



**Pacific View Charter School  
Local Control Accountability Plan and Annual Update  
LCAP Year 2017-2018**

# Local Control Accountability Plan and Annual Update (LCAP)

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name Pacific View Charter School

Contact Name and Title Gina Campbell  
Executive Director

Email and Phone [gcampbell@pacificview.org](mailto:gcampbell@pacificview.org)  
760-757-0161

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Pacific View Charter School is a direct-funded K-12 WASC-accredited charter school situated in Oceanside serving approximately 1500 students each year. It provides a combination/hybrid of classroom and non-classroom-based instruction through a Personalized Learning Model. In August 2015, PVCS opened an additional site in Moreno Valley, with the capacity of serving a total of 200 students in grades 9-12, through a non-classroom based Learning Center.

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 and the flexibility provided by the program.

Pacific View Charter School provides a personalized learning program that is designed to meet the needs of each individual student. 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.

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.

### **LCAP HIGHLIGHTS**

Identify and briefly summarize the key features of this year's LCAP.

Pacific View Charter School has identified four areas in which to concentrate efforts and school resources in order to maximize student learning and growth in the coming school year. They are as follows:

- To ensure that students have access to appropriate curriculum and instruction and are provided with a variety of options to prepare them for life beyond high school.
- To continue to build a strong school community that meets students' academic as well as social emotional needs and increases motivation.
- To continue to develop and refine a professional development plan that will guide teachers in providing appropriate instruction in the common core state standards in order to ensure the diverse learning needs of all students are met.
- In order to make sure that all PVCS staff are working towards schoolwide goals and expectations, the school will provide staff development and collaborative learning time devoted to detailed analysis of student performance and progress and will make data driven changes as needed.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## GREATEST PROGRESS

Increases in the following:

Number of students served

Number of graduating students

Improve college and career preparedness through:

-Increased number of students graduating

-Dramatic increase in number of students applying for financial aid

-Students continue to concurrently enroll in community college

-Over 300 students attend college and career related presentations and field trips throughout the year

Expansion of Student Services Office has increased access to resources for students and families

Decreased drug related suspensions  
Increased opportunities for student leadership and engagement through student clubs  
100% of math and science teachers participating in STEM training  
Increased enrichment opportunities in K8 curriculum  
Increased number of parents serving on Governing Board  
Increase in onsite events including 8th grade Promotion and Field Day

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**GREATEST  
NEEDS**

- The state indicator for high school dropout and graduation rates are listed in the “Red” category. Although this data is collected and by the state, it provides little information for PVCS. The student population increases dramatically in grades 11 and 12 each year, meaning that very few students who graduate are a part of a 4-year cohort, which is used to calculate the HS Dropout Rate. This rate also does not account for students who are 5th + year seniors, of which there are many at PVCS. Locally, PVCS follows data on the number of seniors on track to graduate each spring (data recorded each February 15) and the number who complete all PVCS graduation requirements by the end of the school year. These numbers account for students who leave in their senior year in order to graduate from their school of residence, seniors graduating after more than four years and juniors who are able to graduate early because of the two track system at PVCS (which accounts for the years when the numbers increase). This year PVCS graduated 109 students, a 5% increase from the number of students who were on track to graduate in February.
- There is a need to track student progression from foundational to grade level curriculum.
- Based on challenges to move students by a proficiency band, there

needs to be an increase in math and reading intervention services for grades 5-8. In addition, research will be conducted to find a replacement reading intervention program at the high school level.

- Additional training for teachers in providing targeted intervention for low level readers.
- Increase data collection and analysis in order to provide appropriate resources and support for student services and in Moreno Valley
- Increase data collection and analysis in order to provide appropriate academic resources in Moreno Valley.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

n/a

**PERFORMANCE  
GAPS**

### INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The following services are provided to all students including low-income, EL and foster youth. Both foster youth and EL students make up less than 10% of total school population.

- Access to college and career presentations, field trips, and college/career planning services
- Access to onsite IMF Counselor
- College Liaison trained and conducted in-house teacher training in providing resources and support for undocumented students and their families

### BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

#### DESCRIPTION

#### AMOUNT

|   |             |
|---|-------------|
| Total General Fund Budget Expenditures for LCAP Year  | \$5,454,787 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | \$5,307,286 |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Marketing expenditures are not included in LCAP budget with the exception of field trip related expenditures.

Architectural cost for converting warehouse space to classroom space has been excluded.

Expenditures included in LCAP in addition to LCFF generated revenue are Educator Effectiveness, Unrestricted Lottery, Restricted Lottery, Mandated Costs, Interest & various Local Revenue.

\$5,424,022

Total Projected LCFF Revenues for LCAP Year



# Annual Update

LCAP Year Reviewed: XXXX–XX

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

|  |   |
|--|---|
| <h2 style="margin: 0;">Goal 1</h2>                           | <p>Goal #1<br/>Students will have equitable access to rigorous, well-rounded, Common Core aligned curricula, in a safe facility, taught by highly qualified teachers, that assures readiness for a full-range of post-graduation options.</p>                             |
| <p>State and/or Local Priorities Addressed by this goal:</p> | <p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 x4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 x7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL _____</p> |

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

1. 100% of teachers will be appropriately credentialed and assigned.
2. 100% of students will have access to Common Core aligned ELA & Math Curriculum.
3. Facilities will be safe & in good repair as documented in annual FIT Report.
4. Students will have access to technology –Student to Computer ratio: 1:1 grades 6-12.
5. Increase the number of students matriculating to community colleges prior to graduation.
6. Increase the number of students applying for post-secondary financial aid.
7. Pacific View Charter School at the high school level serves at-risk youth; the following State Priority measurable outcomes/metrics apply to the school's educational program:

### ACTUAL

1. 100% of teachers are appropriately credentialed and assigned.
2. 100% of students have access to Common Core aligned ELA & Math Curriculum.
3. Facilities are safe & in good repair as documented in annual FIT Report
4. All students have access to technology, grades 6-12 are provided with a 1:1 Chromebook to use at school and home.
5. Increase the number of students matriculating to community colleges prior to graduation. Students continue to concurrently enroll at much higher rate than at the traditional high school.
6. Increase the number of students applying for post-secondary financial aid: 56 students applied for financial aid as opposed to only 35 in previous year.
7. Pacific View Charter School at the high school level serves at-risk

|   |  |
|---|--|
| <p>•Student Achievement:</p> <ul style="list-style-type: none"> <li>○Increase percentage of students who enroll in UC A-G courses</li> <li>○Increase percentage of students who improve by one proficiency band in ELA and Math on local assessment for students enrolled in intervention courses</li> <li>○ Increase Number of students who concurrently enroll in local colleges</li> </ul> | <p>youth; the following State Priority measurable outcomes/metrics apply to the school's educational program:</p> <p>•Student Achievement:</p> <ul style="list-style-type: none"> <li>○98% of high school students enroll in UC A-G courses, 100% of students have access.</li> <li>○ The percentage of students who increased by a proficiency band in intervention courses did not increase from last year to this year.</li> <li>○ 33 students concurrently enrolled in community college this year.</li> </ul> |
|---|--|

ACTIONS / SERVICES

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

Action **1**

Actions/Services

| PLANNED   | ACTUAL   |
|---|--|
| <ol style="list-style-type: none"> <li>1. Hire only appropriately credentialed teachers</li> <li>2. Provide common core aligned curriculum to all students.</li> <li>3. Perform fire, earthquake, lockdown drills. Safety committee composed of staff members meets regularly. Deferred maintenance program to address building upkeep and safety. Annual facility inspection.</li> <li>4. Research security cameras for school site.</li> <li>5. Conduct random campus searches using detection canines.</li> <li>6. Class set of computers will be added to 4/5 classroom.</li> <li>7. Continue to provide Chromebooks to students grades 6-12.</li> <li>8. Send College Liaison to training on college admission and financial aid for students. Plan and</li> </ol> | <ol style="list-style-type: none"> <li>1. Hired only appropriately credentialed teachers.</li> <li>2. Purchased common core aligned ELA and Math materials for 4th and 5th grade.</li> <li>3. Performed fire, earthquake, lockdown drills. Safety committee composed of staff members met quarterly. Deferred maintenance program to address building upkeep and safety. Annual facility inspection was completed.</li> <li>4. Added security cameras to buildings.</li> <li>5. Conducted six random campus searches using detection canines.</li> <li>6. Class set of computers added to 4/5 classroom.</li> <li>7. Continue to provide Chromebooks to students grades 6-12.</li> <li>8. Sent College Liaison to training on college admission and financial aid for students.</li> <li>9. Conducted financial aid workshop for families and individual counseling by appointment.</li> </ol> |

Expenditures

|  |  |
|--|--|
| conduct financial aid workshop for families.<br>Add Math 3, an additional A-G approved course. | Added Math 3, an additional A-G approved course.   |
| <b>BUDGETED</b>  | <b>ESTIMATED ACTUAL</b>  |
| 113,361 LCFF Base Object Code 2400   | \$105,323.50 LCFF Base Object Code 2400  |
| 11,063 LCFF Base Object Code 4300 & 5800   | \$3,808.09 LCFF Base Object Code 4300 & 5800   |
| 818,823 LCFF Base Object Codes 1100 & 1300   | \$761,963.65 LCFF Base Object Codes 1100 & 1300  |
| 149,243 LCFF Base Object Code 2300   | \$137,583.21 LCFF Base Object Code 2300  |
| 19,323 LCFF Base Object Code 5800  | \$11,299.96 LCFF Base Object Code 5800   |
| 27,665 LCFF Base Object Code 5200  | \$13,444.43 LCFF Base Object Code 5200   |
| 4,721 LCFF Base Object Code 5300   | \$4,703.00 LCFF Base Object Code 5300  |
| 604 LCFF Base Object Code 5800   | \$0.00 LCFF Base Object Code 5800  |
| 261,815 LCFF Base, LCFF L/C Object Codes 2100 & 2400   | \$239,997.01 LCFF Base, LCFF L/C Object Codes 2100 & 2400                                    |
| 1,565,292 LCFF Base Object Code 1100   | \$1,434,851.00 LCFF Base Object Code 1100  |
| 107,931 LCFF Base Object Code 2400   | \$95,680.75 LCFF Base Object Code 2400   |
| 5,000 LCFF Base Object Code 5200   | \$0.00 LCFF Base Object Code 5200  |
| 450 LCFF Base Object Code 5300   | \$139.00 LCFF Base Object Code 5300  |
| 320,129 LCFF Base Object Codes 4300 & 5800   | \$271,190.34 LCFF Base Object Codes 4300 & 5800  |
| 93,929 LCFF Base, Lottery & Restricted Lottery Object Code 4300                                | \$86,159.31 LCFF Base, Lottery & Restricted Lottery Object Code 4300                         |
| 7,609 LCFF Base, LCFF Base L/C Object Code 4300 & 5800   | \$8,382.25 LCFF Base, LCFF Base L/C Object Code 4300 & 5800                                  |
| 50,705 LCFF Base, LCFF L/C, Lottery & Restricted Lottery Object Codes 4100, 4300 & 5800        | \$47,143.34 LCFF Base, LCFF L/C, Lottery & Restricted Lottery Object Codes 4100, 4300 & 5800 |
| 57,953 LCFF, LCFF L/C Object Code 2900   | \$52,700.37 LCFF, LCFF L/C Object Code 2900  |
| 21,684 LCFF, LCFF L/C Object Code 2100   | \$18,780.85 LCFF, LCFF L/C Object Code 2100  |

## ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|   |  |
|---|--|
| Describe the overall implementation of the actions/services to achieve the articulated goal.  | Appropriate committees met throughout the year to oversee the implementation of services to ensure that students continue to have equitable access to rigorous, well-rounded, Common Core aligned curricula, in a safe facility, taught by highly qualified teachers, that assures readiness for a full-range of post-graduation options.  |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.  | By hiring appropriately credentialed, high quality teachers, students are provided with a high level of support as they work through rigorous common core-aligned curriculum. Students are observed interacting with teachers in teacher's offices, one-on-one meetings and workshops. All students have access to a safe and clean school facility and environment, which has allowed them to focus on learning. Conducting random searches by canines has decreased issues related to drugs on campus. Providing 1:1 Chromebooks and onsite computers and the Schoology LMS has enabled students global access to their courses and curriculum. This resulted in deeper student organization and accountability and required them to build college and career appropriate technological skills. The College Liaison has provided a high level of service to students and families through individual meeting and group workshops on post-secondary options and preparations. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.   | 2016/17 LCAP budget was based upon 2016/17 Proposed/Adopted. Many changes have taken place since that time. Estimated Actuals are the most accurate presentation of where expenditures are anticipated to be by June 30, 2017. Unaudited actuals will be completed upon final closing of 2016/17 in August 2017.<br>Following are explanations of some changes: <ul style="list-style-type: none"><li>● Reduction in workers compensation expenditures</li><li>● Variation in benefits related to current and changing position control</li><li>● No attendance at CASBO or ISTE workshops/conferences this past year</li></ul>  |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be | There were not as many drills as expected due to overlap with other events on campus. Although Math 3 was offered online, there were not sufficient number of students to run a workshop class this year. Both an increase in drills and increase in math options will be added next year and can be found in the 17-18 Goal 4 information.  |

found in the LCAP.



# Annual Update

LCAP Year Reviewed: XXXX–XX

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

|               |   |
|---------------|---|
| <b>Goal 2</b> | GOAL #2: Teachers will receive professional development on data-driven instruction, CCSS ELA & ELD to improve EL attainment of English proficiency while mastering content. |
|---------------|---|

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

1. 100% of ELA teachers will receive Professional Development ELA/ELD standards and instructional practices.
2. 100% of Math teachers will receive Professional Development on Math CCSS.
3. 100% of Science teachers will receive Professional Development on NGSS.
4. 100% of teachers will receive Professional Development on data-driven instruction.
5. Will establish growth targets for continuously enrolled ELL's using CELDT Performance.
6. Increase the number of English Learner students reaching proficiency through targeted reading & writing Intervention programs.

### ACTUAL

1. ELA teachers did not Professional Development ELA/ELD standards and instructional practices, this will need to be addressed in next school year.
2. 100% of Math teachers received Professional Development on Math CCSS through attendance at CA STEM Symposium and in-house training.
3. 100% of Science teachers received Professional Development on NGSS through attendance at CA STEM Symposium and in-house training.
4. 100% of teachers received Professional Development on data-driven instruction through individual meetings with Director of Student Services and collectively in PLC meetings.
5. Growth targets for continuously enrolled ELL's were established based on Reading & Writing intervention courses and assessments, as well as CELDT Performance. In intervention courses, students are provided with individualized goals and understand exit criteria for exiting the courses. Progress towards goals is monitored by teacher

and administration.  
 6. The percentage of English Learner students reaching proficiency through targeted reading & writing intervention programs increased from 46% to 57%. The total number of continuously enrolled ELLs decreased from 20 to 14 from 2015/16 to the 2016/17 school year.

**ACTIONS / SERVICES**

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

Action **2**

Actions/Services

| PLANNED  | ACTUAL   |
|--|--|
| 1. Research appropriate ELA/ELD training for teachers.<br>2. Send teachers and administrators to those trainings.<br>3. Planned to send math and science teachers to professional development on Math CCSS and NGSS.<br>4. Director of Student Services will develop and conduct a staff training on Data Driven Instruction using schoolwide RTI data.<br>5. Growth targets will be developed for ELLs using the CELDT performance data.<br>6. Increase the number of English Learner students reaching proficiency through targeted reading & writing intervention programs. | 1. Research was conducted for ELA PD.<br>2. Director of Student Services met with English Team to discuss professional development aimed at improving oral language skills for English Learners which was provided through County Office of Education.<br>3. Sent all science and three math teachers to California STEM Symposium, teachers shared strategies for coding, working with the new standards, and stem instructional practices with entire staff.<br>4. Director of Student Services developed and conducted group and individual staff trainings on Data Driven Instruction using schoolwide RTI data.<br>5. Growth targets were developed for ELLs using the CELDT performance data and reading/writing intervention. The percentage of English Learner students reaching proficiency through targeted reading & writing intervention programs increased from 46% to 57%. |

Expenditures

| BUDGETED                                 | ESTIMATED ACTUAL                              |
|--|---|
| 23,013 LCFF L/C Object Code 5200         | \$22,555.71 LCFF L/C Object Code 5200         |
| 34,230 LCFF L/C Object Codes 1100 & 1300 | \$30,806.64 LCFF L/C Object Codes 1100 & 1300 |
| 4,231 LCFF L/C Object Code 4300          | \$3,300.76 LCFF L/C Object Code 4300          |
| 23,013 LCFF L/C Object Code 5200         | \$16,624.97LCFF L/C Object Code 5200          |
| 50,705 LCFF/L/C Object Code 4300 & 5800  | \$47,350.78LCFF/L/C Object Code 4300 & 5800   |

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

|  |  |
|--|--|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | PVCS enlisted Administrative team to research appropriate professional development opportunities, determine appropriate staff to send, and ensure that information was shared schoolwide once professional development occurred. Staff then monitored instructional practices and student learning to ensure that new strategies were being implemented.   |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.   | While there was not targeted staff training in CCSS in ELA and ELD, there was measurable growth in ELL proficiency due to the effectiveness of reading intervention programs already in place for continuously enrolled students.  |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | 2016/17 LCAP budget was based upon 2016/17 Proposed/Adopted. Many changes have taken place since that time. Estimated Actuals are the most accurate presentation of where expenditures are anticipated to be by June 30, 2017. Unaudited actuals will be completed upon final closing of 2016/17 in August 2017.<br>Following are explanations of some changes: Administration and staff will research additional professional development offerings for EL's and unduplicated count students. |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | Although research was conducted on PD opportunities for EL instruction, no training was conducted. In Goal 2 for 17-18 school year, PVCS plans to implement training for teachers in EL instruction.   |



# Annual Update

LCAP Year Reviewed: XXXX-XX

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

|               |   |
|---------------|---|
| <b>Goal 3</b> | 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 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 x 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 x 7 <input type="checkbox"/> 8<br>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10<br>LOCAL _____ |
|---|--|

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

1. Create a plan for collecting and evaluating student performance data in core courses.
2. Create a plan for collecting and evaluating student progress towards graduation specific to credit deficient students.
3. Provide opportunities for sharing of data evaluation by PLC Lead at monthly staff meetings.
4. Provide ongoing staff development on identifying student need for modification/intervention and best practices for implementation and tracking progress.

### ACTUAL

1. Analysis of semester core course grades resulted in the determination that the number of Tier 2 & 3 students placed in grade level English courses should be increased, student grades in Biology have improved, student performance in math courses has improved when length of course was increased from 7 to 9 weeks. In addition, students were performing well in Edgenuity courses, but that there is a need to train teachers in appropriate placement of students in credit recovery courses.
2. 120 high school students were able to complete more than 60 credits in the 2016/2017 school year in order to meet the goals developed in their personalized learning plan.
3. Discussions during staff meeting result in revision of core curriculum based on teacher feedback.
4. Appropriate curriculum, modifications and intervention classes are provided to students based on performance data. There is a need to track student progression from foundational to grade level curriculum.

**ACTIONS / SERVICES**

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

Action **3**

|                         |  |  |
|-------------------------|--|--|
| <p>Actions/Services</p> | <p><b>PLANNED</b></p> <ol style="list-style-type: none"> <li>1. Create a plan for collecting and evaluating student performance data in core courses.</li> <li>2. Create a plan for collecting and evaluating student progress towards graduation specific to credit deficient students.</li> <li>3. Provide opportunities for sharing of data evaluation by PLC Lead at monthly staff meetings.</li> <li>4. Provide ongoing staff development on identifying student need for modification/intervention and best practices for implementation and tracking progress.</li> </ol> | <p><b>ACTUAL</b></p> <ol style="list-style-type: none"> <li>1. Collected and evaluated student performance data in core courses through analysis of semester grades during Curriculum and PLC meetings for high school students.</li> <li>2. Each spring, teachers will identify students who arrived at PVCS deficient in credits, yet were able to meet graduation requirements by end of school year.</li> <li>3. Opportunities for sharing of data evaluation were delivered by PLC Lead at staff meetings.</li> <li>4. Staff training was conducted on curriculum modifications and intervention placement. Data was monitored through student performance on STAR Enterprise assessments, course grades and progress in intervention classes.</li> </ol> |
| <p>Expenditures</p>     | <p><b>BUDGETED</b></p> <p>20,300 LCFF Object Code 4300<br/>         10,500 LCFF Object Code 5800<br/>         19,650 LCFF Object Code 5800<br/>         8,094 LCFF Base LCFF L/C Object Codes 4300 &amp; 5800</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>\$20,671.50 LCFF Object Code 4300<br/>         \$14,659.69 LCFF Object Code 5800<br/>         \$24,678.65 LCFF Object Code 5800<br/>         \$6,241.02 LCFF Base LCFF L/C Object Codes 4300 &amp; 5800</p>  |

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All students, grades 2-12 are assessed in math and ELA at the beginning of the school year. Teachers use multiple measures to place students in curriculum and interventions that meet their learning needs. Progress is monitored in grades 9-12 every seven to nine weeks and three times per year in grades 2-8. Teachers are trained each year in data analysis and curricular placement. Teachers meet weekly in core subject PLCs to analyze student performance and progress through the curriculum and make changes and develop modifications as needed.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There is a need to improve training for Moreno Valley staff in assessing students using STAR Enterprise. There is a need to restructure K8 PLCs to allow specific time for staff meetings as well as analysis of student performance, curriculum and instructional best practices.

2016/17 LCAP budget was based upon 2016/17 Proposed/Adopted. Many changes have taken place since that time. Estimated Actuals are the most accurate presentation of where expenditures are anticipated to be by June 30, 2017. Unaudited actuals will be completed upon final closing of 2016/17 in August 2017.

Following are explanations of some changes: Staff participated in trainings and PLC's throughout the year to analyze student data to ensue appropriate placement in curriculum and interventions.

There were no changes to this goal during this school year.

# Annual Update

LCAP Year Reviewed: XXXX-XX

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

|   |  |
|---|--|
| <b>Goal 4</b>   | GOAL #4: Continue to provide 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 <input type="checkbox"/> 1 <span style="margin-left: 200px;"><input type="checkbox"/> 2</span> <span style="margin-left: 10px;">x 3</span> <span style="margin-left: 10px;"><input type="checkbox"/> 4</span> <span style="margin-left: 10px;">x 5</span> <span style="margin-left: 10px;">x 6</span> <span style="margin-left: 10px;"><input type="checkbox"/> 7</span> <span style="margin-left: 10px;"><input type="checkbox"/> 8</span><br>COE <input type="checkbox"/> 9 <span style="margin-left: 50px;"><input type="checkbox"/> 10</span><br>LOCAL _____ |

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

1. Continue parent participation in Schoolwide programs/events and decision making.
2. Provide increased opportunities for student leadership, engagement through extra-curricular, enrichment programs and peer mentoring.
3. Maintain ADA at 95% or above.
4. Continue to expand the restorative approach to discipline which will maintain suspension rates below 5%.

### ACTUAL

1. Parents participated in Schoolwide programs/events and decision making through parent participation on governing board, participation in off-site field trips, weekly meetings and school events.
2. PVCS has increased opportunities for student leadership, engagement through creation and participation in clubs, coed sports, after school enrichment classes, student participation in Advocacy Day.
3. Maintained ADA at 95% or above.
4. Expanded the restorative approach to discipline through the creation of Restorative Alliance committee, development and implementation of Code of Conduct school-wide and expanded RTI to include behavior management and intervention. This has assisted in maintaining suspension rates below 5%.
5. Hired Enrichment/Intervention Instructor for grades 4-8.

## ACTIONS / SERVICES

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

### PLANNED

1. Planned Winter Festival, Back to School Night, Open House, FAFSA Workshops, Field Day, Barnes & Noble Book Fair, high school matriculation meetings, Graduation and 8th grade Promotion and a variety of field trips.
  2. Develop a clubs program, collaborate with other charter schools to join club sports program, partner with local organizations for after school enrichment opportunities and plan to invite students to Advocacy Day.
  3. Lead teachers will monitor teachers' attendance reports monthly.
  4. Will provide staff training for behavior management using the restorative approach to discipline. Send teachers to PD in restorative practices. Will increase the accessibility that students and parents have to resources to address social and emotional needs in addition to the amount of resources available.
- Planned to provide opportunities for students to participate in peer mediation.
- Planned to provide counseling services through Palomar Family Counseling.
- Planned to implement the Safe School Ambassador program.
- Plan to hold quarterly safety meetings.
- Planned to revise a code of conduct and implement school wide.
- Planned to train teachers in Growth Mindset to increase student motivation and performance.
- Planned for College Liaison to meet with students and

### ACTUAL

1. Organized and conducted Winter Festival, Back to School Night, Open House, FAFSA Workshops, Field Day, Barnes & Noble Book Fair, High school matriculation meetings, Graduation and 8th grade Promotion and a variety of field trips. Two parents joined governing board.
  2. Developed student led clubs, participated in for flag football, basketball and soccer in association with other charter schools, partner with Kids College, SD Zoo, SNAP and other outside organizations and guest speakers for school enrichment opportunities and took four students to Advocacy Day.
  3. Lead teachers will monitor teachers' attendance reports monthly.
  4. Provided staff training for behavior management using the restorative approach to discipline. Four teachers attended PD in restorative practices. Increased the number of teacher/student conferences as well as parent/teacher conferences. Will increase the accessibility that students and parents have to resources to address social and emotional needs in addition to the amount of resources available.
- Provided opportunities for students to participate in peer mediation.
- Planned to provide counseling services through Palomar Family Counseling.
- Safety committee met quarterly and implemented the following:
- Safety drills
  - Purchase and installed school wide video security system for Oceanside campus.
  - Detection canine visits
- Revised a code of conduct and implemented school wide. Aligned school disciplinary action with code of conduct and restorative practices.

|   |  |
|---|--|
| <p>families to develop post-secondary goals.<br/> Hire Enrichment/Intervention Instructor to:<br/> Plan and deliver enrichment lessons to explore college and career opportunities through project-based learning.<br/> Plan and deliver intervention lessons in language arts in grades 7 &amp; 8.</p> | <p>Trained teachers in Growth Mindset to increase student motivation and performance.<br/> College Liaison conducted meetings with students and families to develop post-secondary goals.<br/> Enrichment/Intervention Instructor planned and delivered enrichment and intervention lessons.</p> |
| <p><b>BUDGETED</b></p> <p>1,140 LCFF Object Code 4300<br/> 4,400 LCFF Object Code 4300<br/> 12,800 LCFF Object Code 5800<br/> 53,000 LCFF, LCFF L/C Object Code 5800<br/> 900 LCFF Object Code 5200<br/> 17,200 LCFF Object Code 4300 &amp; 5800</p>  | <p><b>ESTIMATED ACTUAL</b></p> <p>\$201.35 LCFF Object Code 4300<br/> \$5749.04 LCFF Object Code 4300<br/> \$11,539.42 CFF Object Code 5800<br/> \$50,729.35 LCFF, LCFF L/C Object Code 5800<br/> \$1,012.41 LCFF Object Code 5200<br/> \$23,129.18LCFF Object Code 4300 &amp; 5800</p>          |

Expenditures

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Administration met to identify opportunities for parent and student participation in school events and distribute to appropriate committees for development. Revised student club school policy and create criteria for clubs. Provided students with the opportunity to form clubs. Restorative Alliance met bi-monthly to continue to expand RTI and behavior management using restorative practices and trained staff. Restorative Alliance revised code of conduct and provided suggestions on school disciplinary practices. Administration facilitated conflict mediation meetings with students and parents. Teachers conducted restorative circles in their classrooms. Safety committee met quarterly to review and revise school safety plan. Palomar Family Counselor continued to provide counseling and resources to students. College Liaison provided guidance to students and families. Administration developed and conducted teacher trainings in growth mindset.

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

Implementation of restorative practices throughout school has maintained suspension rate below 5%. Disenrollment rate is also below 5% for behavior issues. The school's adoption of restorative practices and counseling services have taught students to be held accountable to their actions and problem solve through peer mediation. 74 students accessed the counseling services during this school year. Three clubs were created and met bimonthly, which provided students for increased opportunities for collaboration and student leadership. Ongoing safety drills were conducted. Fire and safety drills were effective. However, lockdown drills have proven to be an area of growth. College liaison has been highly effective in providing middle and high school students with access to a wide variety of post-secondary options. Expansion to elementary and further development of post-secondary options in Moreno Valley are still needed. Enrichment/Intervention Instructor expanded grade 4-8 course offerings to include art, STEM, entrepreneurship and community service.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2016/17 LCAP budget was based upon 2016/17 Proposed/Adopted. Many changes have taken place since that time. Estimated Actuals are the most accurate presentation of where expenditures are anticipated to be by June 30, 2017. Unaudited actuals will be completed upon final closing of 2016/17 in August 2017.

Following are explanations of some changes: The College Liaison was very proactive in scheduling college visits, presentations regarding career options and offering workshops for college registration. Our partnership with MiraCosta College provides us with Ambassadors who come and meet with students. There were also many enrichment offerings for students to participate in. Staff has ongoing training regarding Restorative Justice and Mindset.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No parent workshops were conducted this year, although there was an increase in parent/student events on campus. Plans for increasing parent and other stakeholder involvement for the 2017-18 school year can be found in the 17-18 Goal 1.

# Stakeholder Engagement

LCAP Year

x 2017-18

~~2018~~

~~2019~~

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Involvement in the annual update and developing the new 2017-18 goals has been an ongoing collaborative effort with stakeholders. In addition, surveys were administered in both English and Spanish, eblasts, announcements on the school's website, parent meetings (including translation services), and visits to group home site for foster youth. In addition, regular ongoing conversations have taken place with probation officers. Consulting with students took place at all grade levels:

Grade K-8: bimonthly meetings took place between teachers, parents and students

Grade 9-12: weekly meetings took place between teachers, parents and students

Surveys were conducted with staff, students and parents biannually. Survey results are as follows:

**Parent Survey:** Survey results indicated that parents of PVCS students continue to be satisfied with the education that their child is receiving. 91% of parents rated themselves as satisfied and very satisfied with the school in general and 93% rated their child's experience with their Supervisory Teacher as Good or Great, which is consistent with previous years' results. 89% of parents feel that PVCS is preparing their student for life beyond high school, which is a slight decrease from last year's 92%, indicating that PVCS needs to sustain and grow efforts to implement a college and career going culture on campus. The survey also indicates interest by the majority of parents in finding more opportunities to be involved at PVCS, specifically in parent events and workshops (49%). This year, while 42% of parents stated that they were comfortable accessing their students' information digitally, 33% stated that they had never accessed their student's information and 20% said access could be easier. This information is consistent with the lack of parents who create parent Schoology accounts and indicates an area of growth for PVCS.

**Staff Survey:** 62% of staff at PVCS feel supported in promoting student success, an 18% decrease from last year, while only 67% feel that the professional development that they received provided useful information to perform better at their jobs, indicating a need to evaluate the professional development opportunities for staff. This year only 67% of staff stated they are satisfied with their position at PVCS this school year, a 13% decline from the previous year and a 33% decline from the 2014/15 year. 81% of staff feels that the interventions for reading are effective for students, while only 56% believe the interventions for math have supported students. Math interventions need to be reevaluated for the coming school year.



**Student Survey:** 95% of responding students rated their overall satisfaction with the school as good to great. 97% of students feel supported by their teachers and that they received sufficient help with their school work. 90% of students said they felt that PVCS was preparing them well for life beyond high school, indicating that more students feel prepared than previously. 86% of students feel supported in overcoming difficulties, a 5% increase over last year. Only half of the students attend presentations and events at PVCS, indicating a need for the school to find more opportunities for all student to connect to and build school culture and connectedness. Students would like to have more clubs, sports and field trips, including college trips.

#### IMPACT ON LCAP AND ANNUAL UPDATE

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

The following changes will be made as a result from feedback from parents, staff and students:

- Provide parents with a workshop on how to use Schoology and monitor student progress

- Continue to encourage parent participation in school-wide events, volunteer opportunities, participation on the school board and development of the PAC.

- Expand college and career activities grades 4 - 8 and in Moreno Valley

- Continue to analyze multiple forms of student achievement data as a staff

- Revise staff surveys to collect specific information on school improvement

- Provide training on student record keeping, enrollment in courses, and student disenrollment data

- Revise K8 PLC schedules

- Provide time at each staff meeting for PLC Leads to share information from PLC

- Continue to provide enrichment activities for students

- Continue to provide sports/recreation opportunities for students

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

|                      |   |
|----------------------|---|
|                      | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  |
| <b><u>Goal 1</u></b> | 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  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### Identified Need

Need for retention of students and an increase in student services

### EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators  | Baseline  | 2017-18 | 2018-19 | 2019-20 |
|---|---|---------|---------|---------|
| Students will increase knowledge of post-secondary options and build relationships with local businesses. | Zero students participate in school internships.                        |         |         |         |
| All students have access and exposure to college and career presentations and field trips                 | Grades 7-12 have access to college and career presentations field trips |         |         |         |

|  |  |  |  |  |
|--|--|--|--|--|
| <p>Increase in number of students participating in student leadership and continuing to build positive relationships with staff, parents and other students to maintain low suspension rates and to continue to develop alternatives to suspension</p> | <p>25 students participated in 3 clubs</p>       |  |  |  |
| <p>More students and parents will receive assistance applying for colleges and financial aid and will have access to the experience of visiting colleges</p>   | <p>High school students went to 4 schools</p>    |  |  |  |
| <p>Staff and students will be better prepared for a potential lockdown situation</p>   | <p>1 lockdown drill conducted</p>                |  |  |  |
| <p>Decrease the number of unauthorized visitors and activity on campus</p>   | <p>Unauthorized visitors have been on campus</p> |  |  |  |
| <p>Increase of growth mindset activities for students and instructional practices to increase motivation and decrease dropout</p>  | <p>Awareness of growth mindset by staff</p>      |  |  |  |

|       |  |  |  |  |
|-------|--|--|--|--|
| rate. |  |  |  |  |
|-------|--|--|--|--|

**PLANNED ACTIONS / SERVICES**

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

Action **1**

|   |               |   |                                   |
|---|---------------|---|-----------------------------------|
| <b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b> |               |   |                                   |
| <u>Students to be Served</u>  | x All         | <u>Specific Student Groups</u> <input type="checkbox"/> |                                   |
| <u>Location(s)</u>  | X All schools | <u>Specific</u> _____                                   | <input type="checkbox"/> Specific |

**OR**

|   |   |                |                                   |
|---|---|----------------|-----------------------------------|
| <b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b> |   |                |                                   |
| <u>Students to be Served</u>  | X English Learners  | x Foster Youth | x Low Income                      |
| <u>Scope of Services</u>  | x LEA-wide <b>ORS</b> choice limited to Unduplicated Student Group(s) |                |                                   |
| <u>Location(s)</u>  | x All schools   |                | <input type="checkbox"/> Specific |

**ACTIONS/SERVICES**

| <b>2017-18</b>  | <b>2018-19</b>   | <b>2019-20</b>   |
|---|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged         | <input type="checkbox"/> New <input type="checkbox"/> Modified | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Develop partnerships with businesses to create internship and volunteer opportunities for students.       |  |  |
| Continue to host college and career presentations and expand to K-4 and increase number in Moreno Valley. |  |  |
| Expand the number of students participating in student clubs.   |  |  |
| Increase the number of visits to public and private colleges.   |  |  |

|  |  |  |
|--|--|--|
| Increase frequency and effectiveness of lock down drills.  |  |  |
| Installation of security cameras and require visitor badges for all visitor to increase campus surveillance. |  |  |
| Implement growth mindset instructional practices schoolwide.   |  |  |

**BUDGETED EXPENDITURES**

| <b>2017-18</b>   |   | <b>2018-19</b>   |  | <b>2019-20</b>   |  |
|------------------|---|------------------|--|------------------|--|
| Amount           | 11,490  | Amount           |  | Amount           |  |
| Source           | Maintenance & Operations<br>Budget Emergency Preparedness<br>& Safety       | Source           |  | Source           |  |
| Budget Reference | 62-00-0000-4300 & 5800  | Budget Reference |  | Budget Reference |  |
| Amount           | 14,362  | Amount           |  | Amount           |  |
| Source           | Curriculum Budget Field Trips &<br>Student Participation &<br>Connectedness | Source           |  | Source           |  |
| Budget Reference | 62-00-0000-4300 & 5800  | Budget Reference |  | Budget Reference |  |
| Amount           | 14,515  | Amount           |  | Amount           |  |
| Source           | Admin Budget Field Trips &<br>Emergency Preparedness &<br>Safety            | Source           |  | Source           |  |
| Budget Reference | 62-00-0000-4300 & 5800  | Budget Reference |  | Budget Reference |  |

|                  |  |                  |  |                  |  |
|------------------|--|------------------|--|------------------|--|
| Amount           | 7,500  | Amount           |  | Amount           |  |
| Source           | Management Information System<br>Budget Student Connectedness    | Source           |  | Source           |  |
| Budget Reference | 62-00-0000-4300  | Budget Reference |  | Budget Reference |  |
| Amount           | 10,705   | Amount           |  | Amount           |  |
| Source           | Marketing Student<br>Connectedness/Field Trips                   | Source           |  | Source           |  |
| Budget Reference | 62-00-0000-5800  | Budget Reference |  | Budget Reference |  |
| Amount           | 93,699   | Amount           |  | Amount           |  |
| Source           | Personnel Budget Student,<br>Parent & Community<br>Connectedness | Source           |  | Source           |  |
| Budget Reference | 62-00-0000-1300, 2300 & 2400                                     | Budget Reference |  | Budget Reference |  |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

x 2017-18

2018

2019

Estimated Supplemental and Concentration Grant Funds:

\$ 692,453

Percentage to Increase or Improve Services:

14.63 %

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

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

Supplemental and Concentration Grant Funds are based on the LCFF calculated percentage of 59.41% schoolwide. Increase in actions and services benefit the entire student population. Following are the areas that unduplicated students have increased and improved significantly for 2017/18. The development of internships, College and Career presentations and field trips will support our low income, EL and Foster youth population by providing them with opportunities to explore a wide variety of post-graduation options that they may not have access to within their community. Expanding the number of student clubs will increase the frequency in which EL students have opportunities to build oral communication skills as well as build leadership and collaborative skills for all students. Continued training and implementation of Growth Mindset teaching and instructional practices will benefit our low income and EL population through the building of confidence and strategies to persevere through difficult concepts.

## Strategic Planning Details and Accountability

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

New

Modified

Unchanged

### 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.

State and/or Local Priorities Addressed by this goal:

STATE  1 x  2  3  4 x  5 x  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

Teachers need training in strategies to meet the diverse needs of all students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators   | Baseline  | 2017-18 | 2018-19 | 2019-20 |
|--|---|---------|---------|---------|
| Implementation of integrated ELD strategies across the curriculum school-wide          | ELD was taught in intervention courses  |         |         |         |
| Implementation of common core teaching strategies in math class                        | Limited implementation of common core teaching strategies                                       |         |         |         |
| Increases in student productivity and learning and reduction of discipline issues.     | Some teachers struggle with classroom management  |         |         |         |
| Increase of growth mindset activities for students and instructional practices         | Awareness of growth mindset by staff  |         |         |         |
| Staff is prepared to intervene and react appropriately to student mental health issues | Staff is somewhat prepared to intervene and react appropriately to student mental health issues |         |         |         |



|                              |                                 |  |  |  |
|------------------------------|---------------------------------|--|--|--|
| Maintain low suspension rate | Suspension rate is less than 5% |  |  |  |
|------------------------------|---------------------------------|--|--|--|

**PLANNED ACTIONS / SERVICES**

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

Action **2**

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

|                              |                                      |   |
|------------------------------|--------------------------------------|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All         | <u>Specific Student Group(s)</u> <input type="checkbox"/> |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____          |

**OR**

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

|                              |   |  |  |
|------------------------------|---|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners  | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u>     | <input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> School Limited to Unduplicated Student Group(s) |  |  |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All schools   | <input type="checkbox"/> School Specific _____   | <input type="checkbox"/> Specific _____        |

**ACTIONS/SERVICES**

| 2017-18   | 2018-19  | 2019-20   |
|---|--|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> |
| ELA teachers will attend training in CCSS and ELD instructional strategies                          |  |   |
| Math teachers will attend training in implementing common core teaching strategies                  |  |   |
| All teachers will be trained in classroom management and lesson design                              |  |   |
| All staff will continue training in growth mindset theory and instructional practices               |  |   |
| All staff will be trained in student mental health awareness, suicide awareness and trauma informed |  |   |

|   |  |  |
|---|--|--|
| care  |  |  |
| Continue to implement research-based alternatives to suspension |  |  |

**BUDGETED EXPENDITURES**

| <b>2017-18</b>   |  | <b>2018-19</b>   |  | <b>2019-20</b>   |  |
|------------------|--|------------------|--|------------------|--|
| Amount           | 144,362  | Amount           |  | Amount           |  |
| Source           | Personnel Budget 10% Supervisory Participation in Professional Development | Source           |  | Source           |  |
| Budget Reference | 62-00-0000-1100, 1200, 1300, 2300, 2400 & 3000 benefits                    | Budget Reference |  | Budget Reference |  |
| Amount           | 92,865   | Amount           |  | Amount           |  |
| Source           | Curriculum Budget Professional Development & Supplies                      | Source           |  | Source           |  |
| Budget Reference | 62-00-0000-5200 & 62-00-6264-4300 & 5200                                   | Budget Reference |  | Budget Reference |  |
| Amount           | 5,539  | Amount           |  | Amount           |  |
| Source           | Admin Budget Professional Development                                      | Source           |  | Source           |  |
| Budget Reference | 62-00-0000-5200  | Budget Reference |  | Budget Reference |  |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year     2017-18     2018     2019

Estimated Supplemental and Concentration Grant Funds:    \$ 692,453    Percentage to Increase or Improve Services:    14.63 %

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

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

Supplemental and Concentration Grant Funds are based on the LCFF calculated percentage of 59.41% schoolwide. Increase in actions and services benefit the entire student population. Following are the areas that unduplicated students have increased and improved significantly for 2017/18.

ELA teachers will attend training in CCSS and ELD instructional strategies to support ELLs

All staff will be trained in student mental health awareness, suicide awareness and trauma informed care which will support the needs of foster and low income students.

Continue to implement research-based alternatives to suspension to support foster and low income students.

Training for teachers in common core strategies and instructional practices will assist low income and foster students in meeting their educational goals.

## Strategic Planning Details and Accountability

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

|               | <input type="checkbox"/> New   | <input type="checkbox"/> Modified | <input checked="" type="checkbox"/> Unchanged |
|---------------|--|-----------------------------------|---|
| <u>Goal 3</u> | 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  1  2  3 x4  5  6 x7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators   | Baseline   | 2017-18 | 2018-19 | 2019-20 |
|--|--|---------|---------|---------|
| Develop a plan for monitoring and evaluating academic performance in science and social studies  | Do not have a plan for monitoring science and social studies performance           |         |         |         |
| Students will be appropriately placed and exited from interventions in order to reach English language proficiency and proficiency in math | Exit criteria does not exist   |         |         |         |
| Curricular modifications will be made to best meet students' needs based on input from all departments                                     | Curricular modifications are made in subject PLCS only                             |         |         |         |
| Students will be appropriately placed in curriculum so more students have access   | Overreliance on Foundations curriculum, not enough use of curricular modifications |         |         |         |

|  |  |  |  |  |
|--|--|--|--|--|
| to A-G approved courses  |  |  |  |  |
| Students will be appropriately placed in curriculum and intervention                               | Most students are appropriately placed |  |  |  |
| Make modifications to instructional practices and curricular placement in math and English courses | Some modifications are made            |  |  |  |
| Improve retention rates for students   | Data is not currently tracked          |  |  |  |

**PLANNED ACTIONS / SERVICES**

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

Action **3**

|  |                                      |   |  |  |
|--|--------------------------------------|---|--|--|
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |                                      |   |  |  |
| <u>Students to be Served</u>   | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <u>Specific Student Group(s)</u> _____ |  |
| <u>Location(s)</u>   | <input type="checkbox"/> All schools | <input checked="" type="checkbox"/> School specific | <input type="checkbox"/> Spec          |  |

**OR**

|  |  |  |  |                               |
|--|--|--|--|-------------------------------|
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |  |  |                               |
| <u>Students to be Served</u>   | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income   |                               |
| <u>Scope of Services</u>   | <input checked="" type="checkbox"/> LEA-wide         |  | <input checked="" type="checkbox"/> School wide limited to Unduplicated Student Group(s) |                               |
| <u>Location(s)</u>   | <input checked="" type="checkbox"/> All schools      |  |  | <input type="checkbox"/> Spec |

**ACTIONS/SERVICES**

| 2017-18                      |  | 2018-19                      |                                   | 2019-20                      |                                   |                                    |
|------------------------------|--|------------------------------|-----------------------------------|------------------------------|-----------------------------------|------------------------------------|
| <input type="checkbox"/> New | <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New | <input type="checkbox"/> Modified | <input type="checkbox"/> New | <input type="checkbox"/> Modified | <input type="checkbox"/> Unchanged |

|  |  |  |
|--|--|--|
| Research ways to assess student ability to apply science and social science knowledge to specific content. |  |  |
| Develop entrance and exit criteria for middle school intervention courses.                                 |  |  |
| Continue analysis of end of semester grades in subject and cross curricular PLCs                           |  |  |
| Continue to train teachers in appropriate placement in curriculum and use of course modifications.         |  |  |
| Continue to monitor progress in math and reading on STAR Enterprise assessments.                           |  |  |
| Track passing rates for students in math and ELA courses   |  |  |
| Track information on attrition   |  |  |

**BUDGETED EXPENDITURES**

| <b>2017-18</b>   |   | <b>2018-19</b>   |  | <b>2019-20</b>   |  |
|------------------|---|------------------|--|------------------|--|
| Amount           | 276,852   | Amount           |  | Amount           |  |
| Source           | Personnel Budget Personnel involvement for ongoing analysis of student performance & progress | Source           |  | Source           |  |
| Budget Reference | 62-00-0000-1100, 1200, 1300, 2100, 2300, 2400 & 3000 Benefits                                 | Budget Reference |  | Budget Reference |  |
| Amount           | 95,865  | Amount           |  | Amount           |  |
| Source           | Curriculum Budget Supplies, Professional Development & services for student performance       | Source           |  | Source           |  |

|                  |  |                  |  |                  |
|------------------|--|------------------|--|------------------|
|                  | & progress   |                  |  |                  |
| Budget Reference | 62-00-0000-4300, 5200 & 5800   | Budget Reference |  | Budget Reference |
| Amount           | 5,484  | Amount           |  | Amount           |
| Source           | Admin Budget postal supplies to communicate student progress & performance | Source           |  | Source           |
| Budget Reference | 62-00-0000-5900  | Budget Reference |  | Budget Reference |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

X 2017–18

~~2018~~

~~2019~~

Estimated Supplemental and Concentration Grant Funds:

\$ 692,453

Percentage to Increase or Improve Services:

14.63 %

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

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

Supplemental and Concentration Grant Funds are based on the LCFF calculated percentage of 59.41% schoolwide. Increase in actions and services benefit the entire student population. Following are the areas that unduplicated students have increased and improved significantly for 2017/18.

Providing training for teachers on appropriate placement in interventions, as well as developing exit criteria for each intervention class will insure that all EL students will be appropriately placed and exited from interventions in order to reach English language proficiency and proficiency in math.

Developing a system to track attrition will allow PVCS to monitor why students leave and provide data to support new programs to retain foster and SED students.

Proper placement in A-G courses will benefit foster and low income students who often are not provided with a clear A-G path to graduation.

Appropriate curricular modifications in courses used to help support the academic success of all struggling students including ELs, foster and low income students.

## Strategic Planning Details and Accountability

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

New

Modified

Unchanged

### 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 x 1                       2    3   x                       5    6   x 7    8  
 COE    9                       10  
 LOCAL \_\_\_\_\_

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators   | Baseline  | 2017-18 | 2018-19 | 2019-20 |
|--|---|---------|---------|---------|
| Students will be taught by qualified California credentialed teachers  | Students are taught by Ca credentialed teachers                 |         |         |         |
| Increase options for students taking math, including higher level math to improve math scores on statewide assessments | 12 math courses currently offered                               |         |         |         |
| Increase instructional support in math and reading for grades 5-8  | Students are receiving minimal intervention in math and reading |         |         |         |
| Maintain a clean and safe facility   | Security cameras installed at end of 16/17 school year          |         |         |         |

PLANNED ACTIONS / SERVICES

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

Action **4**

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

|                                       |                                      |  |                          |
|---------------------------------------|--------------------------------------|--|--------------------------|
| <a href="#">Students to be Served</a> | <input type="checkbox"/> All         | <a href="#">Specify Student Group(s)</a> | <input type="checkbox"/> |
| <a href="#">Location(s)</a>           | <input type="checkbox"/> All schools | <a href="#">Specific Schools:</a>        | _____                    |

**OR**

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

|                                       |  |  |   |
|---------------------------------------|--|--|---|
| <a href="#">Students to be Served</a> | <input checked="" type="checkbox"/> English Learners   | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income                              |
| <a href="#">Scope of Services</a>     | <input checked="" type="checkbox"/> LEA-wide   | <input type="checkbox"/> Schoolwide              | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <a href="#">Location(s)</a>           | <input checked="" type="checkbox"/> All schools <span style="float:right"><input type="checkbox"/> Spec</span> |  |   |

**ACTIONS/SERVICES**

| <b>2017-18</b>  | <b>2018-19</b>   | <b>2019-20</b>  |
|---|--|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> |
| Hire only California credentialed teachers for core subject                                       |  |   |
| Send school Counselor to training on college admissions and financial aid for students            |  |   |
| Continue to conduct financial aid workshop for families and individual counseling by appointment  |  |   |
| Investigate opportunities for internships with local businesses                                   |  |   |
| Add 3 additional high school math courses including higher level Statistics courses               |  |   |
| Change reading intervention program for elementary students                                       |  |   |
| Expand math intervention for middle school students   |  |   |
| Replace elementary supplementary math program with program designed to better prepare students    |  |   |

|   |  |  |
|---|--|--|
| for SBAC tests and the rigors of common core instruction                            |  |  |
| Installed Security cameras will assist school in monitoring unauthorized activities |  |  |

**BUDGETED EXPENDITURES**

| <b>2017-18</b>   |  | <b>2018-19</b>   |  | <b>2019-20</b>   |  |
|------------------|--|------------------|--|------------------|--|
| Amount           | 2,369,757  | Amount           |  | Amount           |  |
| Source           | Personnel Budget Hire & retain certificated teachers, counselor, admin staff, instructional aides & office staff to provide Goal #4 actions & services | Source           |  | Source           |  |
| Budget Reference | 62-0000-1100, 1200,1300, 2100, 2300, 2400 & 3000 Benefits  | Budget Reference |  | Budget Reference |  |
| Amount           | 814,585  | Amount           |  | Amount           |  |
| Source           | Personnel Budget EPA resource to Hire & retain certificated teachers   | Source           |  | Source           |  |
| Budget Reference | 62-00-1400-1100 & 3000 Benefits  | Budget Reference |  | Budget Reference |  |
| Amount           | 684,324  | Amount           |  | Amount           |  |
| Source           | Admin Budget Provide Workers Comp, Supplies, Professional Development, memberships, outside services & communication                                   | Source           |  | Source           |  |
| Budget Reference | 62-00-0000-3501, 4300, 5200, 5300, 5800 & 5900   | Budget Reference |  | Budget Reference |  |

|                  |  |                  |  |                  |  |
|------------------|--|------------------|--|------------------|--|
| Amount           | 127,313  | Amount           |  | Amount           |  |
| Source           | Curriculum Budget Provide textbooks, other books, instructional supplies, professional development and curriculum necessary to achieve Goal #4 | Source           |  | Source           |  |
| Budget Reference | 62-0000-4100, 4300, 5200 & 5800  | Budget Reference |  | Budget Reference |  |
| Amount           | 70,891   | Amount           |  | Amount           |  |
| Source           | Curriculum/Unrestricted Lottery Provide instructional supplies & curriculum  | Source           |  | Source           |  |
| Budget Reference | 62-1100-4300 & 5800  | Budget Reference |  | Budget Reference |  |
| Amount           | 22,154   | Amount           |  | Amount           |  |
| Source           | Curriculum/Restricted Lottery Provide instructional supplies & curriculum  | Source           |  | Source           |  |
| Budget Reference | 62-6300-4300 & 5800  | Budget Reference |  | Budget Reference |  |
| Amount           | 14,055   | Amount           |  | Amount           |  |
| Source           | 62-00-0000-4300 & 5800   | Source           |  | Source           |  |
| Budget Reference | Graduation   | Budget Reference |  | Budget Reference |  |
| Amount           | 173,875  | Amount           |  | Amount           |  |

|                  |  |                  |  |                  |  |
|------------------|--|------------------|--|------------------|--|
| Source           | 62-00-0000-4300, 5200, 5800 & 5900   | Source           |  | Source           |  |
| Budget Reference | Management Information Services Provide supplies, professional development & communication       | Budget Reference |  | Budget Reference |  |
| Amount           | 342,375  | Amount           |  | Amount           |  |
| Source           | 62-00-0000-4300, 5500 & 5800   | Source           |  | Source           |  |
| Budget Reference | Maintenance & Operations Provide supplies, utilities, outside services for facilities & services | Budget Reference |  | Budget Reference |  |
| Amount           |  | Amount           |  | Amount           |  |
| Source           |  | Source           |  | Source           |  |
| Budget Reference |  | Budget Reference |  | Budget Reference |  |

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

x 2017–18

2018

2019

Estimated Supplemental and Concentration Grant Funds:

\$ 692,453

Percentage to Increase or Improve Services:

14.63 %

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

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

Supplemental and Concentration Grant Funds are based on the LCFF calculated percentage of 59.41% schoolwide. Increase in actions and services benefit the entire student population. Following are the areas that unduplicated students have increased and improved significantly for 2017/18, Improve reading intervention for elementary students, expand math intervention for middle school students and replace elementary supplementary math program will support learning goals of EL students  
Additional training for staff on college and career planning, including financial aid and internship opportunities will assist low income, SED and foster youth with access to higher education and post-high school career opportunities.  
Addition of higher level math courses at the high school level will better prepare all students including low income students for the rigors of post-secondary education.