseminated to families (Goal 1)
- Revision of Exit Course (Goal 1)
- Increase the number of students who complete FAFSA (Goal 1 Measurement)
- Continued tutoring both virtually and in person (Goal 2)
- Development of K8 Reading Group (Goal 2)
- Test prep for SBAC (Goal 2)
- Sign up process developed for onsite services to maintain safe campus (Goal 3)
- Expanded counseling services for students in Oceanside and add counseling in Moreno Valley (Goal 3)
- Reinstating Spirit Days (Goal 3)

Goals and Actions

Goal

Goal #	Description
1	All students will graduate from Pacific View with a post-graduation plan for entrance into colleges, universities, trade schools or the workforce, depending on their individual goals.

An explanation of why the LEA has developed this goal.

Pacific View predominantly serves a high risk population of students who have had significant barriers to graduation. Specific actions and services need to be implemented in order to prepare students for life beyond high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase percentage of students entering community college	51/112 (45%) of the 2020 graduates enrolled in community college				60% of graduates will enroll in community college
Credit deficient students will increase the number of credits completed each semester	Develop a process for collecting data on the number of credits completed each year by credit deficient students and collect data to establish a baseline				75% of credit deficient students will earn a years worth of credits during a years worth of instruction at PVCS
Decrease number of cohorted high school students who become credit deficient	14% of credit deficient students are cohorted from the 9-12th grade				7% of credit deficient students are in the 4 year cohort
Graduates will develop a clear post-graduation plan	78% of students report having a clear plan for graduation				100% of graduating students will have a

					clearly defined graduation plan
Increase graduation rate as measured through the Dashboard Graduation Rate indicator	56% of students graduate as measured by the graduation rate indicator				75% of student graduate as measured by the graduation rate indicator
English Learners will be appropriately placed in ELD	Develop ELD course and develop process for tracking EL placement				95% of all EL students will be appropriately placed in ELD
Increase in Reclassification Rates for continuously enrolled students (2 or more years in the school)	17% of continuously enrolled students were reclassified in the 19/20 school year. 100% of students who reclassified were continuously enrolled.	30% of continuously enrolled EL students will reclassify.	50% of continuously enrolled EL students will reclassify.		
FAFSA completions rates will increase	33% of graduating students have completed FAFSA				50% of graduating students will complete the FAFSA
Maintain student access to a broad course of study including the full A-G required suite of courses	100% of high school students have access to broad course of study and all required A-G courses				100% of high school students have access to broad course of study and all required A-G courses

Actions

Action #	Title	Description	Total Funds	Contributing
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1	Grade Level by Credits	Change the way student grade levels are awarded from age to credits earned and monitor how this change influences the behavior of students, especially those who are credit deficient	44,070	Y
2	DASS Status and Graduation Rate	Monitor how DASS status affects graduation rates for students	25,940	Y
3	Identify & Intervene Credit Deficient Students	The school counselor will identify students who are credit deficient, tag them in the SIS so all teachers are aware and schedule meetings with families to make a plan for remediation	10,162	Y
4	Graduation Plan Update and Training	Revise and rename Learning Planners for high school students to Graduation Planners. Train teachers on how to use the plan and to communicate with families.	13,128	N
5	Track Data on SSTs	Track the data on SST meetings: credit recovery, continued enrollment	5,280	N
6	Tracking of 4 year cohorts	Begin to track progress towards graduation for students enrolled from the beginning of 9th grade	17,325	N
7	Credit Completion Tracking	Develop system for tracking credits earned for HS school students to ensure that students are making gains in the high school program and are completing requirements for graduation	26,700	N
8	Develop Graduation Pathway Planning Schoology Course	Create a place in Schoology where all graduation activities will be tracked for each individual student from 9th to 12th grade.	39,257	N
9	Expand College and Career presentations	Partner with local community colleges to increase outreach to PVCS students by hosting presentations twice a year.	6,226	N
10	Career Fair	Host career fair for students	31,140	Y
11	Expand college field trips	Take students on two field trips for each school site	4,525	Y
12	Virtual Career Presentations	Continue to offer virtual career presentations through Schoology	2,625	Y
13	Financial Aid	School counselor will continue to offer financial aid meetings individually for families. Bilingual staff will conduct meetings to ensure access to Spanish speaking families	10,037	Y
14	Add additional career exploration electives	Add 27 courses through Edgenuity to encourage students to expand knowledge of career opportunities while earning elective credit.	27,125	N

15	Translation services	Information regarding post-graduation options will be provided to families in English and Spanish to ensure access for all families.	6,250	Y
16	Revise Exit Course	Teachers will enroll students in the Exit course at the beginning of senior year. Students will begin graduation plan through survey, assignments and meeting with counselor	41,217	N
17	Exit Course Survey Analysis	School counselor will tailor career presentations based on data from initial Exit Course Survey	5,626	N
18	Teacher Training on Exit Course	High school teachers will receive training on new Exit Course/Graduation Plans for graduating students.	40,757	N
19	Resume Writing Workshops	Host resume writing workshop in spring and summer.	1,044	N
20	Course Options	Continue to ensure that all students have access to standards aligned curriculum including the full A-G suite of courses.	261,065	N
21	ELL instructional strategies training	All teaching staff will be trained in teaching strategies to support language development for ELL students and how to best prepare students for the ELPAC exam.	63,643	Y
22	ELD Curriculum	Purchase curriculum to support designated ELD course for high school students	5,000	Y
23	Hire ELD teaching staff	Hire a teacher who will be dedicated to instruction of ELD students, teach a designated ELD course and support the growth of programs and services for EL students.	136,834	Y
24	Provide designated ELD instruction for students.	Offer a designated ELD course for English Language Learners	17,900	Y
25	Parent participation	Continue to promote parent participation in the weekly meetings, schoolwide events and meetings with the school counselor.	23,560	N

Goals and Actions

Goal

Goal #	Description
2	Increase student achievement in Math and ELA for students receiving intervention to build deficient skills.

An explanation of why the LEA has developed this goal.

Students often arrive at Pacific View after being unsuccessful at another school, especially in high school. Students need additional support to remediate deficiencies in math and ELA in order to master content and to be able to graduate college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students will be placed in appropriate interventions for ELA and Math	70% of students are appropriately placed				95% of students are appropriately placed
Metric for Local Assessment	As the school is changing local assessments, a baseline and desired outcome will be developed next year with implementation of new assessment	Develop plan for administering assessments across grades 2-12, administer assessment and create baseline numbers and targets for growth			
Continue to increase number of high school students taking Math 3 and above prior to graduation	76 students took at least 1 semester of Math 3 during the 20/21 school year				150 students will take at least 1 semester of Math 3 during the school year
Students in grades 6-8 who are	Average Scaled Score for 18/19:				Increased scores by 50 points

continuously enrolled will increase in SBAC scaled scores	-Grade 8: 2514 -Grade 7: 2480 -Grade 6: 2488				
Scaled Score increase on Math SBAC for grade 11 students	18/19 Average Scale Score 2484				Increase scores by 100 points
Scaled Score increase on ELA SBAC for grade 11 students	18/19 Average Scale Score 2550				Increase scores by 100 points

Actions

Action #	Title	Description	Total Funds	Contributing
1	Credentialed Teachers	Continue to hire only fully credentialed teachers and assign them appropriately.	3,098,424	N
2	Course Placement Training	Train teachers on appropriate course placement, with an emphasis on math course placement	113,952	N
3	Reading Intervention	Revise and implement high school Reading Intervention course for struggling readers	230,000	Y
4	Possible Reading Intervention Independent Study	Explore independent study reading intervention course for high school	12,809	Y
5	Middle School Intervention	Develop schedule for middle school that includes a period for reading intervention and a period for math intervention	471,726	N
6	K8 Reading Program	Develop and implement a reading program for K8 home study and classroom students	24,000	N
7	Co-Teaching Inclusion Model	Middle school students with special needs will receive services in ELA and math through co-teaching, allowing them to remain in the LRE, while still receiving targeted intervention and instruction.	748,032	N

8	Diagnostic Assessment	Purchase new diagnostic assessment, train teachers on use, implement schoolwide and develop baseline and growth criteria in reading and math	11,000	N
9	Spiral Math Courses	PLCs will continue to align and spiral high school math curriculum	4,800	N
10	SBAC Practice Sessions	Implement math review sessions prior to SBAC for high school students	21,080	N
11	Credit Deficient Math	Require math credit deficient students to take math courses in grades 10-11. Tracked through graduation planners.	72,002	Y
12	Home Study Student Tutoring	Provide tutoring for home study only students.	65,282	N
13	Plan for addressing learning loss K8.	K8 team will develop and deliver learning packets for summer for students enrolled in home study and the middle school classes to help mitigate learning loss and prepare students for the next school year.	2,000	Y
14	Instructional Coaching/Framework	Continue teacher coaching and schoolwide implementation of the PVCS Instructional Framework	190,324	N
15	Hotspots	Increase the number of hot spots available to students for check out	64,410	Y
16	Chromebooks	Continue to provide Chromebooks for all students in grades 6-12 and any student K-5 who needs one	158,269	Y

Goals and Actions

● Goal

Goal #	Description
3	Expand and improve resources and services to students and parents to provide a sense of safety, school connectedness, and to support students' social emotional wellness.

An explanation of why the LEA has developed this goal.

Pacific View Charter School students have experienced an increase in academic challenges due to Covid, campus closure, and a distance learning-only model of instruction. Additional supports are needed to support students' social and emotional health in order for them to be successful academically.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain low suspension rate	3.3% in 2019/20 (data from 20/21 does not accurately reflect regular school years)				Suspensions remain at or below 3%
Maintain 97% attendance rate	97-98% for 2021 school year				97%-98% attendance rate
Students report that they feel safe at school as measured by student survey	76% of students report that they feel safe at school				95-100% of students report that they feel safe at school as measured through student surveys.
All Students will have access to schoolwide SEL Support Program	Students have access to restorative practices, counseling and support but there is not a schoolwide implementation of SEL.				100% of students will have access to SEL programs including staff development, student participation and SEL-based curriculum and lessons.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Alternative to Suspension	Develop an Alternative to Suspension Program through the restorative alliance. This program would allow students to stay on campus and not be sent home in the case of rule violation.	728,557	Y
2	Alternative Discipline	Implement alternative methods of discipline including - in-school reflection (learning activities related to offense, separation from class, volunteer activities, counseling)	381,778	Y

3	PD for Behavior/Restorative Practices	Professional development for staff to intervene and manage difficult behavior in the classroom	20,431	Y
4	BIPs	IEP team will determine if additional behavior supports are needed in the form of behavior intervention plans for current and enrolling students and plans will be developed for students demonstrating need for increased behavior support	50,947	N
5	Plan for tracking student retention	Develop and implement a plan for tracking retention rates of students from 9th grade to graduation and from middle school to high school	6,124	N
6	SEL School Wide Research	Begin research on the development of a SEL Schoolwide Program, including: PD for Teachers; Social and emotional support; SEL Curriculum and training for all teaching staff	28,726	Y
7	SEL Staff Training	Conduct PD for staff on how to infuse SEL into work environment	31,662	Y
8	SEL Student Support	Implement SEL program for students through staff training and purchase of new curriculum	26,726	Y
9	Counseling	Expand counseling services from part time to full time and to include Moreno Valley Campus	67,850	Y
10	Interquest	Reinstate monthly Interquest Canine Detection Dogs program	1,800	N
11	Security Guard	Reinstate campus security guard	54,000	N
12	Therapy Dogs	Expand therapy dog program: Bring out therapy dogs during lunches, break times and to assist students when they are having social/emotional difficulty. Increase frequency of therapy dog meetings to encourage participation	8,850	N
13	Therapeutic Program for Students in Special Education	Begin research on requirements for implementation of a therapeutic program	22,200	N
14	School Spirit	Bring back college and school spirit days on campus	74,004	N
15	Safety Apps	Safety Committee will look into school safety monitoring tools/apps	13,689	N
16	Students on Campus	Revise check in and check out procedures for for students	18,741	N
17	Facilities	Maintain safe and secure facilities through frequent monitoring of facilities need and upkeep	1,271,958	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10%	1,169,207

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1: Plan For Graduation

A review of the schoolwide data on credit deficient students shows that Low Income students make up 62% of the total. In addition, 30% of foster and homeless students are arriving at the school credit deficient as well. In order to address this condition for our low income, foster and homeless students, the school will implement the following strategies: changing the way grade levels are determined to be based on credits instead of age, monitoring how the school's DASS status affects graduation rates, tagging all students who enroll as credit deficient students and training staff to track these tags and intervene early to provide opportunities for students to catch up on credits. Although these actions are being provided on a schoolwide basis, because the data shows that credit deficient students are disproportionately also unduplicated students, the school expects that these actions and services will increase the opportunities to earn credits and progress towards graduation primarily for low income, foster and homeless students.

Goal 1: Plan For Graduation

Plans for college visits, career fairs, presentations and financial aid workshops are targeted at low income students as these students report not having resources to access these services on their own (through the school's annual survey), however any students who are interested, can access the services. In addition, all seniors are counseled to complete the FAFSA with the school counselor regardless of their NSLP status.

Goal 2: Reading and Math Intervention

The plans for revamping reading intervention supports are in addition to the creation of the designated ELD course and the hiring of an ELD teacher and these courses will be available for all students, but when redesigning the courses, the needs of LTELs and more advanced language learners were considered first as this will be the appropriate interventions for these students who still need reading support but not

to the level of designated ELD. The purchase of additional Chromebooks and 100 hotspots is targeted at low income students and those students who are experiencing homelessness, but will be provided to any students who need them as the school's population of students experiencing homelessness or loss of income resulting in needing technology services changes quickly, especially since the onset of the Covid-19 crisis.

Goal 3: Student Services and School Culture

Services to support the social and emotional well being of students including access to counseling, SEL support, teacher training and schoolwide implementation as well as alternative discipline procedures and behavior interventions are targeted at low income, foster and homeless youth because so many of these students do not have access to such services outside of the school and will be instrumental in the school reaching Goal 3.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the actions and services mentioned in the above box, the following services are targeted exclusively to unduplicated students and are increases from those services offered schoolwide:

- Translation services for college/career planning as well as all parent contact
- Teacher training on ELD instructional strategies
- Purchase of ELD curriculum materials
- Creation and implementation of Designated ELD high school course
- Hiring of ELD teacher
- Increased counseling services

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 8,074,320	\$ 283,615	\$ 392,949	\$ -	8,750,884	\$ 6,252,595	\$ 1,821,725

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Grade Level by Credits	All High School	\$ 44,070	\$ 5,300	\$ 38,770	\$ -	\$ 88,140
1	2	DASS Status and Graduation Rate	All High School	\$ 25,690	\$ 250	\$ -		\$ 25,940
1	3	Identify & Intervene Credit Deficient Student	All High School	\$ 10,162				\$ 10,162
1	4	Graduation Plan Update and Training	All High School	\$ 13,128				\$ 13,128
1	5	Track Data on SSTs	Students who need	\$ 5,280				\$ 5,280
1	6	Tracking of 4 year cohorts	All middle to hs stud	\$ 17,325				\$ 17,325
1	7	Credit Completion Tracking	All HS	\$ 26,700				\$ 26,700
1	8	Develop Grad Pathway Plan Schoology Cou	All HS	\$ 39,257				\$ 39,257
1	9	Expand College and Career presentations	HS and MS	\$ 6,226				\$ 6,226
1	10	Career Fair	Middle school	\$ 31,440				\$ 31,440
1	11	Expand college field rtipt	HS and MS	\$ 4,525				\$ 4,525
1	12	Virtual Career Presentations	HS and MS	\$ 2,625				\$ 2,625
1	13	Financial Aid	High School	\$ 10,387				\$ 10,387
1	14	Add additional career exploration electives	High School	\$ 27,125				\$ 27,125
1	15	Translation services	All	\$ 6,250				\$ 6,250
1	16	Revise Exit Course	High School	\$ 41,217				\$ 41,217
1	17	Exit Course Survey Analysis	High School	\$ 5,626				\$ 5,626
1	18	Teacher Training on Exit Course	High School	\$ 40,757				\$ 40,757
1	19	Resume Writing Workshops	High School	\$ 1,044				\$ 1,044
1	21	ELL instructional strategies training	All	\$ 63,643				\$ 63,643
1	22	ELD Curriculum	All	\$ 5,000				\$ 5,000
1	23	Hire ELD teaching staff	All	\$ 136,834				\$ 136,834
1	24	Provide designated ELD instruction for stud	All	\$ 17,900				\$ 17,900
2	2	Course Placement Training	High School	\$ 113,952				\$ 113,952
2	3	Reading Intervention	Middle/High	\$ 230,000				\$ 230,000
2	4	Possible Reading Intervention Indepdent Stu	High School	\$ 12,809				\$ 12,809
2	5	Middle School Intervention	Middle School	\$ 471,726				\$ 471,726
2	6	K8 Reading Program	Elementary/Middle	\$ 24,000				\$ 24,000
2	7	Co-Teaching Inclusion Model	SPED	\$ 748,032		\$ 298,032		\$ 1,046,064
2	8	Diagnostic Assessment	All	\$ 11,000				\$ 11,000
2	9	Spiral Math Courses	High schools	\$ 4,800				\$ 4,800
2	10	SBAC Practice Sessions	High School	\$ 21,080				\$ 21,080
2	11	Credit Deficient Math	High School	\$ 72,002				\$ 72,002
2	12	Home Study Students	elementary/middle	\$ 65,282				\$ 65,282
2	13	Plan for addressing learning loss K8	elementary/middle	\$ 2,000				\$ 2,000
2	14	Instructional Coaching/Framework	All	\$ 190,324				\$ 190,324
3	1	Alternative to Suspension	All	\$ 728,557				\$ 728,557
3	2	Alternative to Discipline	All	\$ 381,778				\$ 381,778

3	3	PD for Behavior	All	\$	20,431			\$	20,431
3	4	BIPs	SPED	\$	50,947	\$	15,000	\$	35,947
3	5	Plan for tracking student retention	All	\$	6,124			\$	6,124
3	6	SEL School Wide Research	All	\$	28,726			\$	28,726
3	7	SEL Staff Training	All	\$	31,662			\$	31,662
3	8	SEL Student Support	All	\$	26,726			\$	26,726
3	9	Counseling	All	\$	71,456			\$	71,456
3	10	Interquest	All	\$	1,800			\$	1,800
3	11	Security Guard	All	\$	54,000			\$	54,000
3	12	Therapy Dogs	All	\$	8,850			\$	8,850
3	13	Therapeutic Program for Student in Special	SPED	\$	22,200	\$	2,000	\$	20,200
3	14	School Spirit	All	\$	74,004			\$	74,004
3	15	Safety Apps	All	\$	13,689			\$	13,689
3	16	Students on Campus	All	\$	18,741			\$	18,741
3	17	Facilities	All	\$	1,201,516			\$	1,201,516
				\$	-			\$	-

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 1,938,983	\$ 1,983,053
LEA-wide Total:	\$ 1,705,444	\$ 1,749,514
Limited Total:	\$ 223,377	\$ 223,377
Schoolwide Total:	\$ 10,162	\$ 10,162

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Grade Level by Credits	LEA-wide	Low Income, Foster, Homeless	High School	\$ 44,070	\$ 88,140
1	3	Identify & Intervene Credit Deficient Studen	Schoolwide	Low Income, Foster, Homeless	High School	\$ 10,162	\$ 10,162
1	4	Graduation Plan Update and Training	LEA-wide		High School	\$ 13,128	\$ 13,128
1	5	Track Data on SSTs	Limited		All	\$ 5,280	\$ 5,280
1	6	Tracking of 4 year cohorts	Limited		All	\$ 17,325	\$ 17,325
1	7	Credit Completion Tracking	LEA-wide		High School	\$ 26,700	\$ 26,700
1	8	Develop Grad Pathway Plan Schoology Coi	LEA-wide		High School	\$ 39,257	\$ 39,257
1	9	Expand College and Career presentations	LEA-wide		Middle/High	\$ 6,226	\$ 6,226
1	10	Career Fair	LEA-wide	Low Income	Middle School	\$ 31,440	\$ 31,440
1	11	Expand college field rtips	LEA-wide	Low Income	Middle/High	\$ 4,525	\$ 4,525
1	12	Virtual Career Presentations	LEA-wide	Low Income	Middle/High	\$ 2,625	\$ 2,625
1	13	Financial Aid	LEA-wide	Low Income	High School	\$ 10,387	\$ 10,387
1	14	Add additional career exploration electives	LEA-wide		High School	\$ 27,125	\$ 27,125
1	15	Translation services	LEA-wide	ELs	School	\$ 6,250	\$ 6,250
1	16	Revise Exit Course	LEA-wide		High School	\$ 41,217	\$ 41,217
1	17	Exit Course Survey Analysis	LEA-wide		High School	\$ 5,626	\$ 5,626
1	18	Teacher Training on Exit Course	LEA-wide		High school	\$ 40,757	\$ 40,757
1	19	Resume Writing Workshops	LEA-wide		High School	\$ 1,044	\$ 1,044
1	21	ELL instructional strategies training	Limited	ELs	All	\$ 63,643	\$ 63,643
1	22	ELD Curriculum	Limited	ELs	All	\$ 5,000	\$ 5,000
1	23	Hire ELD teaching staff	Limited	ELs	All	\$ 136,834	\$ 136,834
1	24	Provide designated ELD instruction for stud	Limited	ELs	All	\$ 17,900	\$ 17,900
2	2	Course Placement Training	LEA-wide		High School	\$ 113,952	\$ 113,952
2	3	Reading Intervention	LEA-wide	ELs	middle and high	\$ 230,000	\$ 230,000
2	4	Possible Reading Intervention Indepdent St	LEA-wide	ELs	high school	\$ 12,809	\$ 12,809
2	5	Middle School Intervention	LEA-wide		middle school	\$ 471,726	\$ 471,726
2	6	K8 Reading Program	LEA-wide		elemen. and middle	\$ 24,000	\$ 24,000
2	7	Co-Teaching Inclusion Model	Schoolwide		SPED	\$ 748,032	\$ 1,046,064
2	8	Diagnostic Assessment	LEA-wide		All	\$ 11,000	\$ 11,000
2	9	Spiral Math Courses	LEA-wide		high school	\$ 4,800	\$ 4,800
2	10	SBAC Practice Sessions	LEA-wide		high school	\$ 21,080	\$ 21,080
2	11	Credit Deficient Math	LEA-wide	Low Income, foster, homeless	high school	\$ 72,002	\$ 72,002
2	12	Home Study Students	LEA-wide		elem, middle	\$ 65,282	\$ 65,282
2	13	Plan for addressing learning loss K8	LEA-wide	Low Income	elem, middle	\$ 2,000	\$ 2,000
2	14	Instructional Coaching/Framework	LEA-wide		All	\$ 190,324	\$ 190,324
3	1	Alternative to Suspension	LEA-wide	Low Income, homeless, foster	All	\$ 728,557	\$ 728,557
3	2	Alternative to Discipline	LEA-wide	Low Income, homeless, foster	All	\$ 381,778	\$ 381,778
3	3	PD for Behavior	LEA-wide	Low Income, homeless, foster	All	\$ 20,431	\$ 20,431
3	4	BIPs	LEA-wide		SPED	\$ 50,947	\$ 101,894
3	5	Plan for tracking student retention	LEA-wide		All	\$ 6,124	\$ 6,124
3	6	SEL School Wide Research	LEA-wide	Low Income	All	\$ 28,726	\$ 28,726
3	7	SEL Staff Training	LEA-wide	Low Income	All	\$ 31,662	\$ 31,662
3	8	SEL Student Support	LEA-wide	Low Income	All	\$ 26,726	\$ 26,726
3	9	Counseling	LEA-wide	Low Income	All	\$ 71,456	\$ 71,456
3	10	Interquest	LEA-wide		All	\$ 1,800	\$ 1,800
3	11	Security Guard	Schoolwide		All	\$ 54,000	\$ 54,000
3	12	Therapy Dogs	LEA-wide		All	\$ 8,850.00	\$ 8,850
3	13	Therapeutic Program for Student in Special Education	LEA-wide		SPED	\$ 22,200.00	\$ 44,400
3	14	School Spirit	LEA-wide		All	\$ 74,004.00	\$ 74,004
3	15	Safety Apps	LEA-wide		All	\$ 13,689.00	\$ 13,689
3	16	Students on Campus	LEA-wide		All	\$ 18,741.00	\$ 18,741
3	17	Facilities	LEA-wide		All	\$ 1,201,516.00	\$ 1,201,516
						\$ -	\$ -

Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	\$ 5,679,984	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	Grade Level by Credits	Yes	\$ 88,140	
1	2	DASS Status and Graduation Rate	No	\$ -	
1	3	Identify & Intervene Credit Deficient Students	Yes	\$ 10,162	
1	4	Graduation Plan Update and Training	No	\$ 13,128	
1	5	Track Data on SSTs	No	\$ 5,280	
1	6	Tracking of 4 year cohorts	No	\$ 17,325	
1	7	Credit Completion Tracking	No	\$ 26,700	
1	8	Develop Grad Pathway Plan Schoology Course	No	\$ 39,257	
1	9	Expand College and Career presentations	No	\$ 6,226	
1	10	Career Fair	Yes	\$ 31,440	
1	11	Expand college field trips	Yes	\$ 4,525	
1	12	Virtual Career Presentations	Yes	\$ 2,625	
1	13	Financial Aid	Yes	\$ 10,387	
1	14	Add additional career exploration electives	No	\$ 27,125	
1	15	Translation services	Yes	\$ 6,250	
1	16	Revise Exit Course	No	\$ 41,217	
1	17	Exit Course Survey Analysis	No	\$ 5,626	
1	18	Teacher Training on Exit Course	No	\$ 40,757	
1	19	Resume Writing Workshops	No	\$ 1,044	
1	21	ELL instructional strategies training	Yes	\$ 63,643	
1	22	ELD Curriculum	Yes	\$ 5,000	
1	23	Hire ELD teaching staff	Yes	\$ 136,834	
1	24	Provide designated ELD instruction for students	Yes	\$ 17,900	
2	2	Course Placement Training	No	\$ 113,952	
2	3	Reading Intervention	Yes	\$ 230,000	
2	4	Possible Reading Intervention Independent Study	Yes	\$ 12,809	
2	5	Middle School Intervention	No	\$ 471,726	
2	6	K8 Reading Program	No	\$ 24,000	
2	7	Co-Teaching Inclusion Model	No	\$ 1,046,064	
2	8	Diagnostic Assessment	No	\$ 11,000	
2	9	Spiral Math Courses	No	\$ 4,800	
2	10	SBAC Practice Sessions	No	\$ 21,080	
2	11	Credit Deficient Math	Yes	\$ 72,002	
2	12	Home Study Students	No	\$ 65,282	
2	13	Plan for addressing learning loss K8	Yes	\$ 2,000	
2	14	Instructional Coaching/Framework	No	\$ 190,324	
3	1	Alternative to Suspension	Yes	\$ 728,557	
3	2	Alternative to Discipline	Yes	\$ 381,778	
3	3	PD for Behavior	Yes	\$ 20,431	
3	4	BIPs	No	\$ 101,894	
3	5	Plan for tracking student retention	No	\$ 6,124	
3	6	SEL School Wide Research	Yes	\$ 28,726	
3	7	SEL Staff Training	Yes	\$ 31,662	
3	8	SEL Student Support	Yes	\$ 26,726	
3	9	Counseling	Yes	\$ 71,456	
3	10	Interquest	No	\$ 1,800	
3	11	Security Guard	No	\$ 54,000	
3	12	Therapy Dogs	No	\$ 8,850	
3	13	Therapeutic Program for Student in Special Edt	No	\$ 44,400	
3	14	School Spirit	No	\$ 74,004	
3	15	Safety Apps	No	\$ 13,689	
3	16	Students on Campus	No	\$ 18,741	
3	17	Facilities	No	\$ 1,201,516	
				\$ -	

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success?

This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics

- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.

- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the

requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs

are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its

unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous columns.