

Pacific View Charter School

A California Public School and Nonprofit 501 (c) (3) Corporation

3670 Ocean Ranch Blvd., Oceanside, California 92056

Phone # (760) 757-0161

AGENDA

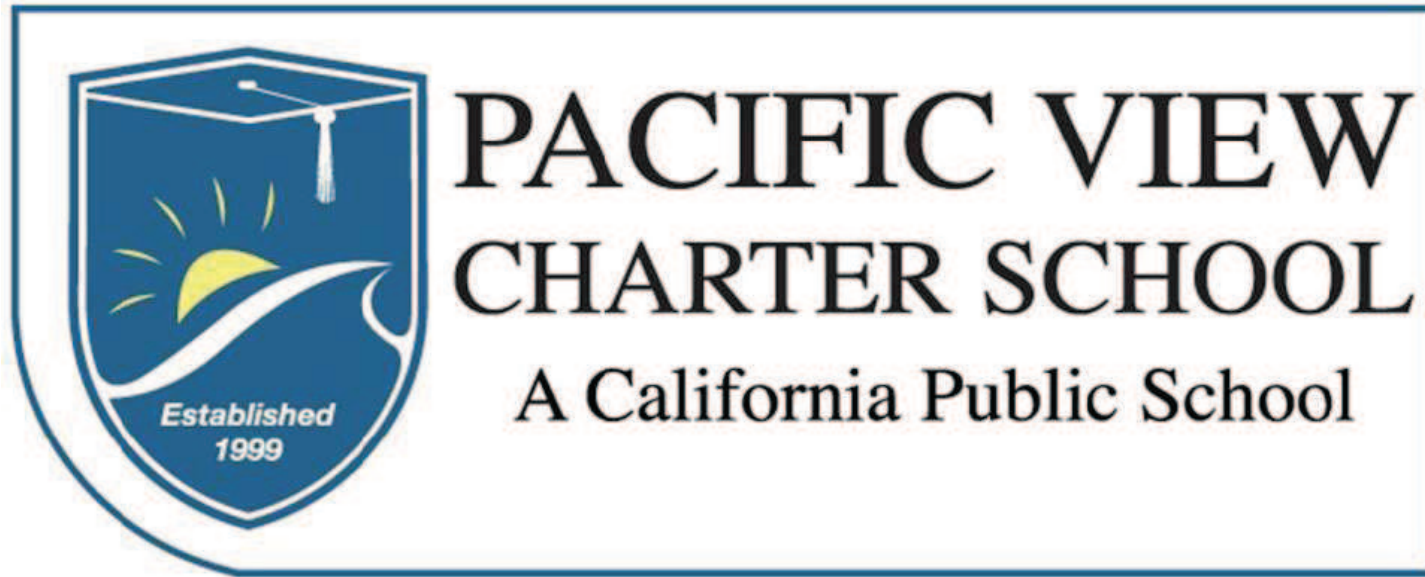
Board of Trustees' Special Meeting – Monday, June 29, 2015

9:30am

- 1.0 Call to Order/Roll Call
- 2.0 Approval of Agenda **Action**
- 3.0 Pledge of Allegiance
- 4.0 Public Comment
- 5.0 Introductions
- 6.0 Consent Calendar
- 7.0 Action/Discussion Items
 - 7.1 2015-16 Local Control Accountability Plan (LCAP) **Action**
- 8.0 Personnel
 - 8.1 Classified Salary Schedule **Action**

This item amends the salary schedule for the College Liaison position
- 9.0 Adjournment

7.1



Local Control & Accountability Plan
2015-16

§15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Pacific View Charter School

Contact: Gina Campbell, Founding Executive Director, gcampbell@pacificview.org (760) 757-0161

LCAP Year 2015-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>As stated in the “Annual Update” below, involvement in the annual update and developing the new 2015-16 goals has been an ongoing collaborative effort with stakeholders. In addition, surveys were administered in both English and Spanish, eblasts, announcements on the school’s website, parent meetings (including translation services), and visits to group home site for foster youth. In addition, regular ongoing conversations have taken place with probation officers. Consulting with students took place at all grade levels:</p> <ul style="list-style-type: none"> • Grade K-8: bimonthly meetings took place took place between teachers, parents and students • Grade 9-12: weekly meetings took place between teachers, parents and students <p>An LCAP survey was administered to parents, student and staff. The following are the survey findings.</p> <ul style="list-style-type: none"> • Parent Survey: Overwhelmingly, the survey results indicated that parents of PVCS were satisfied with the education that their child was receiving. 93.2% of parents rated themselves as satisfied and very satisfied with the school in general and 94.9% rated their child’s experience with their Supervisory Teacher as Good or Great. 79.4% of parents feel that PVCS is preparing their student for life beyond high school, indicating that work should be done to improve that percentage. The survey also indicated that parents prefer to communicate with the school through email (55%) and face-to-face meetings with teachers. The survey also indicates interest by the majority of parents in finding more opportunities to be involved at PVCS, specifically in parent workshops (31.5%) and volunteer opportunities during school hours (25.9%) • Staff Survey: 100% of staff are satisfied with their position and feel supported in promoting student success. 93.8% of staff feels that the professional development that they received provided useful 	<p>The following changes were made as a result from feedback from students, parents and staff:</p> <ul style="list-style-type: none"> • Provide counseling services to evaluate transcripts • Provide student clubs • Provide snacks and nutrition breaks for students <p>As a result of feedback from stakeholders, the following improved outcomes for students have taken place:</p> <ul style="list-style-type: none"> • Palomar Family Counseling has provided significant mental health services for students, resulting in increased student attendance rates, decreasing dropout rates. • College & Career Presentations, and partnerships with local community colleges that provide concurrent enrollment for students has resulted in an influx of students participating in this opportunity while enrolled at PVCS.

information to perform better at their jobs and 100% felt that the professional development during the 14/15 school year was relevant to the current trends in education. Staff at PVCS indicated a need to use data more effectively to monitor student progress (31% did not agree with the statement “assessment data is used effectively to monitor student progress). However, staff felt that the interventions put in place for students are effective (93% for reading, 85.7% for math).

- **Student Survey:** 88.5% of responding students rated their overall satisfaction with the school as good to great. Students also felt supported by their teachers and that they received sufficient help with their school work. 77% of students said they felt that PVCS was preparing them well for life beyond high school, indicating an area of growth for the school. Students indicated that they received information about events at the school primarily through their teacher and information in the front office and would like more events, activities and clubs in the future. Although the data from the students was overwhelmingly positive, any indication of a student feeling that their academic and social needs were not met is an area of concern for the school.

Annual Update:

Pacific View Charter School is a direct-funded K-12 WASC-accredited charter school situated in Oceanside serving over 1000 students through a hybrid model of classroom and non-classroom-based instruction where every student is provided a Personalized Learning Plan. In August 2015, PVCS will open an additional site in Moreno Valley, serving a total of 100 students in grades 9-12, in a non-classroom based educational setting.

Stakeholder engagement on the LCAP goals has been an ongoing process using social media, newsletters, surveys eblasts and flyers, throughout the 2014-15 school year. During each meeting both qualitative and quantitative data was provided that included Reading Lexile Levels, and benchmark/diagnostic assessment results. Meetings took place as follows:

- Governing Board Meetings on the following dates
 - September 26, 2014
 - October 21, 2014
 - November 18, 2014
 - February 17, 2015
 - April 21, 2015
- Advisory Meetings on the following dates:
 - July 2, 2014
 - July 30, 2014
 - August 13, 2014
 - October 1, 2014
 - October 22, 2014
 - November 19, 2014
 - December 3, 2014
 - January 7, 2015
 - January 28, 2015
 - February 4, 2015
 - March 4, 2015
- Staff Meetings
 - November 12, 2014
 - March 11, 2015
 - May 20, 2015

Annual Update:

The following changes were made to the 2015-16 LCAP as a result from feedback from stakeholders:

- Provide services to evaluate transcripts
- Will create a position of College and Career Liaison.
- Provide student clubs – student clubs will be added in 15/16 school year
- Provide snacks and nutrition breaks for students – ongoing
- Will increase sports/recreation opportunities for students
- Palomar Family Counseling has provided significant mental health services for students, resulting in increased student attendance rates, decreasing dropout rates. Will increase services to 5 days a week based on presented need from students and parents.

The following are the improved outcomes for students as a result from stakeholder input:

- Palomar Family Counseling has provided significant mental health services for students, resulting in increased student attendance rates, decreasing dropout rates. Will increase services to 5 days a week based on presented need from students and parents.
- College & Career Presentations, and increased collaboration with local community colleges that provide concurrent enrollment for students has resulted in an influx of students participating in this opportunity while enrolled at PVCS. Created a position for and hired a College and Career Liaison
- Palomar Family Counselors could not accommodate the number of students requesting services
- Teacher referrals exceeded Palomar Family Counseling capacity of service.
- Number of students needing assistance in transitioning to college and career and the review of transcripts has

	<p>resulted in creation of position of College and Career Liaison</p> <ul style="list-style-type: none">• Survey feedback indicated an increased demand from parents and students for increased College and Career pathway• Middle school teachers indicated need for college and career pathway prior to high school transition. <p>There was a significant improvement in stakeholder engagement compared to last year:</p> <ul style="list-style-type: none">• Increased opportunities for collaboration and evaluation of school programs by stakeholders• Increased onsite professional development for all staff• Survey for all stakeholders will increase in frequency• Increased school-site activities allowed students the opportunity to voice their interests and opinions to teachers and administration. This will result in an increase in extra-curricular activities.
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL:</p>	<p>GOAL #1: Students will have equitable access to rigorous, well-rounded, Common Core aligned curricula, in a safe facility, taught by highly qualified teachers, that assures readiness for a full-range of post-graduation options</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<ul style="list-style-type: none"> • Common Core aligned curriculum • Increase student access to technology 		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Pacific View Charter School (PVCS)</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>LCAP Year 1: 2015-16</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum. 3. Facilities will be safe & in good repair as documented in annual FIT Report 4. Students will have access to technology – Student to Computer ratio: 1:1 middle school and grade 9. 5. Increase the percentage of students participating in ECAP day. 6. Pacific View Charter School at the high school level serves at-risk youth; the following State Priority measurable outcomes/metrics apply to the school’s educational program: <ul style="list-style-type: none"> • Student Achievement: <ul style="list-style-type: none"> ○ Percentage of students who enroll in UC A-G courses ○ Percentage of students who complete senior Exit Course ○ Percentage of students who concurrently enroll in local colleges 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p><u>HQT & STAFF:</u></p> <ol style="list-style-type: none"> 1. Human Resources and Business Specialist verifies teachers’ credentials, CLAD certifications and ensures live scan is completed and documented in employee’s personnel file. Costs associated full-time Human Resources and Business Specialist, and live scans. 2. Acquire, develop and retain highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development. 3. Costs for the Pacific View Charter School Leadership Team that includes: <ul style="list-style-type: none"> • Executive Director 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,752 LCFF Base Object Code 2400-000 \$700.00 LCFF Base Object Code 5800-000 \$1,537,625 LCFF Base LCFF S/C EPA Object Code 1100-000</p>

<ul style="list-style-type: none"> • Business Consultant • Director of Central Office & Finance • Director of Curriculum • K-8 Lead Teacher • 9-12 Lead Teacher • Director of Student Services <p>Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission, academic program including but not limited to the WASC Self-Study Process.</p> <p>4. Provide Professional development opportunities for members of the Leadership Team as part of Capacity Building and supporting their roles at the school.</p> <p>5. Cost of Classified/Bilingual staff and Instruction Aides.</p>			<p>\$552,458 LCFF Base LCFF S/C Object Code 1100-000 & 1300-000</p> <p>\$133,921 LCFF Base Object Code 2400-000</p> <p>\$60,000 LCFF Base Object Code 5800-000</p> <p>\$126,445 LCFF Base Object Code 5800-000</p> <p>\$52,000 LCFF Base Object Code 5800-000</p>
<p><u>FACILITY & TECHNOLOGY</u></p> <p>1. Costs for IT Support to provide any upgrades to the schools' infrastructure for proper bandwidth, and provide technical support, including installation, updates and maintenance of all technology devices for both school sites.</p> <p>2. Provide full-time janitorial services to maintain a clean and safe school sites. In addition, ensure facility repairs, upgrades/improvements are documented and completed.</p>	<p>Schoolwide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$95,912 LCFF Base Object Code 2300-000</p> <p>\$341,457 LCFF Base Object Codes 4300-000 & 5800-000</p> <p>\$131,410 LCFF Base</p>

<p>3. Purchase the following technology devices for both sites:</p> <ul style="list-style-type: none"> • 30 laptops (students) • 6 laptops (teachers) • 150 Chromebooks (students) • 150 Computer Bags/cases (students) • 2 Document Cameras (classroom) • 4 Projectors (classroom) 			<p>LCFF S/C Object Codes 4300-000 & 5800-000</p> <p>\$293,171 LCFF Base Object Code 5800-000</p> <p>\$50,000 LCFF Base Object Code 4300-000</p>
<p><u>CURRICULUM</u></p> <p>1. Costs for purchasing the following Common Core aligned curricular and instructional materials for grades K-12:</p> <ul style="list-style-type: none"> • Scholastic Read 180 • Scholastic Math 180 • Mark 12 Reading program • ST Math • Read Live • Study Island (K-8) • K-12 Online curriculum • Schoology LMS • Pearson’s AGS Foundation • L Book • Edgenuity • English 3D 	<p>Schoolwide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$362,158 LCFF Base LCFF S/C Object Codes 4300-000 & 5800-000</p>

<p><u>COLLEGE & CAREER READINESS:</u></p> <ol style="list-style-type: none"> 1. All students will have access to an Individualized Learning Plan (ILP). For high school students it also includes a list of courses the student needs to complete for high school graduation requirements and a transition plan for post-secondary education. 2. Hire Bilingual College Liaison to assist students with the college application plan, developing resumes, career planning and applying for financial aid in collaboration with the Director of Student Services. 3. Continue to host annual Financial Aid Workshop for all high school students and parents. 4. Leadership Team will ensure that all students have access to support and interventions; and will ensure those programs are accessible to all students. 5. Continue to develop a bridge to Mira Costa College and Palomar College: Provide concurrent enrollment for high school students. 6. Continue to collaborate with Mira Costa College who provides student ambassador to assist PVCS students in the application process and courses at the community college on a monthly basis. 7. Continue to host College and Career Guest Speakers. 8. Create a position for a College and Career Liaison. 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$48,929 LCFF Base LCFF S/C Object Code 1900-000</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 7. 100% of teachers will be appropriately credentialed and assigned. 8. 100% of students will have access to Common Core aligned ELA & Math Curriculum. 9. Facilities will be safe & in good repair as documented in annual FIT Report 10. Students will have access to technology – Student to Computer ratio: 1:1 middle school and grade 9. 11. Increase the percentage of students participating in ECAP day.
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	<p>12. 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:</p> <ul style="list-style-type: none"> • Student Achievement: <ul style="list-style-type: none"> ○ Percentage of students who enroll in UC A-G courses ○ Percentage of students who complete senior Exit Course ○ Percentage of students who concurrently enroll in local colleges 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>HQT & STAFF:</u></p> <ol style="list-style-type: none"> 1. Human Resources and Business Specialist verifies teachers' credentials, CLAD certifications and ensures live scan is completed and documented in employee's personnel file. Costs associated full-time Human Resources and Business Specialist, and live scans. 2. Acquire, develop and retain highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development. 3. Costs for the Pacific View Charter School Leadership Team that includes: <ul style="list-style-type: none"> • Executive Director • Business Consultant • Director of Central Office & Finance • Director of Curriculum • K-8 Lead Teacher • 9-12 Lead Teacher • Director of Student Services <p>Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission, academic program including but not limited to the WASC Self-Study Process.</p> 4. Provide Professional development opportunities for members of the Leadership Team as part of Capacity Building and supporting their roles at the school. 	<p>Schoolwide</p>	<p>X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$104,782 LCFF Base Object Code 2400-000</p> <p>\$749 LCFF Base Object Code 5800-000</p> <p>\$1,749,130 LCFF Base LCFF S/C EPA Object Code 1100-000</p> <p>\$574,556 LCFF Base LCFF S/C Object Code 1100-000 & 1300-000</p> <p>\$139,278 LCFF Base Object Code 2400-000</p> <p>\$60,000 LCFF Base Object Code</p>

			<p>5800-000</p> <p>\$135,296 LCFF Base Object Code 5800-000</p> <p>\$55,640 LCFF Base Object Code 5800-000</p>
<p><u>FACILITY & TECHNOLOGY</u></p> <ol style="list-style-type: none"> Costs for IT Support to provide any upgrades to the schools' infrastructure for proper bandwidth, and provide technical support, including installation, updates and maintenance of all technology devices for both school sites. Provide full-time janitorial services to maintain a clean and safe school sites. In addition, ensure facility repairs, upgrades/improvements are documented and completed. Develop a technology needs assessment based on teacher and student needs. 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$99,748 LCFF Base Object Code 2300-000</p> <p>\$365,359 LCFF Base Object Codes 4300-000 & 5800-000</p> <p>\$140,609 LCFF Base LCFF S/C Object Codes 4300-000 & 5800-000</p> <p>\$313,693 LCFF Base Object Code 5800-000</p> <p>\$53,500 LCFF Base Object Code 4300-000</p>

<p><u>CURRICULUM</u></p> <p>1. Costs for purchasing the following Common Core aligned curricular and instructional materials for grades K-12:</p> <ul style="list-style-type: none"> • Scholastic Read 180 • Scholastic Math 180 • Mark 12 Reading program • ST Math • Read Live • Study Island (K-8) • K-12 Online curriculum • Schoology LMS • Pearson’s AGS Foundation • L Book • Edgenuity • English 3D 	<p>Schoolwide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$387,509 LCFF Base LCFF S/C Object Codes 4300-000 & 5800-000</p>
<p><u>COLLEGE & CAREER READINESS:</u></p> <p>1. All students will have access to an Individualized Learning Plan (ILP). For high school students it also includes a list of courses the student needs to complete for high school graduation requirements and a transition plan for post-secondary education.</p> <p>2. Hire Bilingual College Liaison to assist students with the college application plan, developing resumes, career planning and applying for financial aid in collaboration with the Director of Student Services.</p> <p>3. Continue to host annual Financial Aid Workshop for all high school students and parents.</p> <p>4. Leadership Team will ensure that all students have access to support and interventions; and will ensure those programs are accessible to all students.</p> <p>5. Continue to develop a bridge to Mira Costa College and Palomar College: Provide concurrent enrollment for high</p>	<p>Schoolwide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$50,886 LCFF Base LCFF S/C Object Code 1900-000</p>

<p>school students.</p> <p>6. Continue to collaborate with Mira Costa College who provides student ambassador to assist PVCS students in the application process and courses at the community college on a monthly basis.</p> <p>7. Continue to host College and Career Guest Speakers.</p> <p>8. Create a position for a College and Career Liaison.</p>			
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum. 3. Facilities will be safe & in good repair as documented in annual FIT Report 4. Students will have access to technology – Student to Computer ratio: 1:1 middle school and grade 9. 5. Increase the percentage of students participating in ECAP day. 6. Pacific View Charter School at the high school level serves at-risk youth; the following State Priority measurable outcomes/metrics apply to the school’s educational program: <ul style="list-style-type: none"> • Student Achievement: <ul style="list-style-type: none"> ○ Percentage of students who enroll in UC A-G courses ○ Percentage of students who complete senior Exit Course ○ Percentage of students who concurrently enroll in local colleges
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>HQT & STAFF:</u></p> <ol style="list-style-type: none"> 1. Human Resources and Business Specialist verifies teachers’ credentials, CLAD certifications and ensures live scan is completed and documented in employee’s personnel file. Costs associated full-time Human Resources and Business Specialist, and live scans. 2. Acquire, develop and retain highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development. 3. Costs for the Pacific View Charter School Leadership Team that includes: 	<p align="center">Schoolwide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$104,782 LCFF Base Object Code 2400-000</p> <p>\$802 LCFF Base Object Code 5800-000</p> <p>\$1,819,095 LCFF Base LCFF S/C EPA Object Code</p>

<ul style="list-style-type: none"> • Executive Director • Business Consultant • Director of Central Office & Finance • Director of Curriculum • K-8 Lead Teacher • 9-12 Lead Teacher • Director of Student Services <p>Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission, academic program including but not limited to the WASC Self-Study Process.</p> <p>4. Provide Professional development opportunities for members of the Leadership Team as part of Capacity Building and supporting their roles at the school.</p>			<p>1100-000</p> <p>\$597,538 LCFF Base LCFF S/C Object Code 1100-000 & 1300-000</p> <p>\$144,849 LCFF Base Object Code 2400-000</p> <p>\$60,000 LCFF Base Object Code 5800-000</p> <p>\$144,767 LCFF Base Object Code 5800-000</p> <p>\$59,535 LCFF Base Object Code 5800-000</p>
<p><u>FACILITY & TECHNOLOGY</u></p> <p>1. Costs for IT Support to provide any upgrades to the schools' infrastructure for proper bandwidth, and provide technical support, including installation, updates and maintenance of all technology devices for both school sites.</p> <p>2. Provide full-time janitorial services to maintain a clean and safe school sites. In addition, ensure facility repairs, upgrades/improvements are documented and</p>	<p>Schoolwide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$103,738 LCFF Base Object Code 2300-000</p> <p>\$390,934 LCFF Base Object Codes 4300-000 & 5800-000</p> <p>\$150,452</p>

<p>completed.</p> <p>3. Develop a technology needs assessment based on teacher and student needs.</p>			<p>LCFF Base LCFF S/C Object Codes 4300-000 & 5800-000</p> <p>\$335,652 LCFF Base Object Code 5800-000</p> <p>\$57,245 LCFF Base Object Code 4300-000</p>
<p><u>CURRICULUM</u></p> <p>1. Costs for purchasing the following Common Core aligned curricular and instructional materials for grades K-12:</p> <ul style="list-style-type: none"> • Scholastic Read 180 • Scholastic Math 180 • Mark 12 Reading program • ST Math • Read Live • Study Island (K-8) • K-12 Online curriculum • Schoology LMS • Pearson’s AGS Foundation • L Book • Edgenuity • English 3D 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$414,635 LCFF Base LCFF S/C Object Codes 4300-000 & 5800-000</p>

<p><u>COLLEGE & CAREER READINESS:</u></p> <ol style="list-style-type: none"> 1. All students will have access to an Individualized Learning Plan (ILP). For high school students it also includes a list of courses the student needs to complete for high school graduation requirements and a transition plan for post-secondary education. 2. Hire Bilingual College Liaison to assist students with the college application plan, developing resumes, career planning and applying for financial aid in collaboration with the Director of Student Services. 3. Continue to host annual Financial Aid Workshop for all high school students and parents. 4. Leadership Team will ensure that all students have access to support and interventions; and will ensure those programs are accessible to all students. 5. Continue to develop a bridge to Mira Costa College and Palomar College: Provide concurrent enrollment for high school students. 6. Continue to collaborate with Mira Costa College who provides student ambassador to assist PVCS students in the application process and courses at the community college on a monthly basis. 7. Continue to host College and Career Guest Speakers. 8. Create a position for a College and Career Liaison. 	<p>Schoolwide</p>	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$50,886 LCFF Base LCFF S/C Object Code 1900-000</p>
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GOAL:	GOAL #2: Teachers will receive professional development on data-driven instruction, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content		Related State and/or Local Priorities: 1__ 2X 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> Professional Development: CCSS in ELA/ELD, Math & NGSS Professional Development on research-based instructional strategies Strengthen ELD Program Closely monitor & provide supports for ELL's & LTEL's 		
Goal Applies to:	Schools:	Pacific View Charter School (PVCS)	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 100% of ELA teachers will receive Professional Development ELA/ELD Frameworks 100% of Math teachers will receive Professional Development on Math CCSS 100% of Science teachers will receive Professional Development on NGSS 100% of teachers will receive Professional Development on data-driven instruction. Will establish growth targets for continuously enrolled ELL's using CELDT Performance Increase reclassification rate for students in Early Advance/Advanced as measured by CELDT by 2017-18 for continuously enrolled English Learners. Decrease the percentage of Long Term English Learner (LTEL) for continuously enrolled English Learners. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>PROFESSIONAL DEVELOPMENT</u> 1. Provide teachers with Professional Development on the following topics/areas: <ul style="list-style-type: none"> Common Core State Standards (CCSS) ELA/ELD Frameworks CCSS Math Next Generation Science Standards (NGSS) English 3D Math 180 Read 180 Edgenuity Schoology LMS Mindset Social-emotional Learning RTI – Expansion to prevention and behavior 	Schoolwide	X_ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$55,044 LCFF S/C Object Code 5200-000

<p>intervention</p> <ul style="list-style-type: none"> • Data Analysis of Student Growth • School Safety • Gang awareness with Oceanside Police Department • State mandated trainings <p>2. Hire Consultants to provide Professional Development for specific topics/areas.</p> <p>3. Provide learning opportunities for teachers and Leadership Team through conferences such as CCSA, STEM Symposium, Advocacy day, and as requested that align with the Common Core State Standards and the school's educational program.</p>			
<p><u>ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL</u></p> <p>1. PVCS will administer CELDT assessments annually for all ELLs.</p> <p>2. Leadership Team & teachers as a PLC will analyze data and discuss student progress and routinely use data to:</p> <ul style="list-style-type: none"> • Monitor the progress of ELL's including LTELs and Reclassified Students • Determine the short and long-term needs of ELLs/LTELs • Determine specific actions designed to accelerate language acquisition and learning for ELL's. <p>3. CELDT coordinator will reclassify students annually based on school's reclassification criteria.</p> <p>4. ELD Curriculum includes:</p> <ul style="list-style-type: none"> • English 3D (onsite for grades 9-12) • Pearson's AGS Foundation • Read 180 • L Book • ReadLive 	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$40,000 LCFF S/C Object Code 5200-000</p>

<ul style="list-style-type: none"> Digital supports <p>5. ELL's receive instruction that includes: ELA, ELD, intervention courses</p> <p>6. Implement ELL/LTEL supports that focus on the following:</p> <ul style="list-style-type: none"> Increased reclassification rates Increase English Proficiency as measured through CELDT 			
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 100% of ELA teachers will receive Professional Development ELA/ELD Frameworks 100% of Math teachers will receive Professional Development on Math CCSS 100% of Science teachers will receive Professional Development on NGSS 100% of teachers will receive Professional Development on data-driven instruction. Will establish growth targets for continuously enrolled ELL's using CELDT Performance Increase reclassification rate for students in Early Advance/Advanced as measured by CELDT by 2017-18 for continuously enrolled English Learners. Decrease the percentage of Long Term English Learner (LTEL) for continuously enrolled English Learners.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. Provide teachers with Professional Development on the following topics/areas:</p> <ul style="list-style-type: none"> Common Core State Standards (CCSS) ELA/ELD Frameworks CCSS Math Next Generation Science Standards (NGSS) English 3D Math 180 Read 180 Edgenuity Schoology LMS Mindset Social-emotional Learning 	<p align="center">Schoolwide</p>	<p>X_ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$58,897</p> <p>LCFF S/C</p> <p>Object Code</p> <p>5200-000</p>

<ul style="list-style-type: none"> • RTI – Expansion to prevention and behavior intervention • Data Analysis of Student Growth • School Safety • Gang awareness with Oceanside Police Department • State mandated trainings <p>2. Hire Consultants to provide Professional Development for specific topics/areas.</p> <p>3. Provide learning opportunities for teachers and Leadership Team through conferences such as CCSA, STEM Symposium, Advocacy day, and as requested that align with the Common Core State Standards and the school's educational program.</p>			
<p><u>ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL</u></p> <p>1. PVCS will administer CELDT assessments annually for all ELLs.</p> <p>2. Leadership Team & teachers as a PLC will analyze data and discuss student progress and routinely use data to:</p> <ul style="list-style-type: none"> • Monitor the progress of ELL's including LTELs and Reclassified Students • Determine the short and long-term needs of ELLs/LTELs • Determine specific actions designed to accelerate language acquisition and learning for ELL's. <p>3. CELDT coordinator will reclassify students annually based on school's reclassification criteria.</p> <p>4. ELD Curriculum includes:</p> <ul style="list-style-type: none"> • English 3D (onsite for grades 9-12) • Pearson's AGS Foundation • Read 180 • L Book 	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$42,800 LCFF S/C Object Code 5200-000</p>

<ul style="list-style-type: none"> • ReadLive • Digital supports <p>5. ELL's receive instruction that includes: ELA, ELD, intervention courses</p> <p>6. Implement ELL/LTEL supports that focus on the following:</p> <ul style="list-style-type: none"> • Increased reclassification rates • Increase English Proficiency as measured through CELDT 			
LCAP Year 3: 2017-18			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. 100% of ELA teachers will receive Professional Development ELA/ELD Frameworks 2. 100% of Math teachers will receive Professional Development on Math CCSS 3. 100% of Science teachers will receive Professional Development on NGSS 4. 100% of teachers will receive Professional Development on data-driven instruction. 5. Will establish growth targets for continuously enrolled ELL's using CELDT Performance 6. Increase reclassification rate for students in Early Advance/Advanced as measured by CELDT by 2017-18 for continuously enrolled English Learners. 7. Decrease the percentage of Long Term English Learner (LTEL) for continuously enrolled English Learners. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. Provide teachers with Professional Development on the following topics/areas:</p> <ul style="list-style-type: none"> • Common Core State Standards (CCSS) ELA/ELD Frameworks • CCSS Math • Next Generation Science Standards (NGSS) • English 3D • Math 180 • Read 180 • Edgenuity • Schoology LMS • Mindset • Social-emotional Learning 	<p>Schoolwide</p>	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>\$63,020 LCFF S/C Object Code 5200-000</p>

<ul style="list-style-type: none"> • RTI – Expansion to prevention and behavior intervention • Data Analysis of Student Growth • School Safety • Gang awareness with Oceanside Police Department • State mandated trainings <p>2. Hire Consultants to provide Professional Development for specific topics/areas.</p> <p>3. Provide learning opportunities for teachers and Leadership Team through conferences such as CCSA, STEM Symposium, Advocacy day, and as requested that align with the Common Core State Standards and the school's educational program.</p>			
<p><u>ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL</u></p> <p>1. PVCS will administer CELDT assessments annually for all ELLs.</p> <p>2. Leadership Team & teachers as a PLC will analyze data and discuss student progress and routinely use data to:</p> <ul style="list-style-type: none"> • Monitor the progress of ELL's including LTELs and Reclassified Students • Determine the short and long-term needs of ELLs/LTELs • Determine specific actions designed to accelerate language acquisition and learning for ELL's. <p>3. CELDT coordinator will reclassify students annually based on school's reclassification criteria.</p> <p>4. ELD Curriculum includes:</p> <ul style="list-style-type: none"> • English 3D (onsite for grades 9-12) • Pearson's AGS Foundation • Read 180 • L Book • ReadLive 	<p>Schoolwide</p>	<p><u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> <input checked="" type="checkbox"/> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$45,796 LCFF S/C Object Code 5200-000</p>

<ul style="list-style-type: none">• Digital supports <p>5. ELL's receive instruction that includes: ELA, ELD, intervention courses</p> <p>6. Implement ELL/LTEL supports that focus on the following:</p> <ul style="list-style-type: none">• Increased reclassification rates• Increase English Proficiency as measured through CELDT			
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GOAL:	GOAL #3: Continue to develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> Establish growth targets for CAASPP/SBAC Assessments (schoolwide & subgroup) Establish growth targets for Common Core aligned benchmark assessments (schoolwide & subgroup) 		
Goal Applies to:	Schools:	Pacific View Charter School (PVCS)	Applicable Pupil Subgroups: All
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Establish growth targets for Benchmark assessments in ELA & Mathematics (schoolwide/subgroup) upon release of 2015 CAASPP/SBAC assessment results Establish growth targets for CAASPP/SBAC assessments in ELA & Math (schoolwide/subgroup) upon release of 2015 CAASPP/SBAC Assessment results 2016 API will serve as a baseline 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>ASSESSMENTS</u></p> <ol style="list-style-type: none"> All students are assessed using diagnostic assessments in reading and math. Administer Benchmark Assessments using STAR Enterprise Reading & Math for grades 2-12. Writing assessments with rubrics. Costs for administering state mandated assessments: <ul style="list-style-type: none"> CST Science: Grades 5, 8 and 10 CAASPP/SBAC: Grades 3-8, and 11 Physical Fitness Test (PFT): Grades 5,7 & 9 CELDT for ELL's Student Presentations, using a variety of multimedia tools. 	Schoolwide	X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$29,076 LCFF Base LCFF S/C Object Code 1100-000 & 1300-000 \$31,380 LCFF Base LCFF S/C Object Code 1100-000

<p><u>ACADEMIC INTERVENTIONS</u></p> <ol style="list-style-type: none"> 1. Provide struggling/at-risk students with access to Math 180 & Read 180 Program in grades 9-12. 2. Continue to implement RTI 4-tier Model to identify student academic and/or social-emotional needs and provide appropriate and targeted support. 3. For Grades K-8: Teachers meet with parents and students to conduct progress checks and assess mastery. 4. For Grades 9-12: Teachers meet with parents and students to conduct progress checks and assess mastery 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$110,975 LCFF Base LCFF S/C Object Code 5800-000</p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Will establish growth targets for Benchmark assessments in ELA & Mathematics 2. Will establish growth targets for CAASPP/SBAC assessments in ELA & Math 3. Establish growth target for 2017 API 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p><u>ASSESSMENTS</u></p> <ol style="list-style-type: none"> 1. All students are assessed using diagnostic assessments in reading and math. 2. Administer Benchmark Assessments using STAR Enterprise Reading & Math for grades 2-12. 3. Writing assessments with rubrics. 4. Costs for administering state mandated assessments: CST Science: Grades 5, 8 and 10 CAASPP/SBAC: Grades 3-8, and 11 Physical Fitness Test (PFT): Grades 5,7 & 9 CELDT for ELL's 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$30,239 LCFF Base LCFF S/C Object Code 1100-000 & 1300-000 \$32,635 LCFF Base LCFF S/C Object Code 1100-000</p>

<p>5. Student Presentations, using a variety of multimedia tools.</p>			
<p><u>ACADEMIC INTERVENTIONS</u></p> <ol style="list-style-type: none"> 1. Provide struggling/at-risk students with access to Math 180 & Read 180 Program in grades 9-12. 2. Continue to implement RTI 4-tier Model to identify student academic and/or social-emotional needs and provide appropriate and targeted support. 3. For Grades K-8: Teachers meet with parents and students to conduct progress checks and assess mastery. 4. For Grades 9-12: Teachers meet with parents and students to conduct progress checks and assess mastery. 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$118,743 LCFF Base LCFF S/C Object Code 5800-000</p>
<p>LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Will establish growth targets for Benchmark assessments in ELA & Mathematics 2. Will establish growth targets for CAASPP/SBAC assessments in ELA & Math 3. Establish growth target for 2018 API 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p><u>ASSESSMENTS</u></p> <ol style="list-style-type: none"> 1. All students are assessed using diagnostic assessments in reading and math. 2. Administer Benchmark Assessments using STAR Enterprise Reading & Math for grades 2-12. 3. Writing assessments with rubrics. 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$31,449 LCFF Base LCFF S/C Object Code 1100-000 & 1300-000 \$33,940 LCFF Base LCFF S/C Object Code</p>

<p>4. Costs for administering state mandated assessments: CST Science: Grades 5, 8 and 10 CAASPP/SBAC: Grades 3-8, and 11 Physical Fitness Test (PFT): Grades 5,7 & 9 CELDT for ELL's</p> <p>5. Student Presentations, using a variety of multimedia tools.</p>			1100-000
<p><u>ACADEMIC INTERVENTIONS</u></p> <p>1. Provide struggling/at-risk students with access to Math 180 & Read 180 Program in grades 9-12.</p> <p>2. Continue to implement RTI 4-tier Model to identify student academic and/or social-emotional needs and provide appropriate and targeted support.</p> <p>3. For Grades K-8: Teachers meet with parents and students to conduct progress checks and assess mastery.</p> <p>4. For Grades 9-12: Teachers meet with parents and students to conduct progress checks and assess mastery</p>	Schoolwide	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$127,055 LCFF Base LCFF S/C Object Code 5800-000</p>

GOAL:	GOAL #4: Continue to provide resources and services to students, and parents to provide a sense of safety, school connectedness, and increased student motivation.		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> • Parent participation in schoolwide events • Maintain Attendance Rate above 95% • Decrease Suspension Rates 		
Goal Applies to:	Schools:	Pacific View Charter School (PVCS)	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Provide parents with opportunities for decision-making input in the school's program. 2. Continue parent participation in schoolwide programs/events. 3. Administer annual parent surveys to obtain feedback/input. 4. Maintain ADA at 95% or above. 5. Maintain suspension rates below 5% 6. Administer biannual student surveys. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>PARENTS AS PARTNERS</u></p> <p>At Pacific View Charter School, opportunities for parent participation and involvement in school wide events/programs will take place in the following ways:</p> <ol style="list-style-type: none"> 1. Continue to develop resources for parents within the community. 2. As stated in Goal # 3 Actions & Services, parents meet with teachers regularly. 3. As stated in Goal #1 Actions & Services, "College & Career Readiness," hire a College Liaison to meet with students and parents/guardians to discuss college planning, college application process, financial aid, and career planning. 4. Parents have opportunities to be involved in decision- 	Schoolwide	X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$68,188 LCFF Base LCFF S/C Object Code 4300-000 5800-000 \$20,191 LCFF Base Object Code 4300-000 5800-000

<p>making input, by serving on the governing board.</p>			
<p><u>SCHOOL CLIMATE</u></p> <ol style="list-style-type: none"> 1. Student Success Team will meet as needed to address behavioral, attendance and/or truancy issues with student, parent and administrator. 2. Expand RTI Program to include behavior interventions and select a team of designated staff members to provide behavior interventions. 3. Continue to provide onsite mental health services for PVCS students through the Palomar Family Counseling. 4. Continue to provide workshops for students on bullying (grades 7-8) and age appropriate issues. 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$40,000 LCFF Base LCFF S/C Object Code 1900-000</p>
<p><u>STUDENT ENGAGEMENT</u></p> <ol style="list-style-type: none"> 1. Establish clubs/organizations for students based on student input. 2. Continue to provide (and expand) sports & recreation opportunities. 3. Provide ongoing College & Career Presentations for K-12. 4. Continue to provide glee for elementary grades, including choir performances. 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000 LCFF Base LCFF S/C Object Code 4300-00 & 5800-000</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Provide parents with opportunities for decision-making input in the school's program. 2. Continue parent participation in schoolwide programs/events. 3. Administer annual parent surveys to obtain feedback/input. 4. Maintain ADA at 95% or above.
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5. Maintain suspension rates below 5% 6. Administer biannual student surveys.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>PARENTS AS PARTNERS</u></p> <p>At Pacific View Charter School, opportunities for parent participation and involvement in school wide events/programs will take place in the following ways:</p> <ol style="list-style-type: none"> Continue to develop resources for parents within the community. As stated in Goal # 3 Actions & Services, parents meet with teachers regularly. As stated in Goal #1 Actions & Services, "College & Career Readiness," hire a College Liaison to meet with students and parents/guardians to discuss college planning, college application process, financial aid, and career planning. Parents have opportunities to be involved in decision-making input, by serving on the governing board. 	<p>Schoolwide</p>	<p>__ALL</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$72,961 LCFF Base Object Code 4300-000 5800-000</p> <p>\$21,605 LCFF Base Object Code 4300-000 5800-000</p>
<p><u>SCHOOL CLIMATE</u></p> <ol style="list-style-type: none"> Student Success Team will meet as needed to address behavioral, attendance and/or truancy issues with student, parent and administrator. Expand RTI Program to include behavior interventions and select a team of designated staff members to provide behavior interventions. Continue to provide onsite mental health services for PVCS students through the Palomar Family Counseling. 	<p>Schoolwide</p>	<p>__ALL</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$41,600 LCFF Base LCFF S/C Object Code 1900-00</p>

<p>4. Continue to provide workshops for students on bullying (grades 7-8) and age appropriate issues.</p>			
LCAP Year 3: 2017-18			
<p><u>STUDENT ENGAGEMENT</u></p> <p>1. Establish clubs/organizations for students based on student input.</p> <p>2. Continue to provide (and expand) sports & recreation opportunities.</p> <p>3. Provide ongoing College & Career Presentations for K-12.</p> <p>4. Continue to provide glee for elementary grades, including choir performances.</p>	<p>Schoolwide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$10,700 LCFF Base LCFF S/C Object Code 4300-00 & 5800-000</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>1. Provide parents with opportunities for decision-making input in the school's program. 2. Continue parent participation in schoolwide programs/events. 3. Administer annual parent surveys to obtain feedback/input. 4. Maintain ADA at 95% or above. 5. Maintain suspension rates below 5% 6. Administer biannual student surveys.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p><u>PARENTS AS PARTNERS</u></p> <p>At Pacific View Charter School, opportunities for parent participation and involvement in school wide events/programs will take place in the following ways:</p> <p>1. Continue to develop resources for parents within the community.</p> <p>2. As stated in Goal # 3 Actions & Services, parents meet with teachers regularly.</p>	<p>Schoolwide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$78,068 LCFF Base Object Code 4300-000 5800-000</p> <p>\$23,116 LCFF Base Object Code 4300-000 5800-000</p>

<p>3. As stated in Goal #1 Actions & Services, "College & Career Readiness," hire a College Liaison to meet with students and parents/guardians to discuss college planning, college application process, financial aid, and career planning.</p> <p>4. Parents have opportunities to be involved in decision-making input, by serving on the governing board.</p>			
<p><u>SCHOOL CLIMATE</u></p> <p>1. Student Success Team will meet as needed to address behavioral, attendance and/or truancy issues with student, parent and administrator.</p> <p>2. Expand RTI Program to include behavior interventions and select a team of designated staff members to provide behavior interventions.</p> <p>3. Continue to provide onsite mental health services for PVCS students through the Palomar Family Counseling.</p> <p>4. Continue to provide workshops for students on bullying (grades 7-8) and age appropriate issues.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$43,264 LCFF Base LCFF S/C Object Code 1900-00</p>
<p><u>STUDENT ENGAGEMENT</u></p> <p>1. Establish clubs/organizations for students based on student input.</p> <p>2. Continue to provide (and expand) sports & recreation opportunities.</p> <p>3. Provide ongoing College & Career Presentations for K-12.</p> <p>4. Continue to provide glee for elementary grades,</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$11,449 LCFF Base LCFF S/C Object Code 4300-00 & 5800-000</p>

including choir performances.			
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Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	GOAL #1: Students will have access to standards-aligned instructional resources & materials needed for learning.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 <input checked="" type="checkbox"/> 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____		
Goal Applies to:		Schools: Pacific View Charter School (PVCS)			
Expected Annual Measurable Outcomes:		Applicable Pupil Subgroups: All	<ol style="list-style-type: none"> 100% of students will have access to a fully certified, highly qualified teacher (HQT). 100% of students will have access to standards-aligned curriculum & instructional materials. All students will receive instruction in facilities that are safe, secure, clean and well maintained. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 100% Compliance with NCLB requirements as documented in Human Resources records and CALPADS reporting. 100% Compliance as documented by District annual review. All English and Math courses are Common Core aligned implementation, all ELA and math curriculum is common core aligned. School also has a Curriculum guide that outlines list of purchased curriculum for all core subjects and reported on SARC Reports, and textbook inventory. FIT Report: Exemplary
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Service-s		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Costs associated with Teacher Quality, Highly Qualified Teacher Authorizations		\$2,008 LCFF S/C Object 5800	Costs associated for live scans, and ensuring highly qualified status through teacher credentials are verified. \$2,200 LCFF Base Object Code 5800-000		
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Purchase of Common Core aligned curriculum & instructional materials (ELA, math, Science & History).		\$58,904 LCFF S/C	Costs for the purchase of Common Core aligned curriculum for ELA and Math. K12®, Fuel Education, ST Math, Math \$63,509 LCFF Base		

		Object 5800	180 and Read 180.	LCFF S/C Object Code 5800-000
Scope of service:	Schoolwide		Scope of service:	Schoolwide
<u>X</u> ALL			<u>X</u> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		PVCS has selected to adopt the Integrated Pathway for high school mathematics, starting in the 2015-16 school year.		

Original GOAL from prior year LCAP:	GOAL #2: Professional Development focused on Common Core State Standards ELA and ELD Standards.	Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7__ 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Pacific View Charter School	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Students will receive instructional access by teachers who are participating in CCSS ELA/ELD Framework training. Provide additional academic intervention course & web-based resources for EL students as needed EL students will improve by one performance level annually as identified via CELDT Increase percentage of EL students who are reclassified as RFEP by 5% 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> ELA Teachers have received Professional Development on the newly approved CCSS ELA/ELD Frameworks. All teachers will undergo Professional Development on ELA/ELD frameworks in 2015-16. An academic support service was developed for students in grades 6-8. Web-based resources used include Screen Test, Quizlet, Tablet, Poplet, Read 180, Math 180, Mark 12 Reading, Reading Live, and GAFE. However, this is an action/service not a measurable outcome. Digital support has been developed and embedded in core courses. Continued reading intervention in all English classes SDAIE strategies and individualized instruction CELDT Performance: <ul style="list-style-type: none"> 2013-14: 5 out of 14 ELL Students increased by at least one Performance Level (PL); 9 out of 14 remained at the same PL. 2014-15: 5 out of 12 ELL students increased by at least one Performance Level (PL); 6 out of 12 remained at the same PL; and 1 out of 12 declined by one PL. EL Reclassification Rates: <ul style="list-style-type: none"> 2013-14: 8.2% 2014-15: 45%
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Service-s	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Professional Development expenses for CCSS ELA & ELD Frameworks.	\$1,000 LCFF S/C	1. Costs associated with ELA/ELD Professional Development.	\$2,500 LCFF S/C

<p>2. Purchase of CCSS ELA/ELD Curricular & supplemental materials that support EL's including but not limited to Read 180 and L-Book designated for EL's</p>	<p>Object 5200</p>	<p>2. Costs for ELD curriculum including: Pearson's AGS Foundation Curriculum, LBook, and ReadLive, to support English Language Learners.</p>	<p>Lottery Object Code 5200-000</p>
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Costs for additional academic intervention course & web-based resources for EL students including but not limited to Read 180/Math 180 Program</p>	<p>\$5942 LCFF S/C Object 4300</p>	<p>Costs for the ELL academic intervention course, and web-based instructional resources including but not limited to Read 180, and Math 180 Program.</p>	<p>\$6,822 LCFF S/C Object Code 4300-000</p>
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Costs for ELD Services to improve student achievement for EL's (program & service costs) Costs for CELDT Coordinator & Testing materials</p>	<p>\$423 LCFF S/C Object 4300</p>	<p>Costs associated for ELD services including but not limited to administering CELDT testing, testing materials, reporting and reclassification.</p>	<p>\$575 LCFF S/C Object Code 4300-000</p>
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	

<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>There is a need to revise measurable outcomes so it addresses the CDE metrics..</p>		

Original GOAL from prior year LCAP:	GOAL #3: All teachers will participate in Professional Development to enhance their instructional practice and focus on 21 st century instruction and learning.		Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Pacific View Charter School (PVCS)		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All		
<ol style="list-style-type: none"> Students are instructed by teachers, who engage in a variety of Professional Development trainings to enhance 21st century instruction and core content. Using RTI, identify low performing students for academic intervention. Provide every student with an individualized learning plan with growth targets & monitor for progress. Students with disabilities will meet annual IEP Goals. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> All teachers attend Professional Development on CCSS, Technology, and School Culture/Safety. Teachers have attended Professional Development on NGSS in the 2014-15 school year. PVCS has fully implemented the RTI 4-tier model to address the academic needs of students. Every student is provided with an ILP, growth targets, and closely monitored for progress. However, this is an action/service not a measurable outcome. Most Students with Disabilities have met their Annual IEP goals 		
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Service-s	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Costs for Professional Development on Common Core State Standards including (Differentiated Instruction; Using Technology to Improve Student Learning & engagement; Using student achievement data to drive instruction, 21 st Century Learning, Special Education, Using Academic Intervention Programs (i.e. Renaissance Learning, Math 180, Read 180); and formalizing RTI		\$4,500 LCFF Base LCFF S/C Object 5200	Teachers have received Professional Development on the CCSS in ELA/ELD, Math, Digital Solutions, Effective Strategies for Working Successfully with Difficult and Disruptive Students, and Empowering Educators Building Common Core.	
Scope of service:	Schoolwide		Scope of service:	Schoolwide
<u>X</u> ALL		<u>X</u> ALL		

<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>There is a need to revise this goal so that it aligns with the 8 State Priorities and CDE metrics.</p>		

Original GOAL from prior year LCAP:	GOAL #4: Students will meet or exceed the expectations defined by the Common Core State Standards.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 ___ 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools:	Pacific View Charter School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 2014-15 CAASPP (ELA & Math) assessment results will serve to establish a baseline. Implement Common Core Aligned benchmark assessments for all students in ELA & Math. 		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 2014-15 CAASPP Assessments will serve as a baseline. CAASPP results are scheduled to be released late summer 2015. PVCS will establish base levels of proficiency for schoolwide and subgroup performance using STAR Reading & STAR Math Enterprise Assessments in combination with CAASPP results to ensure alignment once 2015 CAASPP results are released. Staff will analyze both assessment results to ensure alignment and will backward map. Annual growth targets will be developed for schoolwide and subgroup in ELA & Math.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Service-s	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Costs for CCSS aligned benchmark assessment		\$9,000 LCFF Base LCFF S/C Objects 2300 & 4300	Costs associated with STAR Reading & STAR Math Enterprise benchmark assessments. \$7,023 LCFF Base LCFF S/C Object Codes 2300-000 & 4300-000	
Scope of service:	Schoolwide		Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____		

<p>1. Costs for CAASPP Testing materials.</p> <p>2. Costs for IT Specialist to provide technical support</p>	<p>Budget was included in amount in 1. above</p>	<p>1. Costs associated with CAASPP testing materials for grades 3-8, and 11.</p> <p>2. Costs associated with IT specialist to ensure all technology is updated for CAASPP online state mandated assessments; and provide technical support during testing dates.</p>	<p>\$3,500 LCFF Base LCFF S/C Object Codes 2300-000 & 4300-000</p>
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p>X_ALL</p>		<p>X_ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>There is a need to continue this goal and include CDE metrics that address Student Achievement.</p>		

Original GOAL from prior year LCAP:	GOAL #5: Increase supplemental resources, and technology to support academic success.		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5_X 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Pacific View Charter School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Students will have increased access to supplemental materials such as non-fiction texts and computer-based instructional programs. Implement 1:1 laptops for Grades 6-8 		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> English courses for grades 9-12 were redesigned to incorporate non-fiction texts. Revisions of courses in all disciplines focus on CCSS reading and writing. All students in grades 6-8 have 1:1 laptops. Course Access-Technology – Student to Computer ratio: <ul style="list-style-type: none"> 2013-14: 4.8:1 2014-15: 4.5:1 (Schoolwide); 1:1 (Grades 6-8) Course Access: All students have access to the following courses: VAPA, Foreign Language and College and Career, a yearlong required PVCS Course. UC A-G Completion Rate for graduating seniors: <ul style="list-style-type: none"> 2013-14: 0% 2014-15: 0%
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Service-s	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Costs for supplemental materials such as non-fiction texts and computer-based instructional programs	\$1,300 LCFF S/C Object 4100 \$15,500 LCFF S/C Object 4300	Costs for new English course for grades 9-12 that was redesigned to incorporate non-fiction texts. Costs for revisions of courses to incorporate CCSS reading and writing.	\$1,363 LCFF S/C Object Code 4100-000 \$16,275 LCFF S/C Object Codes 1100-000, 4300-000 & 5800-000	
Scope of service:	Schoolwide		Scope of service:	Schoolwide
<u>X</u> _ALL			<u>X</u> _ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Costs for RTI Program Expansion	\$1,000 LCFF S/C Object 5200	Costs involved for RTI Program expansion.	\$1,200 LCFF S/C Object Code 5200-000
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1. Costs for 1:1 laptop program expansion. 2. Costs for hardware and software. 3. Costs for infrastructure upgrades. 4. Costs for IT Specialist	1. \$18,450 LCFF S/C Object 4300 2. \$5,533 LCFF S/C Object 4300/5800 3. \$5,000 LCFF S/C Object 5200 4. \$1,020 LCFF S/C Object 5800	1. Costs associated with 1:1 laptop for Grades 6-8. for 75 laptops 2. Costs for the purchase of hardware & software that includes: <ul style="list-style-type: none"> • Windows OS • Microsoft Office Software • 75 backpacks 3. Costs for infrastructure upgrades that includes: <ul style="list-style-type: none"> • Additional wiring to accommodate increased computer use 4. Costs for IT Specialist to install hardware, software, install infrastructure upgrades and maintain all technology up-to-date; and ensure schoolwide Wi-Fi.	\$23,000 LCFF S/C Microsoft Voucher/Lottery \$5,812 LCFF S/C Object Codes 4300-000 & 5800-000 \$5,000 LCFF S/C Object Code 5800-000 \$1,040 LCFF S/C Object Code 5800-000

Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		There is a need to revise this goal so that it aligns with the 8 State Priorities and CDE metrics.			

Original GOAL from prior year LCAP:	GOAL #6: Students will graduate on time and ready for College & Career	Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Pacific View Charter School (PVCS)	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 80% of Grade 10 students will pass CAHSEE ELA & Math 2. Increase passing rate for credit deficient students by 5% 3. 100% of Grade 11 students will take the CAASPP ELA/Math for EAP 4. Host annual College Application & Financial Aid Workshop 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Student Achievement: ELA CAHSEE Passing Rate <ul style="list-style-type: none"> • 2013-14: 82% • 2014-15: 75% Math CAHSEE Passing Rate <ul style="list-style-type: none"> • 2013-14: 81% • 2014-15: 84% 2. Passing rate for credit deficient was not tracked for the 2013-14 and 2014-15 school year. However, PVCS has seen an increase in Concurrent enrollment at the Community College. 3. Student Achievement: % College Ready by EAP: <ul style="list-style-type: none"> • 2013-14: 27% • 2014-15: Not available 4. PVCS provides a college ambassador throughout the year. A financial aid workshop was offered on February 4, 2015. However, this is an action/service not a measurable outcome. 5. Student Achievement: % AP Passage Rate: <ul style="list-style-type: none"> • 2013-14: 0% • 2014-15: 0% 6. Student Achievement: API – 2015 API is not available 7. Other Pupil Outcomes: % of students taking SAT/ACT <ul style="list-style-type: none"> • 2013-14: 0% • 2014-15: 0%
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Service-s	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Costs for full-time Director of Curriculum & Director of Student Services.	Included in annual salary	Costs for full-time Director of Curriculum & Director of Student Services.	\$200,000 LCFF Base

		<p>Role of Director of Curriculum:</p> <ul style="list-style-type: none"> Align courses to common core Test site coordinator align and embed technology into the curriculum Provide Professional Development on Technology Evaluate vendor program <p>Role Director of Student Services</p> <ul style="list-style-type: none"> Student Discipline RTI Master Schedule Oversee Intervention Programs Liaison Palomar Family Counseling Collaboration with Community College Graduation Plan for seniors Student Success Team CELDT Coordinator <p>The Director of Curriculum and Director of Student Services are critical roles in the school's program that impact Curriculum, Instruction, Assessments, and School Culture.</p>	Object Code 1100-000	
Scope of service:	Schoolwide		Scope of service:	Schoolwide
<u>X</u> _ALL			<u>X</u> _ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Costs for Grade 11 CAASPP ELA & Math testing for EAP designation	\$300 LCFF S/C Object 4300	Costs associated with administering CAASPP ELA and Math (EAP) assessments for grade 11 students.	\$350 LCFF S/C Object Code 4300-000	
Scope of service:	Schoolwide		Scope of service:	Schoolwide
<u>X</u> _ALL			<u>X</u> _ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1. Cost for hosting College Application & Financial Aid (FAFSA) workshops, Navigating the enrollment process, and placement examinations for students & families. 2. Costs for guest speakers on College & Careers. 3. Costs for parents meeting with teachers to discuss student academic progress.		\$0	1. Annual Financial Aid Workshop was held on February 4, 2015 for all high school students and parents. <ul style="list-style-type: none"> Mira Costa College Application takes place monthly by the student ambassador from MiraCosta Colleges Drop-in services were provided for students to assist in College application 2. No costs were incurred for hosting guest speakers on College & careers. PVCS has hosted the following guest speakers in 2014-15: 3. Cost associated for parent meetings with teachers to discuss academic progress. <ul style="list-style-type: none"> Parent/teacher Weekly meetings with parents (as part of reviewing the student's academic progress). PVCS has a very unique relationship with parents since communication takes place on a regular basis onsite.		\$200 LCFF Base Object Code 4300-000 Materials & refreshments for meetings.
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
X_ALL			X_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1. Costs for CAHSEE ELA & Math Prep. 2. Costs for Study Hall		1. \$1,200 LCFF S/C Object 4300	1. Costs for CAHSEE Prep course. Workshop that teacher provide prior to the CAHSEE for all students. 2. Costs for implementing Study Hall for grades 6-12		\$1,200 LCFF S/C Object Code 4300-000

<p>3. Costs for academic tutoring</p> <p>4. Costs for Edutech supplemental course to frontload students with lesson lecture.</p>	<p>2. \$19,572 LCFF S/C Object 5800</p>	<p>students where they receive onsite</p> <p>3. Costs for providing academic tutoring during the school day, for grades 6-12 students.</p> <p>4. EduTech professional development provided to all teachers.</p>	<p>\$19,572 LCFF S/C Object Code 5800-000</p>
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>1. Costs for targeted academic tutoring</p> <p>2. Costs for RTI Tier 1-4 Services</p> <p>3. Costs for Read 180 & Math 180 Program</p>	<p>1. \$59,040 LCFF S/C Object 5800</p>	<p>1. Costs for targeted academic tutoring after-school.</p> <p>2. Costs to implement RTI 4-tier Program.</p> <p>3. Costs for providing Read 180 & Math 180 Program.</p>	<p>\$59,040 LCFF S/C Object Code 5800-000</p>
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>There is a need to revise the measurable outcomes for this goal so that it aligns with the CDE's metrics.</p>		

Original GOAL from prior year LCAP:	GOAL #7: Continue to implement the systematic operation tool to support data-driven decision-making		Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5__ 6__ 7X 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Pacific View Charter School	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Collect, disaggregate, analyze & develop longitudinal student achievement/ data reports.	Actual Annual Measurable Outcomes:	Supervisory teachers collect and record STAR Enterprise results in Math and Reading on their RTI charts and monitoring student progress. Schoolwide reports will be created at the end of the year for analysis. However, this is an action/service and not a measurable outcome.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Service-s	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
1. Costs for School Pathways SIS/LMS 2. Costs for Director of Student Services to collect, disaggregate, analyze and report student achievement data and prepare longitudinal reports for all stakeholders.		\$10,000 LCFF S/C Object 5800	1. Costs for implementing School Pathways Student Information System that collects student demographic and attendance records. 2. Costs for Director of Student Services to collect, disaggregate, analyze and report student achievement data and prepare longitudinal reports for all stakeholders at the end of each school year.	
Scope of service:	Schoolwide		Scope of service:	Schoolwide
<u>X</u> _ALL		<u>X</u> _ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		There will be a need to eliminate this goal as it does not meet the 8 State Priorities.		

Original GOAL from prior year LCAP:	GOAL #8: Increase resources and services to students, and parents to ensure student engagement, school connectedness and positive school culture.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Pacific View Charter School (PVCS)		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Students will have access to an increased number of counselors & mental health providers who will support individualized student needs. Decrease suspension rates by 5% Maintain ADA at 96%. Students & parents will provide feedback on school safety, connectedness and motivation. 		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> PVCS students have access to 2 counselors from Palomar Family Counseling that provides onsite services. However, this is an action/service and not a measurable outcome. School Climate – Suspension Rates: <ul style="list-style-type: none"> 2013-14: 0% 2014-15: 2.6% School Climate – Expulsion Rates: <ul style="list-style-type: none"> 2013-14: 0% 2014-15: 0% Student Engagement – Attendance Rates: <ul style="list-style-type: none"> 2013-14: 95.9% 2014-15: 98% Student & Parents survey were administered Student Engagement – Chronic Absenteeism Rates: <ul style="list-style-type: none"> 2013-14: 0 2014-15: 0 Student Engagement: MS Dropout Rate: <ul style="list-style-type: none"> 2013-14: 0% 2014-15: 0% Student Engagement: HS Dropout Rate: <ul style="list-style-type: none"> 2013-14: 29.5% 2014-15: 15% Student Engagement: HS Graduation Rate: <ul style="list-style-type: none"> 2013-14: 54.1% 2014-15: Results pending
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Service-s	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	

<p>1. Cost for mental health professionals.</p> <p>2. Costs for counselor (social issues not academic)</p>	<p>1. \$400 LCFF S/C Object 5800</p> <p>2. \$4,000 LCFF S/C Object 5800</p>	<p>1. Cost for mental health professionals.</p> <p>2. Costs for counselor to address student social-emotional issues.</p>	<p>\$400 LCFF S/C Object Code 5800-000</p> <p>\$8,000 LCFF S/C Object Code 5800-000</p>
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p>X_ALL</p>		<p>X_ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Costs for implementation of student & parent surveys.</p>		<p>Student and parent surveys were administered to gather input and feedback for purposes of the LCAP and as part of the WASC Self-Study process.</p>	
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p>X_ALL</p>		<p>X_ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Costs for student workshops on bullying, code of conduct.</p>		<p>Peer mentoring course on bullying was offered to all students in grades 7-8. The student handbook that is provided to all students contains the school's code of conduct, which is discussed with all students. Additionally, the ELA curriculum also includes issues regarding bullying that students address.</p>	
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	

<u>X</u> _ALL			<u>X</u> _ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Costs for Field Trips			Field Trips: <ul style="list-style-type: none"> • Sea World • San Diego Zoo • Palomar College • MiraCosta College • Advocacy Day in Sacramento 		
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<u>X</u> _ALL			<u>X</u> _ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		There is a need to revise the measurable outcomes for this goal so that it aligns with the CDE's metrics.			

Original GOAL from prior year LCAP:	GOAL #9: Increase parent involvement workshops, activities, and parent input in decision-making.		Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Pacific View Charter School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. Develop parent engagement opportunities through a variety of trainings and input opportunities.		Actual Annual Measurable Outcomes:	1. Parent participation takes place during school wide events: <ul style="list-style-type: none"> • Science Fair • Winter Festival • Weekly meetings with teachers • College Liaison • Financial Aid Night 2. Parents involved in decision-making input, opportunities to serve on the governing board. 3. Parent survey was administered.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Service-s	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Costs for establishing parent workshops & speakers on the following topics: <ul style="list-style-type: none"> • Common Core State Standards – understanding the standards, rigor, and instruction • Providing online videos for parents on instructional strategies (how to teach lessons) • Using technology to enhance learning • Understanding student achievement data & testing requirements • Character Education 	\$500 LCFF S/C Object 4300	The following parent workshops & speakers took place during the 2014-15 school year: <ul style="list-style-type: none"> • Providing online videos for parents on instructional strategies (how to teach lessons) • Common Core State Standards – understanding the standards, rigor, and instruction • Using technology to enhance learning • Smarter Balanced Assessment/CAASPP 	\$500 LCFF S/C Object Code 4300-000	
Scope of service:	Schoolwide	Scope of service:	Schoolwide	
<u>X</u> ALL		<u>X</u> ALL		

<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>There is a need to revise this goal to include all CDE Metrics/measurable outcomes.</p>		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>284,105</u>
<p>The Supplemental and Concentration Funds calculated on the 2015/16 Local Control Funding Formula are \$284,105. These funds are specifically targeted to service the unduplicated student groups at Pacific View Charter School.</p> <p>Goal 1: Provide HQT teachers to assist directly with academic progress. Director of Curriculum & Director of Student Services administer the resources to provide technology access, reading & math intervention, college & career and counseling/college liaison.</p> <p>Goal 2: Provide professional development for expansion of RTI and prevention of behavior issues.</p> <p>Goal 3: Provide assessment and counseling assistance.</p> <p>Goal 4: Provide community involvement and college liaison.</p> <p>The majority of Pacific View Charter School actions are Schoolwide, because the school services a high population of at-risk/unduplicated students.</p>	

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

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

6.56	%
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The Pacific View Charter School LCAP services listed below represent an increase in services of 6.56% from 2014/15:

- Additional Palomar Counseling services. Budget increased from \$16,000 to \$40,000 based on student & parent requests.
- Increase in curriculum and instruction for English Learners.
- Teacher, Parent & Student meetings will include more culture and customs discussion.
- College liaison will fill a specific need for all unduplicated count students to succeed.
- Professional development has been enhanced to provide mental health and differentiated instruction for unduplicated pupils.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

8.1

