

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (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 to make suggestions on new programs and plans. Teachers are directed to seek parent input in the functions of the school when parents do not voice them directly. In addition, mid-year surveys are conducted at winter break to solicit more information from parents, student and staff on how best to service students and to suggest new ideas as well as to provide feedback on actions and services currently in place.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Pacific View Charter School received \$\$286,178 in funds and has hired an EL Teacher to provide Designated ELD instruction and service EL students, which accounts for \$98,352. Hubble Hot Spots were purchased in the amount of \$3,838.47 to provide remote internet access for low income students. English 3D and Educeri Curriculum were also purchased to provide curriculum materials for the Designated ELD course in the amount of \$1,744.73. The school continues to search for Instructional Aides to supplement the staff already hired to provide additional services to low income, homeless and EL students. Future funds will be spent on these

salaries when and if the school is able to hire, but currently the school has been unable to fill these positions, they continue to be posted on edjoin.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

PVCS did not take these funds.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

PVCS did not take these funds.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

As a focus of the current LCAP (which can be accessed [HERE](#)) was on improving outcomes for unduplicated students, particularly English Language Learners, the additional concentration grant funds were aligned to the outcomes already identified in the LCAP. The additional funding did allow for plans to add additional staff that were not previously planned for. The continued pandemic and associated student trauma also led the school to consider an increase in social and emotional supports for students. The school continues to meet regularly to evaluate the progress towards meeting the annual goals outlined in the current LCAP and to ensure that the actions and services are in alignment with the ability to meet said goals. Pacific View Charter School did not take any of the federal funds that were available this year as the requirements of these funding sources did not align to the independent study program at Pacific View.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
 - **Can refer to other plans, but define the plan and give a location on the website where it can be found and page numbers where found**
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
 - **Must provide a an update on the implementation of the LCAP**
 - **All available mid-year outcome data related to the metrics for each goal**
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, **LEAs have flexibility to provide this information as best suits the local context**, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



LCAP Supplement - Mid-Year Budget, Outcome Data, and Related Metrics Winter 2021

Goal 1

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	Mid-Year 1 Outcome	Desired Outcome for 2023–24
Increase percentage of students entering community college	51/112 (45%) of the 2020 graduates enrolled in community college	This cannot be calculated until end of school year 2022. However, it is expected that 145 students will graduate in the spring of 2022 a 21% increase from previous years.	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	Data collection has begun. Supervisory Teachers record data on spreadsheet for students each semester. Baseline targets will be	75% of credit deficient students will earn a years worth of credits during a years worth of instruction at PVCS



	collect data to establish a baseline	developed at the end of school year 2022	
Decrease number of cohorted high school students who become credit deficient	14% of credit deficient students are cohorted from the 9-12th grade	Data will be collected at end of year 2022	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	Mid-Year Survey Results: 52% 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	Dashboard has been suspended for 2021, will be able to see data in 2022	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	ELD course has been developed and students have been enrolled. Work continues to develop plan for tracking EL placement and provide services for those not enrolled in ELD.	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.	Data will be evaluated when released at end of school year 2022.	
FAFSA completions rates will increase	33% of graduating students have completed FAFSA	25 completed (14% as of 1.6.22)	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	100% of high school students have access to broad course of study and all required A-G courses
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Actions and Services Related to Goal #1

Acti on #	Title	Description	Mid- Year Update	Total Funds Allocated	Con trib utin g	Mid-Year Funds Spent
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	This was completed for all Track 1 and Track 2 students. 2 students petitioned for grade changes at the semester.	44,070	Y	\$8,364
2	DASS Status and Graduation Rate	Monitor how DASS status affects graduation rates for students	TBD	25,940	Y	\$12,986
	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	Data is currently being collected	10,162	Y	\$5,018
4	Graduation Plan Update and Training	Revise and rename Learning Planners for high school students to Graduation Planners. Train teachers	This has been completed	13,128	N	\$6,064



		on how to use the plan and to communicate with families.				
5	Track Data on SSTs	Track the data on SST meetings: credit recovery, continued enrollment	Data tracking is ongoing. Currently there are significantly more SSTs being scheduled than in previous years.	5,280	N	\$2,564
6	Tracking of 4 year cohorts	Begin to track progress towards graduation for students enrolled from the beginning of 9th grade	School counselor has tagged the students as cohorts so data can be tracked	17,325	N	\$1,407
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	Data was collected. Leadership is in the process of analyzing data to determine how to use.	26,700	N	\$14,100
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.	Completed. All students are assigned a Grad Pathways course in Schoology	39,257	N	\$43,590
9	Expand College and Career presentations	Partner with local community colleges to increase outreach to PVCS students by hosting presentations twice a year.	2 virtual presentations and 4 in person.	6.226	N	\$0
10	Career Fair	Host career fair for students	In progress	31,140	Y	\$0



11	Expand college field trips	Take students on two field trips for each school site	Not completed due to colleges discontinuing field trips because of Covid	4,525	Y	\$0
12	Virtual Career Presentations	Continue to offer virtual career presentations through Schoology	Two completely virtual presentations, and the 4 in-person presentations allowed students to access virtually as well	2,625	Y	\$1,686
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	Feb 1, 2022. 26 students have completed FAFSA	10,037	Y	\$8,364
14	Add additional career exploration electives	Add 27 courses through Edgenuity to encourage students to expand knowledge of career opportunities while earning elective credit.	All courses were added	27,125	N	\$30,875
15	Translation services	Information regarding post-graduation options will be provided to families in English and Spanish to ensure access for all families.	Completed and ongoing	6,250	Y	\$7,270
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	Not completed yet	41,217	N	\$18,130



17	Exit Course Survey Analysis	School counselor will tailor career presentations based on data from initial Exit Course Survey	Not completed yet	5,626	N	\$844
18	Teacher Training on Exit Course	High school teachers will receive training on new Exit Course/Graduation Plans for graduating students.	Not completed yet	40,757	N	\$0
19	Resume Writing Workshops	Host resume writing workshop in spring and summer.	Will be completed this spring	1,044	N	\$225
20	Course Options	Continue to ensure that all students have access to standards aligned curriculum including the full A-G suite of courses.	All students have access to standards aligned curriculum	261,065	N	\$63,000
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.	Professional Development will continue to be researched in the 2021/2022 school year and implemented in the 2022/2023	63,643	Y	\$22,852
22	ELD Curriculum	Purchase curriculum to support designated ELD course for high school students	Curriculum was purchased	5,000	Y	\$6,000
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.	Teacher was hired	136,834	Y	\$49,176



24	Provide designated ELD instruction for students.	Offer a designated ELD course for English Language Learners	Designated ELD has been offered since the beginning of the school year	17,900	Y	\$10,321
25	Parent participation	Continue to promote parent participation in the weekly meetings, schoolwide events and meetings with the school counselor.	Yes and ongoing.	23,560	N	\$9,361

Goal 2

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	Mid- Year 1 Outcome	Desired Outcome for 2023–24
Students will be placed in appropriate interventions for ELA and Math	70% of students are appropriately placed	Middle school and high school math students are appropriately placed in intervention courses. High school students needing reading intervention have the option of taking onsite reading intervention and ELD for English Language learners. Two new courses were started this year. However, it was determined	95% of students are appropriately placed



		that the increase in virtual only students requires an online only version of the class. The school will be piloting a virtual reading intervention in the Spring to support additional intervention students. Percentages will be collected at the end of the year.	
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	NWEA testing has been implemented with students in grades 3-12 taking a fall test. Students in grades 3-8 and high school students in reading and math intervention also completed a winter test. The school will develop a measurement of progress (most likely related to the Conditional Growth Index) at the end of the school year.	
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	So far only 20 students have taken Math 3. Due to the reduced math requirements from AB 104, there were not enough students to hold the class in session 3. The class will be offered in sessions 4 and 5, but it is unlikely that this goal will be met this year.	150 students will take at least 1 semester of Math 3 during the school year
Students in grades 6-8 who are continuously enrolled will increase in SBAC scaled scores	Average Scaled Score for 18/19: -Grade 8: 2514 -Grade 7: 2480 -Grade 6: 2488	Will be evaluated after students complete the SBAC test in the Spring 2022	Increased scores by 50 points
Scaled Score increase on Math SBAC for grade 11 students	18/19 Average Scale Score 2484	Will be evaluated after students complete the SBAC test in the Spring 2022	Increase scores by 100 points



Scaled Score increase on ELA SBAC for grade 11 students	18/19 Average Scale Score 2550	Will be evaluated after students complete the SBAC test in the Spring 2022	Increase scores by 100 points
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Actions and Services Related to Goal #2

Acti on #	Title	Description	Mid- Year Update	Total Funds	Contr ibutin g	Mid-Year Funds Spent
1	Credentialed Teachers	Continue to hire only fully credentialed teachers and assign them appropriately.	The school continues to hire only appropriately assigned credentialed teachers	2,276,341	N	\$1,565,568
2	Course Placement Training	Train teachers on appropriate course placement, with an emphasis on math course placement	Completed. Will be revisited in summer	113,952	N	\$53,976
3	Reading Intervention	Revise and implement high school Reading Intervention course for struggling readers	Reading intervention was revamped for this year	230,000	Y	\$108,933
4	Possible Reading Intervention Independent Study	Explore independent study reading intervention course for high school	Currently piloting MyPath program with all high school teaching staff	12,809	Y	\$5,046
5	Middle School Intervention	Develop schedule for middle school that includes a period for reading intervention and a period for math intervention	Schedule was developed	471,726	N	\$235,613



6	K8 Reading Program	Develop and implement a reading program for K8 home study and classroom students	K8 PLC is still in the planning stages.	24,000	N	\$6,200
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.	This has been happening for the entire school year	748,032	N	\$388,121
8	Diagnostic Assessment	Purchase new diagnostic assessment, train teachers on use, implement schoolwide and develop baseline and growth criteria in reading and math	NWEA was purchased and implemented	11,000	N	\$12,043
9	Spiral Math Courses	PLCs will continue to align and spiral high school math curriculum	Ongoing	4,800	N	\$2,964
10	SBAC Practice Sessions	Implement math review sessions prior to SBAC for high school students	Will be conducted in Spring	21,080	N	\$980
11	Credit Deficient Math	Require math credit deficient students to take math courses in grades 10-11. Tracked through graduation planners.	Not implemented fully	72,002	Y	\$28,436
12	Home Study Student Tutoring	Provide tutoring for home study only students.	2 instructional aides provide virtual only tutoring	65,282	N	\$34,641
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.	This was completed in summer	2,000	Y	\$652



14	Instructional Coaching/Framework	Continue teacher coaching and schoolwide implementation of the PVCS Instructional Framework	Ongoing	190,324	N	\$94,412
15	Hotspots	Increase the number of hot spots available to students for check out	Current inventory is sufficient and no new hotspots have been purchased so far this year	64,410	Y	\$0
16	Chromebooks	Continue to provide Chromebooks for all students in grades 6-12 and any student K-5 who needs one	Current inventory is sufficient and no new Chromebooks have been purchased so far this year	158,269	Y	\$0

Goal 3

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	Mid- Year 1 Outcome	Desired Outcome for 2023–24
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Maintain low suspension rate	3.3% in 2019/20 (data from 20/21 does not accurately reflect regular school years)	Mid-Year Rate: 1.18% The school attributes suspensions to an increase in behavior issues as students return to the classroom after extended time away due to covid. In alignment, referrals to counseling have increased and student support services have increased (see below).	Suspensions remain at or below 3%
Maintain 97% attendance rate	97-98% for 2021 school year	Rate 98.86% for Fall (July 1-Dec 17, 2021)	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	Mid Year Survey results: 80% of responding students report that they feel safe at school. 17% reported feeling neutral and only 3% disagreed.	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.	The school continues to develop SEL supports including: -Celebrating Diversity monthly focus to provide a more inclusive environment -Development of PVC Connect Course which will house activities for all students in one location -Student volunteer program during middle school lunch -Reestablishment of clubs in middle and high school	100% of students will have access to SEL programs including staff development, student participation and SEL-based



		-Extra social/emotional counselor added 1 day/week -Plans for developing more parent involvement will be the focus of the Spring	curriculum and lessons.
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Actions and Services Related to Goal #3

Action #	Title	Description	Mid-Year Progress	Total Funds	Contributing	Mid-Year Funds Spent
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.	Research still in progress, not developed to date	728,557	Y	\$208,557
2	Alternative Discipline	Implement alternative methods of discipline including - in-school reflection (learning activities related to offense, separation from class, volunteer activities, counseling)	PD provided to teachers at the start of the 2021/2022 school year on Restorative circles in the classroom. Restorative Alliance committee re-convened in the 2021/2022 school year to refine school wide behavior management using restorative practices. Committee will attend a Professional Development in March on alternatives to suspension.	381,778	Y	\$107,952



3	PD for Behavior/Restorative Practices	Professional development for staff to intervene and manage difficult behavior in the classroom	Restorative practices training was completed at the beginning of school year for all teaching staff	20,431	Y	\$9,154
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	Behavior intervention plans have been implemented for students who need them. Ongoing	50,947	N	\$35,947
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	Students are tagged in Pathways as cohort students. This will allow school to pull data just for this group	6,124	N	\$2,562
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	Ongoing	28,726	Y	\$10,613
7	SEL Staff Training	Conduct PD for staff on how to infuse SEL into work environment	This has not been completed to date	31,662	Y	\$7,906
8	SEL Student Support	Implement SEL program for students through staff training and purchase of new curriculum	Students have received increased in SEL support through addition of new counselor, staff training.	26,726	Y	\$15,541



9	Counseling	Expand counseling services from part time to full time and to include Moreno Valley Campus	Full time counselor, plus intern have been hired. MV receives counseling services virtually	71,456	Y	\$27,726
10	Interquest	Reinstate monthly Interquest Canine Detection Dogs program	Has been reinstated	1,800	N	\$960
11	Security Guard	Reinstate campus security guard	Has been reinstated	54,000	N	\$17,170
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	Therapy dogs have been attending lunches and have been assisting struggling students. Therapy dog meeting will be coming.	8,850	N	\$3,925
13	Therapeutic Program for Students in Special Education	Begin research on requirements for implementation of a therapeutic program	Research is ongoing	22,200	N	\$9,136
14	School Spirit	Bring back college and school spirit days on campus	Fully implemented	74,004	N	\$38,912
15	Safety Apps	Safety Committee will look into school safety monitoring tools/apps	Technology Technician is currently researching safety apps and ID systems for possible implementation	13,689	N	\$3,282
16	Students on Campus	Revise check in and check out procedures for for students	Has been revised. Wristbands are now used to monitor sign in/out system	18,741	N	\$9,239



17	Facilities	Maintain safe and secure facilities through frequent monitoring of facilities need and upkeep	Ongoing	1,201,516	N	\$400,186
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