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' Meeting –Tuesday, June 21, 2016
5:00pm
THIS MEETING HAS BEEN RESCHEDULE FOR
Monday, June 27, 2016

1.0   <u>Call to Order/Roll Call</u>

2.0   <u>Approval of Agenda</u>   **Action**

3.0   <u>Pledge of Allegiance</u>

4.0   <u>Public Comment Closed Session</u>

5.0   <u>Closed Session Public Comment</u>
Each speaker will be allowed a maximum of three minutes to speak. Unless an item has been placed on the published agenda in accordance with the Brown Act, there shall be no action taken.

6.0   <u>Closed Session</u>
     6.1 Public Employee Performance Evaluation (Gov. Code 54957)
         Title: Executive Director   **Action**
     6.2 Labor Negotiations (Gov. Code 54957.6)   **Action**

7.0   <u>Report Out To Public Action Taken In Closed Session</u>
     6.1
     6.2

8.0   <u>Introductions</u>

9.0   <u>Consent Calendar</u>
These agenda items are considered routine and will be approved in one action without discussion. If a Board Trustee requests that an item be removed from the consent calendar or a citizen wishes to speak to an item, the item will be considered under Action Items.

     9.1 Minutes from Board Meeting of May 17, 2016   **Action**

10.0   <u>Action/Discussion Items</u>

     10.1 2016/17 LCAP   **Action**
     10.2 2016/17 Proposed Adopted Budget   **Action**
     10.3 Charter School Business Consultants 2016/17 Independent Contractor Agreement
                                                       Action

10.4 **2016-17** Pacific View Charter School Crisis Plan   **Action**

10.5 **2016-17** Injury & Illness Prevention Plan for Oceanside and Moreno Valley
      Action

10.6   Educator Effectiveness Plan   **Action**

10.7   2015-16 Executive Director's End of Year Report   **Information**

11.0   <u>Curriculum</u>

11.1   Mythology Course Outline   **Action**
Staff recommends approval of this new course

11.2   Foreign Transcripts Policy #11   **Action**
Staff recommends approval of this new policy

11.3   Math Placement Policy #12   **Action**
Staff recommends approval of a new policy for entering 9th grade students

11.4   Math 1 Readiness Course Outline   **Action**
Staff recommends approval of this new course

11.5   Edgenuity Digital Arts 2 Course Outline   **Action**
Staff recommends approval of this new course

11.6   Ecology A & B Course Outline   **Action**
Staff recommends the name change for Topics in Biology A & B

12.0   <u>Personnel</u>

12.1 Lead Instructional Aide Job Description   **Action**
Staff recommends the approval of the revisions made to the job description

12.2 Instructional Aide Job Description   **Action**
Staff recommends the approval of the revisions made to the job description

12.3 Hourly Enrichment/Intervention Instructor   **Action**
Staff recommends the approval of this new position

12.4 Classified Salary Schedule   **Action**
Staff recommends the approval of the updates to the salary schedule

13.0   <u>Board/Staff Discussion</u>

14.0   <u>Adjournment</u>

9.1

Pacific View Charter School
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3670 Ocean Ranch Blvd., Oceanside, California 92056
Phone# (760) 757-0161
Board of Trustees' Meeting – Tuesday, May 17, 2016
Board Minutes

1.0   **Call to Order/Roll Call**
Vice President Brown called the meeting to order at 5:01 pm. President Walters absent.

2.0   **Approval of Agenda**
Moved by Trustee Deegan and seconded by Vice President Brown to approve the agenda as presented.

AYES: Deegan, Brown
NOES: None
ABSTAIN: None

3.0   **Pledge of Allegiance**
The Pledge of Allegiance was led by Trustee Deegan

4.0   **Closed SessionPublic Comment**
None

5.0   **Closed Session**
The Board convened to Closed Session at 5:03pm
5.1 Consideration of expelled student#025947 from Oceanside Unified School District to Attend Pacific View Charter School (Ed Code 48918)

AYES: Deegan, Brown
NOES: None
ABSTAIN: None

6.0   **Report Out To Public Action Taken In Closed Session**
5.1 The Board reconvened to Open Session at 5:25pm. Moved by Trustee Deegan and seconded by 1st Vice President Brown to approve the student from Oceanside Unified to attend Pacific View.

AYES: Deegan, Brown
NOES: None
ABSTAIN: None

7.0   **Public Comment**
None

8.0   Introductions
Erin Gorence, Director of Curriculum; Kathy Meck, Lead K-8 Supervisory Teacher; Kathi Cohen, Lead High School Supervisory Teacher; Lori Bentley, Human Resources & Business Specialist; Sandy Benson, Business Consultant; Gayl Johnson, Director of Student Services

9.0   Executive Director's Report
- We have been having counselor meet & greets both here and Moreno Valley
- Staff took two high school and two eighth grade students to participate in Advocacy Day in Sacramento
- We received notification from OUSD regarding intent to change our MOU
- We have had a couple of marketing firms give us presentations on what their companies can do to help with our marketing strategies
- Recruiters from the Marine Corps came on campus and gave a presentation to students
- Employment Development Department also held onsite a resume workshop for students
- Our College Liaison attended a College Fair at the San Diego Convention Center
- Interviews have been held for our summer session teachers
- Certificated Appreciation Day was celebrated. Teachers were provided lunch from Panera
- We had 214 people attend our Sea World trip
- MiraCosta College Tech Career Institution- Tour and info session for students
- MiraCosta College also came onsite and students were invited to hear about the Nursing Program

10.0   Treasurer's Report for Period Ending April 30, 2016
- There was in increase in revenue in the amount of $229K
- Additional materials and supplies were purchased for the program
- Due to the down payment for the acquisition of the Moreno Valley site in the amount of $595,960 our ending balance is showing a negative.
- With our cash in the treasury we still have a very strong financial standing

11.0   Consent Calendar
These agenda items are considered routine and will be approved in one action without discussion. If a Board Trustee requests that an item be removed from the consent calendar or a citizen wishes to speak to an item, the item will be considered under Action Items.

11.1 Minutes from Board Meeting of April 19,2016

Moved by Trustee Deegan and seconded by 1st Vice President to approve the Consent Calendar as presented.
AYES: Deegan, Brown
NOES: None
ABSTAIN: None

12.0 Action/Discussion Items

12.1 Moved by Trustee Deegan and seconded 1st Vice President Brown by to approve the Work Experience Secondary Plan as presented.

AYES: Deegan, Brown
NOES: None
ABSTAIN: None

12.2 Thank you to Sandy our Business Consultant for securing an awesome loan for the acquisition of the Moreno Valley site. We have a 4.2% Interest rate loan fully amortized over 14 years.

12.3 The Executive Director's evaluation will take place next month at the June Board Meeting. Kira will forward to you the self-evaluation that has been created. Please address the strengths and areas of growth and add your thoughts to the self- evaluation.

13. Curriculum

13.1 Moved by 1st Vice President Brown and seconded by Trustee Deegan to approve the Math 3 A&B Courses as presented.

AYES: Deegan, Brown
NOES: None
ABSTAIN: None

13.2 Moved by Trustee Deegan and seconded by 1st Vice President Brown to approve the updated Graduation Requirements as presented.

AYES: Deegan, Brown
NOES: None
ABSTAIN: None

14. Board/Staff Discussion

None

15. Adjournment

President Walters adjourned the meeting at 5:47 pm.

10.1

Introduction:

LEA: <u>Pacific View Charter School</u>   **Contact:** Gina Campbell, Founding Executive Director, <u>gcampbell@pacificview.org</u>, (760) 757-0161   **LCAP Year:** <u>2016-17</u>

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)*

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
As stated in the "Annual Update" below, involvement in the annual update and developing the new 2016-17 goals has been an ongoing collaborative effort with stakeholders. In addition, surveys were administered in both English and Spanish, eblasts, announcements on the school's website, parent meetings (including translation services), and visits to group home site for foster youth. In addition, regular ongoing conversations have taken place with probation officers. Consulting with students took place at all grade levels: 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	The following changes were made as a result from feedback from parents, staff and students: ● Increase the number of events and workshops for parents in both English and Spanish ● Continue to encourage parent participation in school-wide events, volunteer opportunities, participation on the school board and development of the PAC. ● Embed college and career activities grades 4-8.

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

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

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

- Expand school-wide events to showcase student achievements

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

- Increase the number of staff surveys to determine specific areas of need

- Provide annual training on student record keeping and systems used by the school

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

- Develop a document that establishes protocol for chain of command and communication

- Develop student clubs and adopt Safe School Ambassador program.

- Provide opportunities for peer mentoring

- Continue to provide enrichment activities for students

- Continue to provide sports/recreation opportunities for students

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

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

Student Survey: 96% of responding students rated their overall satisfaction with the school as good to great, a 10% increase from the previous year (it should be noted that the sample of students responding this year was only half of those responding last year). 98% of students feel supported by their teachers and that they received sufficient help with their school work. 85% of students said they felt that PVCS was preparing them well for life beyond high school, indicating that more students feel prepared than previously. 81.6% of students feel supported in overcoming difficulties. Only half of the students attend presentations and events at PVCS, indicating a need for the school to find more opportunities for all student to connect to and build school culture and connectedness. Students would like to have clubs (Photography, GSA, Art and Dance are the most popular) as well as an increase in the number of field trips and off-site events.	schoology ● Participation was encouraged at back to school night and open house events. ● Financial Aide Night was presented in English and Spanish ● Exposed grades 4-8 to college and career opportunities through presentations ● Ability to showcase student work has fostered an increase in student work and stronger connection to the school ● Modifications to curriculum and instructional practices to meet the diverse learning needs of students ● Feedback from stakeholders provides the school with valuable information in order to continue to improve the school and overall learning opportunities for students ● Increased opportunities for student engagement, collaboration, peer mentoring and leadership, resulting in overall improvement of school culture
Annual Update:	Annual Update:

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

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

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

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

- Strengthen literacy and math skills for all students

- Expand Schoolwide and subgroup data analysis across the curriculum that will continue to support data-driven decision-making

- Increase access to Palomar Family Counseling services

- Increase 1:1 access to technology devices

- Request to update curriculum currently being provided to K-5

- Update K-8 program to encompass additional student and parent needs

- Add position to enhance College & Career Exploration in grades 7 & 8

- Professional Development for all teachers specific to English Learner Instruction

- Continue to address additional Reading and Math Intervention Programs

- Increase instructional aide support for students and teachers

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

o April 15, 2016
o April 22, 2016
o May 6, 2016
• Staff Meetings
    o April 15, 2015
    o May 20, 2015
    o September 2, 2015
    o September 16, 2015
    o October 14, 2015
• WASC Meetings
    o July 29, 2015
    o August 5, 2015
    o August 28, 2015
    o September 2, 2015
    o November 02, 2015
    o November 16-18, 2015
	place:
	
	• Student progress in Reading & Math improved based on the ability to monitor progress through-out the year, using in-house assessment, individualized instruction and targeted intervention to make appropriate modifications in curriculum and instruction
	
	• Student, Staff and Parents benefit from additional knowledge, which is based on data-driven decision-making and the ability to aggregate student data within learning management system and student information system to monitor student progress.
	
	• Students learning ability improves with the consistent exposure and assess to technology devices
	
	• Palomar Family Counseling has provided significant mental health services for students, resulting in increased student attendance rates, decreasing dropout rates
	
	• K-5 curriculum provided necessary updates in order to align with common core standards
	
	• Student attendance, enrollment and participation increased based on K- 8 program upgrades
	
	• Exposure to additional College & Career opportunities at grade 7 & 8 has resulted in a higher level of student interest in planning for their educational future

	• Professional development enables teaching staff to address the broader spectrum of differentiated educational and emotional needs of English Learner • Student progress improvement is observable from Reading and Math Intervention Programs based on assessment data • Student access to additional instructional aide intervention and assistance has resulted in students increased confidence and achievement

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

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

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. 100% of teachers will be appropriately credentialed and assigned.
	2. 100% of students will have access to Common Core aligned ELA & Math Curriculum.
	3. Facilities will be safe & in good repair as documented in annual FIT Report
	4. Students will have access to technology – Student to Computer ratio: 1:1 grades 6-12.
	5. Increase the number of students matriculating to community colleges prior to graduation.
	6. Increase the number of students applying for post-secondary financial aid.
	7. Pacific View Charter School at the high school level serves at-risk youth; the following State Priority measurable outcomes/metrics apply to the school's educational program:
	   • Student Achievement:
	      o Increase percentage of students who enroll in UC A-G courses
	      o Increase percentage of students who improve by one proficiency band in ELA and Math on local assessment for students enrolled in intervention courses
	      o Increase number of students who concurrently enroll in local colleges

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

HQT & STAFF:
 	
1. Human Resources and Business Specialist verifies teachers' credentials, CLAD certifications and ensures live scan is completed and documented in employee's personnel file. Costs associated full-time Human Resources and Business Specialist, and live scans.
 	
2. Acquire, develop and retain highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development.
 	
3. Costs for the Pacific View Charter School Leadership Team that includes:
   • Executive Director
   • Business Consultant
   • Director of Central Office & Finance
   • Director of Curriculum (10% ELA & ELD)
	Schoolwide	_X_ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			113,361 LCFF Base Object Code 2400-000
			
			11,063 LCFF Base Object Codes 4300-000 & 5800-000
			
			818,823 LCFF Base Object Codes 1100-000 & 1300-000

• K-8 Lead Teacher • 9-12 Lead Teacher • Director of Student Services (10% ELA & ELD) • Site Supervisor (10% ELA & ELD) Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission, academic program including but not limited to the WASC Self-Study Process. 4. Provide Professional development opportunities for members of the Leadership Team as part of Capacity Building and supporting their roles at the school. 5. Cost of Classified/Bilingual staff and Instruction Aides. 6. Cost of K- 12 Certificated Supervisory Teachers		149,243 LCFF Base Object Code 2300-000 19,323 LCFF Base Object Code 5800-000 27,665 LCFF Base Object Code 5200-000 4,721 LCFF Base Object Code 5300-000 604 LCFF Base Object Code 5800-000 261,815 LCFF Base LCFF L/C Object Codes 2100-000 & 2400-000 1,565,292 LCFF Base EPA Object Code 1100-000
FACILITY & TECHNOLOGY	Schoolwide	_X_ALL

1. Costs for Technology Technician and IT Support to provide any upgrades to the schools' infrastructure for proper bandwidth, and provide technical support, including installation, updates and maintenance of all technology devices for both school sites.			107,931 LCFF Base Object Code 2400-000
			5,000 LCFF Base Object Code 5200-000
2. Provide full-time janitorial services to maintain a clean and safe school sites. In addition, ensure facility repairs, upgrades/improvements are documented and completed.			450 LCFF Base Object Code 5300-000
3. Purchase the following technology devices and software for both sites: • 250 Chromebooks (students) • 500 Messengers Bags/cases (students) • Printers and supplies (students & classroom) • Laptop, Webcam, NEC Projector, VGA Monitor, 3 Bretford Carts (classroom) • 8 webcams w/microphone • Read 180 headphones & headsets • 4 Microsoft Surface Pro (Adm & Teachers) • Discovery Education • Renaissance		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	320,129 LCFF Base Object Codes 4300-000 & 5800-000
			93,929 LCFF Base Lottery & Restricted Lottery Object Code 4300-000
			7,609 LCFF Base LCFF L/C Object Codes 4300-000 & 5800-000
CURRICULUM	Schoolwide	_X_ALL	

1. Costs for purchasing the following Common Core aligned curricular and instructional materials for grades K-12:
- Accelerate
- Journeys
- Math Expressions
- Scholastic Read 180
- L Book
- Scholastic Math 180
- ST Math
- Read Live
- Schoology LMS
- Pearson's AGS Foundation
- Edgenuity
- English 3D
- High School Textbooks (Vendor tbd)
- Instructional Supplies (Vendors tbd)

COLLEGE & CAREER READINESS:

1. All students will have access to an Individualized Learning Plan (ILP). For high school students it also includes a list of courses the student needs to complete for high school graduation requirements and a transition plan for post-secondary education.

2. Hired Bilingual College Liaison to assist students with the college application plan, developing resumes, career planning and applying for financial aid in collaboration with the Director of Student Services. Expand College & Career Exploration through grades 4-8

3. Hire Enrichment Instructor to enhance College & Career Exploration in grades 7 & 8.

4. Hosted annual Financial Aid Workshop for all high school students and parents. Increase the number of Financial Workshops offered onsite.

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

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

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

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

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

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. 100% of teachers will be appropriately credentialed and assigned.
	2. 100% of students will have access to Common Core aligned ELA & Math Curriculum.
	3. Facilities will be safe & in good repair as documented in annual FIT Report
	4. Students will have access to technology – Student to Computer ratio: 1:1 grades 6-12.
	5. Increase the number of students matriculating to community colleges prior to graduation.
	6. Increase the number of students applying for post-secondary financial aid.
	7. Pacific View Charter School at the high school level serves at-risk youth; the following State Priority measurable outcomes/metrics apply to the school's educational program:
	• Student Achievement:
	o Increase percentage of students who enroll in UC A-G courses
	o Increase percentage of students who improve by one proficiency band in ELA and Math on local assessment for students enrolled in intervention courses
	o Increase number of students who concurrently enroll in local colleges

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
HQT & STAFF:	Schoolwide	_X_ALL	116,762

1. Human Resources and Business Specialist verifies teachers' credentials, CLAD certifications and ensures live scan is completed and documented in employee's personnel file. Costs associated full-time Human Resources and Business Specialist, and live scans.

2. Acquire, develop and retain highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development.

3. Costs for the Pacific View Charter School Leadership Team that includes:
   - Executive Director
   - Business Consultant
   - Director of Central Office & Finance
   - Director of Curriculum
   - K-8 Lead Teacher
   - 9-12 Lead Teacher
   - Director of Student Services
   - Site Supervisor

   Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission, academic program including but not limited to the WASC Self-Study Process.

4. Provide Professional development opportunities for members of the Leadership Team as part of Capacity Building and supporting their roles at the school.

5. Cost of Classified/Bilingual staff and Instruction Aides.

6. Cost of K- 12 Certificated Supervisory Teachers

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

LCFF Base
Object Code
2400-000

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

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

153,721
LCFF Base
Object Code
2300-000

19,903
LCFF Base
Object Code
5800-000

28,495
LCFF Base
Object Code
5200-000

4,863
LCFF Base
Object Code
5300-000

622
LCFF Base
Object Code
5800-000

			269,670 LCFF Base LCFF L/C Object Codes 2100-000 & 2400-000
			1,612,251 LCFF Base EPA Object Code 1100-000
FACILITY & TECHNOLOGY 1. Costs for Technology Technician and IT Support to provide any upgrades to the schools' infrastructure for proper bandwidth, and provide technical support, including installation, updates and maintenance of all technology devices for both school sites. 2. Provide full-time janitorial services to maintain a clean and safe school sites. In addition, ensure facility repairs, upgrades/improvements are documented and completed. 3. Purchase the following technology devices for both sites: • 250 Chromebooks (students) • 500 Messengers Bags/cases (students) • Printers and supplies (students & classroom) • Laptop, Webcam, NEC Projector, VGA Monitor, 3 Bretford Carts (classroom) • 8 webcams w/microphone • Read 180 headphones & headsets • 4 Microsoft Surface Pro (Adm & Teachers)	Schoolwide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	111,169 LCFF Base Object Code 2400-000 5,150 LCFF Base Object Code 5200-000 464 LCFF Base Object Code 5300-000 329,733 LCFF Base Object Codes 4300-000 & 5800-000 96,747 LCFF Base Lottery & Restricted Lottery Object Code 4300-000

			7,838 LCFF Base LCFF L/C Object Codes 4300-000 & 5800-000
CURRICULUM 1. Costs for purchasing the following Common Core aligned curricular and instructional materials for grades K-12: • Accelerate • Journeys • Math Expressions • Scholastic Read 180 • L Book • Scholastic Math 180 • ST Math • Read Live • Schoology LMS • Pearson's AGS Foundation • Edgenuity • English 3D • High School Textbooks (Vendor tbd) • Instructional Supplies (Vendors tbd) **COLLEGE & CAREER READINESS:** 1. All students will have access to an Individualized Learning Plan (ILP). For high school students it also includes a list of courses the student needs to complete for high school graduation requirements and a transition plan for post-secondary education. 2. Hired Bilingual College Liaison to assist students with the college application plan, developing resumes, career planning and applying for financial aid in collaboration with the Director of Student Services. Expand College &	Schoolwide	_X_ ALL ───────────────── OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	53,241 LCFF Base LCFF L/C Lottery & Restricted Lottery Object Codes 4100-000, 4300-000 & 5800-00 59,692 LCFF LCFF L/C Object Code 2900-000 22,335 LCFF LCFF L/C Object Code

		2100-000
Career Exploration through grades 4-8		
3. Hired Enrichment Instructor to enhance College & Career Exploration in grades 7 & 8.		
4. Hosted annual Financial Aid Workshop for all high school students and parents. Increase the number of Financial Workshops offered onsite.		
5. Leadership Team will continue to ensure that all students have access to Reading, Math support and interventions.		
6. Continue to provide concurrent enrollment for high school students through MiraCosta College and Palomar College.		
7. Continue to work with MiraCosta for additional course offerings to be taught onsite at Pacific View.		
8. Continue to collaborate with Mira Costa College who provides student ambassador to assist PVCS students in the application process and courses at the community college on a monthly basis.		
9. Continue to host College and Career Guest Speakers.		

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. 100% of teachers will be appropriately credentialed and assigned.
	2. 100% of students will have access to Common Core aligned ELA & Math Curriculum.
	3. Facilities will be safe & in good repair as documented in annual FIT Report
	4. Students will have access to technology – Student to Computer ratio: 1:1 grades 6-12.
	5. Increase the number of students matriculating to community colleges prior to graduation.
	6. Increase the number of students applying for post-secondary financial aid.
	7. Pacific View Charter School at the high school level serves at-risk youth; the following State Priority measurable outcomes/metrics apply to the school's educational program:
	• Student Achievement:
	o Increase percentage of students who enroll in UC A-G courses
	o Increase percentage of students who improve by one proficiency band in ELA and Math on local assessment for

| | | | students enrolled in intervention courses | |
| | | | o   Increase number of students who concurrently enroll in local colleges | |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
HQT & STAFF: 1. Human Resources and Business Specialist verifies teachers' credentials, CLAD certifications and ensures live scan is completed and documented in employee's personnel file. Costs associated full-time Human Resources and Business Specialist, and live scans. 2. Acquire, develop and retain highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development. 3. Costs for the Pacific View Charter School Leadership Team that includes: • Executive Director • Business Consultant • Director of Central Office & Finance • Director of Curriculum • K-8 Lead Teacher • 9-12 Lead Teacher • Director of Student Services • Site Supervisor Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission, academic program including but not limited to the WASC Self-Study Process. 4. Provide Professional development opportunities for members of the Leadership Team as part of Capacity Building and supporting their roles at the school. 5. Cost of Classified/Bilingual staff and Instruction Aides. 6. Cost of K-12 Certificated Supervisory Teachers	Schoolwide	_X_ ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	120,265 LCFF Base Object Code 2400-000 14,814 LCFF Base Object Codes 4300-000 & 5800-000 868,690 LCFF Base Object Codes 1100-000 & 1300-000 158,333 LCFF Base Object Code 2300-000 20,501 LCFF Base Object Code 5800-000 29,350 LCFF Base Object Code 5200-000 5,009 LCFF Base

			Object Code 5300-000
			641 LCFF Base Object Code 5800-000
			277,761 LCFF Base LCFF L/C Object Codes 2100-000 & 2400-000
			1,660,619 LCFF Base EPA Object Code 1100-000
FACILITY & TECHNOLOGY 1. Costs for Technology Technician and IT Support to provide any upgrades to the schools' infrastructure for proper bandwidth, and provide technical support, including installation, updates and maintenance of all technology devices for both school sites. 2. Provide full-time janitorial services to maintain a clean and safe school sites. In addition, ensure facility repairs, upgrades/improvements are documented and completed. 3. Purchase the following technology devices for both sites: • 250 Chromebooks (students) • 500 Messengers Bags/cases (students) • Printers and supplies (students & classroom) • Laptop, Webcam, NEC Projector, VGA Monitor, 3 Bretford Carts (classroom) • 8 webcams w/microphone	Schoolwide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	114,505 LCFF Base Object Code 2400-000 5,305 LCFF Base Object Code 5200-000 478 LCFF Base Object Code 5300-000 339,625 LCFF Base Object Codes 4300-000 & 5800-000

• Read 180 headphones & headsets • 4 Microsoft Surface Pro (Adm & Teachers)			99,650 LCFF Base Lottery & Restricted Lottery Object Code 4300-000 8,074 LCFF Base LCFF L/C Object Codes 4300-000 & 5800-000
CURRICULUM 1. Costs for purchasing the following Common Core aligned curricular and instructional materials for grades K-12: • Accelerate • Journeys • Math Expressions • Scholastic Read 180 • L Book • Scholastic Math 180 • ST Math • Read Live • Schoology LMS • Pearson's AGS Foundation • Edgenuity • English 3D • High School Textbooks (Vendor tbd) • Instructional Supplies (Vendors tbd) **COLLEGE & CAREER READINESS:** 10. All students will have access to an Individualized Learning Plan (ILP). For high school students it also	Schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	54,839 LCFF Base LCFF L/C Lottery & Restricted Lottery Object Codes 4100-000, 4300-000 & 5800-00 61,483 LCFF LCFF L/C Object Code

includes a list of courses the student needs to complete for high school graduation requirements and a transition plan for post-secondary education. 11. Hired Bilingual College Liaison to assist students with the college application plan, developing resumes, career planning and applying for financial aid in collaboration with the Director of Student Services. Expand College & Career Exploration through grades 4-8 12. Hired Enrichment Instructor to enhance College & Career Exploration in grades 7 & 8. 13. Hosted annual Financial Aid Workshop for all high school students and parents. Increase the number of Financial Workshops offered onsite. 14. Leadership Team will continue to ensure that all students have access to Reading, Math support and interventions. 15. Continue to provide concurrent enrollment for high school students through MiraCosta College and Palomar College. 16. Continue to work with MiraCosta for additional course offerings to be taught onsite at Pacific View. 17. Continue to collaborate with Mira Costa College who provides student ambassador to assist PVCS students in the application process and courses at the community college on a monthly basis. 18. Continue to host College and Career Guest Speakers.		2900-000 23,006 LCFF LCFF L/C Object Code 2100-000

GOAL:	GOAL #2: Teachers will receive professional development on data-driven instruction, CCSS ELA & ELD to improve EL attainment of English proficiency while mastering content	Related State and/or Local Priorities: 1__ 2X 3__ 4 X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	• Professional Development: CCSS in ELA/ELD, Math & NGSS • Professional Development on research-based instructional strategies • Strengthen ELD Program • Closely monitor & provide supports for ELL's & LTEL's

Goal Applies to:	Schools:	Pacific View Charter School (PVCS)
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PROFESSIONAL DEVELOPMENT 1. Provide teachers with Professional Development on the following topics/areas: • Common Core State Standards (CCSS) ELA/ELD Frameworks • English 3D • Read 180	ELA/ELD	_ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	23,013 LCFF L/C Object Code 5200-000

• Response to Intervention • State mandated trainings for CELDT 2. Provide onsite Professional Development for all teachers K12 specific to English Learner Instruction.			

ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL
 	
1. PVCS will administer CELDT assessments annually for all ELLs.
 	
2. Leadership Team & teachers as a PLC will analyze data and discuss student progress and routinely use data to:
  • 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.
 	
3. CELDT coordinator will reclassify students annually based on school's reclassification criteria.
 	
4. ELD Curriculum includes:
  • English 3D (onsite for grades 9-12)
  • Pearson's AGS Foundation
  • Read 180
  • L Book
  • ReadLive
  • Digital supports
 	
5. ELL's receive instruction that includes: ELA, ELD, intervention courses
 	
6. Implement ELL/LTEL supports that focus on the following:
  • Increase the number of English Learner students reaching proficiency through targeted reading & writing Intervention programs
	ELL/LTEL	__ALL
		--- 	
		OR:
		__Low Income pupils X_English Learners
		__Foster Youth X_Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			34,230
			LCFF L/C
			Object Codes
			1100-000 &
			1300-000
			
			4,231
			LCFF L/C
			Object Code
			4300-000
			
			23,013
			LCFF L/C
			Object Code
			5200-000
			
			50,705
			LCF/LCC
			Object Code
			4300-000 &
			5800-000

LCAP Year 2: 2017-18	

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PROFESSIONAL DEVELOPMENT 3. Provide teachers with Professional Development on the following topics/areas: • Common Core State Standards (CCSS) ELA/ELD Frameworks • English 3D • Read 180 • Response to Intervention • State mandated trainings for CELDT Provide onsite Professional Development for all teachers K12 specific to English Learner Instruction.	ELA/ELD	_ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	23,704 LCFF L/C Object Code 5200-000

ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL
 	
7. PVCS will administer CELDT assessments annually for all ELLs.
 	
8. Leadership Team & teachers as a PLC will analyze data and discuss student progress and routinely use data to:
  • 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.
 	
9. CELDT coordinator will reclassify students annually based on school's reclassification criteria.
 	
10. ELD Curriculum includes:
  • English 3D (onsite for grades 9-12)
  • Pearson's AGS Foundation
  • Read 180
  • L Book
  • ReadLive
  • Digital supports
 	
11. ELL's receive instruction that includes: ELA, ELD, intervention courses
 	
12. Implement ELL/LTEL supports that focus on the following:
  • Increase the number of English Learner students reaching proficiency through targeted reading & writing Intervention programs
	ELL/LTEL	__ALL
		--- 	
		OR:
		__Low Income pupils X_English Learners
		__Foster Youth X_Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			35,257
			LCFF L/C
			Object Codes
			1100-000 &
			1300-000
			
			4,358
			LCFF L/C
			Object Code
			4300-000
			
			23,704
			LCFF L/C
			Object Code
			5200-000
			
			52,227
			LCF/LCC
			Object Code
			4300-000 &
			5800-000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. 100% of ELA teachers will receive Professional Development ELA/ELD standards and instructional practices 2. 100% of Math teachers will receive Professional Development on Math CCSS 3. 100% of Science teachers will receive Professional Development on NGSS 4. 100% of teachers will receive Professional Development on data-driven instruction.

	5. Will establish growth targets for continuously enrolled ELL's using CELDT Performance
	6. Increase the number of English Learner students reaching proficiency through targeted reading & writing Intervention programs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PROFESSIONAL DEVELOPMENT 4. Provide teachers with Professional Development on the following topics/areas: • Common Core State Standards (CCSS) ELA/ELD Frameworks • English 3D • Read 180 • Response to Intervention • State mandated trainings for CELDT Provide onsite Professional Development for all teachers K12 specific to English Learner Instruction.	ELA/ELD	__ALL --- OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	24,416 LCFF L/C Object Code 5200-000
ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL 13. PVCS will administer CELDT assessments annually for all ELLs. 14. Leadership Team & teachers as a PLC will analyze data and discuss student progress and routinely use data to: • 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. 15. CELDT coordinator will reclassify students annually based on school's reclassification criteria. 16. ELD Curriculum includes: • English 3D (onsite for grades 9-12) • Pearson's AGS Foundation	ELL/LTEL	__ALL --- OR: __Low Income pupils X_English Learners __Foster Youth X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	36,315 LCFF L/C Object Codes 1100-000 & 1300-000 4,489 LCFF/L/C Object Code 4300-000 24,416 LCFF L/C Object Code 5200-000 53,794 LCF/LCC

			Object Code 4300-000 & 5800-000
• Read 180 • L Book • ReadLive • Digital supports 17. ELL's receive instruction that includes: ELA, ELD, intervention courses 18. Implement ELL/LTEL supports that focus on the following: • Increase the number of English Learner students reaching proficiency through targeted reading & writing Intervention programs			

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:	• Establish growth targets for CAASPP/SBAC Assessments (Schoolwide & subgroup) for grades 3-8. • Collect and analyze data in core courses • Training staff in data analysis and monitoring student progress	
Goal Applies to:	Schools: Pacific View Charter School (PVCS) Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-17

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

ASSESSMENTS 1. All students are assessed using diagnostic assessments in reading and math to place students in curriculum and make appropriate modifications. 2. Monitor student progress in Reading & Math through-out the year using in-house assessment to make appropriate modifications in curriculum and instruction. 3. Assess writing through rubrics to make appropriate modifications in curriculum and instruction. 4. Aggregate student data within learning management system and student information system to monitor student progress. 5. Administer state mandated assessments: CST Science: Grades 5, 8 and 10 CAASPP/SBAC: Grades 3-8, and 11 Physical Fitness Test (PFT): Grades 5,7 & 9 CELDT for ELL's 6. For Grades K-12: Teachers meet with parents and students to conduct progress checks and assess mastery.	Schoolwide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	20,300 LCFF Object Code 4300-000 10,500 LCFF Object Code 5800-000 19,650 LCFF Object Code 5800-000
ACADEMIC INTERVENTIONS 1. Provide struggling/at-risk students with access to Math 180, Read 180 & English 3D Program in grades 9-12. 2. Expand Reading and Math Intervention Programs to grades 4-8. 3. Continue to implement RTI 4-tier Model to identify student academic and/or social-emotional needs and	Schoolwide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	8,094 LCFF Base LCFF L/C Object Codes 4300-000 & 5800-000

provide appropriate and targeted support.

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	1. Create a plan for collecting and evaluating student performance data in core courses. 2. Create a plan for collecting and evaluating student progress towards graduation specific to credit deficient students. 3. Provide opportunities for sharing of data evaluation by PLC Lead at monthly staff meetings. 4. Provide ongoing staff development on identifying student need for modification/intervention and best practices for implementation and tracking progress.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
ASSESSMENTS 1. All students are assessed using diagnostic assessments in reading and math to place students in curriculum and make appropriate modifications. 2. Monitor student progress in Reading & Math through-out the year using in-house assessment to make appropriate modifications in curriculum and instruction. 3. Assess writing through rubrics to make appropriate modifications in curriculum and instruction. 4. Aggregate student data within learning management system and student information system to monitor student progress. 5. Administer state mandated assessments: CST Science: Grades 5, 8 and 10 CAASPP/SBAC: Grades 3-8, and 11 Physical Fitness Test (PFT): Grades 5,7 & 9 CELDT for ELL's 6. For Grades K-12: Teachers meet with parents and	Schoolwide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	20,909 LCFF Object Code 4300-000 10,815 LCFF Object Code 5800-000 20,240 LCFF Object Code 5800-000

students to conduct progress checks and assess mastery.			
ACADEMIC INTERVENTIONS 1. Provide struggling/at-risk students with access to Math 180, Read 180 & English 3D Program in grades 9-12. 2. Expand Reading and Math Intervention Programs to grades 3-8. 3. Continue to implement RTI 4-tier Model to identify student academic and/or social-emotional needs and provide appropriate and targeted support.	Schoolwide	X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	8,337 LCFF Base LCFF L/C Object Codes 4300-000 & 5800-000

LCAP Year 3: 2018-19

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

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**

ASSESSMENTS 1. All students are assessed using diagnostic assessments in reading and math to place students in curriculum and make appropriate modifications. 2. Monitor student progress in Reading & Math through-out the year using in-house assessment to make appropriate modifications in curriculum and instruction. 3. Assess writing through rubrics to make appropriate modifications in curriculum and instruction. 4. Aggregate student data within learning management system and student information system to monitor student progress. 5. Administer state mandated assessments: CST Science: Grades 5, 8 and 10 CAASPP/SBAC: Grades 3-8, and 11 Physical Fitness Test (PFT): Grades 5,7 & 9 CELDT for ELL's 6. For Grades K-12: Teachers meet with parents and students to conduct progress checks and assess mastery.	Schoolwide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	21,537 LCFF Object Code 4300-000 11,140 LCFF Object Code 5800-000 20,848 LCFF Object Code 5800-000
ACADEMIC INTERVENTIONS 1. Provide struggling/at-risk students with access to Math 180, Read 180 & English 3D Program in grades 9-12. 2. Expand Reading and Math Intervention Programs to grades 2-8. 3. Continue to implement RTI 4-tier Model to identify student academic and/or social-emotional needs and provide appropriate and targeted support.	Schoolwide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	8,588 LCFF Base LCFF L/C Object Codes 4300-000 & 5800-000

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:	• 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: 2016-17

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PARENTS AS PARTNERS At Pacific View Charter School, opportunities for parent participation and involvement in school wide events/programs will take place in the following ways: 1. Continue to develop resources for parents within the community. 2. Continue to encourage parent participation in school-wide events, volunteer opportunities, participation on the school board and development of the PAC.	Schoolwide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1,140 LCFF Object Code 4300-000

SCHOOL CLIMATE 1. Develop student clubs and adopt Safe School Ambassador program. 2. Provide opportunities for peer mentoring 3. Continue to provide afterschool enrichment activities 4. Expand school-wide events to showcase student achievement 5. Continue to develop RTI Program to include behavior interventions. 6. Expand onsite mental health services for PVCS students through the Palomar Family Counseling. 7. Continue to provide workshops for students on bullying (grades 7-8) and age appropriate issues.	Schoolwide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4,400 LCFF Object Code 4300-000 12,800 LCFF Object Code 5800-000 53,000 LCFF LCFF L/C Object Code 5800-000 900 LCFF Object Code 5200-000
STUDENT ENGAGEMENT 1. Establish clubs/organizations for students based on student input. 2. Continue to provide (and expand) sports & recreation opportunities. 3. Provide ongoing College & Career Presentations for grades 4-12. 4. Continue to provide music class and performances.	Schoolwide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	17,200 LCFF Object Code 4300-000 5800-000

LCAP Year 2: 2017-18		
Expected Annual Measurable Outcomes:	1. Continue parent participation in Schoolwide programs/events and decision making. 2. Provide increased opportunities for student leadership, engagement through extra-curricular, enrichment programs and peer mentoring 3. Maintain ADA at 95% or above.

		4. Continue to expand the restorative approach to discipline which will maintain suspension rates below 5%		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**

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

STUDENT ENGAGEMENT 1. Establish clubs/organizations for students based on student input. 2. Continue to provide (and expand) sports & recreation opportunities. 3. Provide ongoing College & Career Presentations for grades 4-12. Continue to provide music class and performances.	Schoolwide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	17,716 LCFF Object Code 4300-000 5800-000

LCAP Year 3: 2018-19

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

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
PARENTS AS PARTNERS At Pacific View Charter School, opportunities for parent participation and involvement in school wide events/programs will take place in the following ways: 1. Continue to develop resources for parents within the community. 2. Continue to encourage parent participation in school-wide events, volunteer opportunities, participation on the school board and development of the PAC.	Schoolwide	X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1,211 LCFF Object Code 4300-000

SCHOOL CLIMATE 1. Develop student clubs and adopt Safe School Ambassador program. 2. Provide opportunities for peer mentoring 3. Continue to provide afterschool enrichment activities 4. Expand school-wide events to showcase student achievement 5. Continue to develop RTI Program to include behavior interventions. 6. Expand onsite mental health services for PVCS students through the Palomar Family Counseling. 7. Continue to provide workshops for students on bullying (grades 7-8) and age appropriate issues.	Schoolwide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4,668 LCFF Object Code 4300-000 13,580 LCFF Object Code 5800-000 56,228 LCFF LCFF L/C Object Code 5800-000 955 LCFF Object Code 5200-000
STUDENT ENGAGEMENT 1. Establish clubs/organizations for students based on student input. 2. Continue to provide (and expand) sports & recreation opportunities. 3. Provide ongoing College & Career Presentations for grades 4-12.	Schoolwide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	18,248 LCFF Object Code 4300-000 5800-000

Annual Update

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

Guiding Questions:

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

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

Goal Applies to:	Schools:	Pacific View Charter School
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	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:
	• Student Achievement:
	    o Percentage of students who enroll in UC A-G courses
	    o Percentage of students who complete senior Exit Course
	    o Percentage of students who concurrently enroll in local colleges
		Actual Annual Measurable Outcomes:	1. 100% of teachers are appropriately credentialed and assigned. 6 teachers are currently completing BTSA program.
			2. 100% of students have access to Common Core aligned ELA & Math Curriculum.
			3. Facilities are safe & in good repair as documented in annual FIT Report
			4. Students have access to technology – Student to Computer ratio: 1:1 middle school and grade 9. Increased to grade 11.
			5. There was a slight percentage decrease of students participating in ECAP day.
			6. Pacific View Charter School at the high school level serves at-risk youth; the following State Priority measurable outcomes/metrics apply to the school's educational program:
			• Student Achievement:
			    o 100% of students enroll in UC A-G courses
			    o 22% of students completed exit course
			    o Number of students who concurrently enrolled doubled in the 15-16 school year from 21 to 41 students.

LCAP Year: 2015-16

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

Description	Amount / Code	Description	Amount / Code
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.	LCFF Base Object Code 2400-000	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.	LCFF Base Object Code 2400-000
2. Acquire, develop and retain highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development.	700.00 LCFF Base Object Code 5800-000	2. Acquire, develop and retain highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development.	876.00 LCFF Base Object Code 5800-000
3. Costs for the Pacific View Charter School Leadership Team that includes: • Executive Director • Business Consultant • Director of Central Office & Finance • Director of Curriculum • K-8 Lead Teacher • 9-12 Lead Teacher • Director of Student Services 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.	1,537,625 LCFF Base LCFF L/C EPA Object Code 1100-000 552,458 LCFF Base LCFF L/C Object Code 1100-000 & 1300-000	3. Costs for the Pacific View Charter School Leadership Team that includes: • Executive Director • Business Consultant • Director of Central Office & Finance • Director of Curriculum • K-8 Lead Teacher • 9-12 Lead Teacher • Director of Student Services 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.	1,574,948 LCFF Base LCFF L/C EPA Object Code 1100-000 656,007 LCFF Base LCFF L/C Object Code 1100-000 & 1300-000
4. Provide Professional development opportunities for members of the Leadership Team as part of Capacity Building and supporting their roles at the school.	133,921 LCFF Base Object Code 2400-000	4. Provide Professional development opportunities for members of the Leadership Team as part of Capacity Building and supporting their roles at the school.	149,327 LCFF Base Object Code 2400-000
5. Cost of Classified/Bilingual staff and Instruction Aides.	60,000 LCFF Base Object Code 5800-000 126,445 LCFF Base Object Code 5800-000	5. Cost of Classified/Bilingual staff and Instruction Aides. 6. Cost of facilities at Oceanside location and Moreno Valley location	49,975 LCFF Base Object Code 5800-000 132,962 LCFF Base LCFF L/C 2100-000 2400-000

		52,000 LCFF Base Object Code 5800-000			16,050 LCFF Base Object Code 5200-000 830,994 LCFF Base Object Code 5800-000
Scope of service:	Schoolwide		**Scope of service:**	Schoolwide	
_X_ ALL			_X_ 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)_____		
FACILITY & TECHNOLOGY 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. 2. Provide full-time janitorial services to maintain a clean and safe school sites. In addition, ensure facility repairs, upgrades/improvements are documented and completed. 3. Purchase the following technology devices for both sites: • 30 laptops (students) • 6 laptops (teachers) • 150 Chromebooks (students) • 150 Computer Bags/cases (students) • 2 Document Cameras (classroom) • 4 Projectors (classroom)		95,912 LCFF Base Object Code 2300-000 341,457 LCFF Base Object Codes 4300-000 & 5800-000 131,410 LCFF Base LCFF L/C Object Codes 4300-000 & 5800-000 293,171 LCFF Base Object Code 5800-000	**FACILITY & TECHNOLOGY** 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. 2. Provide full-time janitorial services to maintain a clean and safe school sites. In addition, ensure facility repairs, upgrades/improvements are documented and completed. 3. Purchase the following technology devices for both sites: • 30 laptops (students) • 6 laptops (teachers) • 150 Chromebooks (students) • 150 Computer Bags/cases (students) • 2 Document Cameras (classroom) • 4 Projectors (classroom)	109,326 LCFF Base Object Code 2300-000 335,106 LCFF Base Object Codes 4300-000 & 5800-000 162,595 LCFF Base LCFF/L/C 5800-000 110,580 LCFF Base Object Code 4300-000 62,292

	50,000 LCFF Base Object Code 4300-000		Lottery & Microsoft Funds Object Code 4300-000

CURRICULUM 1. Costs for purchasing the following Common Core aligned curricular and instructional materials for grades K-12: • 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	362,158 LCFF Base LCFF L/C Object Codes 4300-000 & 5800-000	**CURRICULUM** 1. Costs for purchasing the following Common Core aligned curricular and instructional materials for grades K-12: • 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	276,769 LCFF Baser LCFF L/C Object Codes 4300-000 & 5800-000
COLLEGE & CAREER READINESS: 1. All students will have access to an Individualized Learning Plan (ILP). For high school students it also includes a list of courses the student needs to complete for high school graduation requirements and a transition plan for post-secondary education. 2. 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	48,929 LCFF Base LCFF L/C Object Code 1900-000	**COLLEGE & CAREER READINESS:** 1. All students will have access to an Individualized Learning Plan (ILP). For high school students it also includes a list of courses the student needs to complete for high school graduation requirements and a transition plan for post-secondary education. 2. 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	54,899 LCFF Base LCFF L/C Object Code 2900

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.

Scope of service:	Schoolwide		Scope of service:	Schoolwide	
_X_ ALL			_X_ 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?	• Maintain access to technology on a 1:1 basis and provide ongoing support and maintenance • Increase the number of students matriculating to community colleges • Increase the number of students applying for post-secondary financial aid • Continue to increase student achievement and proficiency

Original GOAL from prior year LCAP:	**GOAL #2:** Teachers will receive professional development on data-driven instruction, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Pacific View Charter School (PVCS)
	Applicable Pupil Subgroups:	ELA/ELD & ELL/LTEL

Expected Annual Measurable Outcomes:	1. 100% of ELA teachers will receive Professional Development ELA/ELD Frameworks 2. 100% of Math teachers will receive Professional Development on Math CCSS 3. 100% of Science teachers will receive Professional Development on NGSS 4. 100% of teachers will receive Professional Development on data-driven instruction. 5. Will establish growth targets for continuously enrolled ELL's using CELDT Performance 6. Increase reclassification rate for students in Early Advance/Advanced as measured by CELDT by 2017-18 for continuously enrolled English Learners. Decrease the percentage of Long Term English Learner (LTEL) for continuously enrolled English Learners.	Actual Annual Measurable Outcomes:	1. 30% of ELA teachers were trained and shared training with all ELA teachers. 2. 100% of Math teachers will receive Professional Development on Math CCSS. 3 of 8 teachers participated in offsite pd and shared information with math PLC. 3. 100% of Science teachers received Professional Development on NGSS 4. 100% of teachers received Professional Development on data-driven instruction. 5. Growth targets for continuously enrolled ELL's were established and monitored throughout the year. 6. Decreased the percentage of Long Term English Learner (LTEL). Reclassification for K-8 students: 1 of 12 English Learners or 8%, Reclassification for 9-12: 5 of 20 students or 25%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
PROFESSIONAL DEVELOPMENT 1. Provide teachers with Professional Development on the following topics/areas: • Common Core State Standards (CCSS) ELA/ELD Frameworks • CCSS Math • Next Generation Science Standards (NGSS) • English 3D • Math 180	55,044 LCFF L/C Object Code 5200-000	**PROFESSIONAL DEVELOPMENT** 1. Provide teachers with Professional Development on the following topics/areas: • Common Core State Standards (CCSS) ELA/ELD Frameworks • CCSS Math • Next Generation Science Standards (NGSS) • English 3D • Math 180	33,000 LCFF/LC Object Code 5200-000

- Read 180 - Edgenuity - Schoology LMS - Mindset - Social-emotional Learning - RTI – Expansion to prevention and behavior - intervention - Data Analysis of Student Growth - School Safety - Gang awareness with Oceanside Police Department - State mandated trainings 2. Hire Consultants to provide Professional Development for specific topics/areas. 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.		- Read 180 - Edgenuity - Schoology LMS - Mindset - Social-emotional Learning - RTI – Expansion to prevention and behavior - intervention - Data Analysis of Student Growth - School Safety - Gang awareness with Oceanside Police Department - State mandated trainings 2. Hire Consultants to provide Professional Development for specific topics/areas. 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.	
Scope of service: ELA/ELD		**Scope of service:** ELA/ELD	
__ALL		__ALL	
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL 1. PVCS will administer CELDT assessments annually for all ELLs. 2. Leadership Team & teachers as a PLC will analyze	40,000 LCFF L/C Object Code 5200-000	**ENGLISH LANGUAGE DEVELOPMENT: ELL/LTEL** 1. PVCS will administer CELDT assessments annually for all ELLs. 2. Leadership Team & teachers as a PLC will analyze	20,264 LCFF L/C Object Code 5200-000

data and discuss student progress and routinely use data to: • 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. 3. CELDT coordinator will reclassify students annually based on school's reclassification criteria. 4. ELD Curriculum includes: • English 3D (onsite for grades 9-12) • Pearson's AGS Foundation • Read 180 • L Book • ReadLive • Digital supports 5. ELL's receive instruction that includes: ELA, ELD, intervention courses 6. Implement ELL/LTEL supports that focus on the following: • Increased reclassification rates Increase English Proficiency as measured through CELDT		data and discuss student progress and routinely use data to: • 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. 3. CELDT coordinator will reclassify students annually based on school's reclassification criteria. 4. ELD Curriculum includes: • English 3D (onsite for grades 9-12) • Pearson's AGS Foundation • Read 180 • L Book • ReadLive • Digital supports 5. ELL's receive instruction that includes: ELA, ELD, intervention courses 6. Implement ELL/LTEL supports that focus on the following: • Increased reclassification rates • Increase English Proficiency as measured through CELDT	
Scope of service: ELL/LTEL __ALL OR: __Low Income pupils __X_English Learners __Foster Youth __X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** ELL/LTEL __ALL OR: __Low Income pupils __X_English Learners __Foster Youth __X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a	• Increase reclassification rate for students in Early Advance/Advanced as measured by CELDT for continuously enrolled English Learners		

result of reviewing past progress and/or changes to goals?	• Decrease the percentage of Long Term Learner (LTEL) for continuously enrolled English Learners • Investigate and expand professional development opportunities for ELA/ELD Frameworks

Original GOAL from prior year LCAP:	**GOAL #3**: Continue to develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Pacific View Charter School (PVCS)
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	1. Establish growth targets for Benchmark assessments in ELA & Mathematics (Schoolwide/subgroup) upon release of 2015 CAASPP/SBAC assessment results 2. Establish growth targets for CAASPP/SBAC assessments in ELA & Math (Schoolwide/subgroup) upon release of 2015 CAASPP/SBAC Assessment results 3. 2016 API will serve as a baseline	Actual Annual Measurable Outcomes:	1. Growth targets and API have not been established by the state. 2. Data from CAASPP 2015 was evaluated and analyzed and it was determined that there is a need for higher level math courses at high school. 3. API has not been established by the state.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
ASSESSMENTS 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.	29,076 LCFF Base LCFF L/C Object Code 1100-000 & 1300-000 31,380 LCFF Base LCFF L/C	**ASSESSMENTS** 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:	30,530 LCFF Base LCFF L/C Object Code 1100-000 1300-000 32,949 LCFF Base LCF L/C

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 Student Presentations, using a variety of multimedia tools.	Object Code 1100-000	• 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.	Object Code 1100-000
Scope of service: Schoolwide		**Scope of service:** Schoolwide	
_X_ ALL		_X_ 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)_____	
ACADEMIC INTERVENTIONS 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	110,975 LCFF Base LCFF L/C Object Code 5800-000	**ACADEMIC INTERVENTIONS** 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	87,721 LCFF Base LCFF L/C Object Code 1100-000 & 5800-000

Scope of service:	Schoolwide		Scope of service:	Schoolwide

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	• Establish Schoolwide and subgroup growth targets for CASSPP/SBAC Assessments for grades 3-8 • Provide additional professional development internally and externally to analyze data in core courses • Provide additional professional development internally and externally to identify student need for modification/intervention and best practices for implementation and tracking progress

Original GOAL from prior year LCAP:	**GOAL #4**: Continue to provide resources and services to students, and parents to provide a sense of safety, school connectedness, and increased student motivation.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Pacific View Charter School (PVCS)
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	1. Provide parents with opportunities for decision-making input in the school's program. 2. Continue parent participation in Schoolwide programs/events. 3. Administer annual parent surveys to obtain feedback/input. 4. Maintain ADA at 95% or above. 5. Maintain suspension rates below 5% 6. Administer biannual student surveys.	Actual Annual Measurable Outcomes:	1. Parents are provided with opportunities for decision-making input in the school's program through conversations with teachers at weekly meetings, board meeting participation and annual survey 2. Parents participated in Back to School Night, Open House and Winter Festival. 3. Administered annual parent surveys to obtain feedback/input. 4. ADA increased to 98% 5. 5 students were suspended in 2015/16. Drastic reduction in suspension is due to the Implemented Restorative

	Practices.	
	6. Student surveys were administered for sports, clubs and overall school satisfaction.	

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
PARENTS AS PARTNERS At Pacific View Charter School, opportunities for parent participation and involvement in school wide events/programs will take place in the following ways: 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-making input, by serving on the governing board.	68,188 LCFF Base LCFF S/C Object Code 4300-000 5800-000 20,191 LCFF Base Object Code 4300-000 5800-000	**PARENTS AS PARTNERS** At Pacific View Charter School, opportunities for parent participation and involvement in school wide events/programs will take place in the following ways: 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-making input, by serving on the governing board.	43,613 LCFF Base LCFF S/C Object Code 4300-000 & 5800-000 23,653 LCFF Base Object Code 4300-000 & 5800-000
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
_X_ALL			_X_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)_____	
SCHOOL CLIMATE 1. Student Success Team will meet as needed to address behavioral, attendance and/or truancy issues with student, parent and administrator. 2. Expand RTI Program to include behavior interventions and select a team of designated staff members to provide behavior interventions. 3. Continue to provide onsite mental health services for PVCS students through the Palomar Family Counseling. 4. Continue to provide workshops for students on bullying (grades 7-8) and age appropriate issues.	40,000 LCFF Base LCFF L/C Object Code 1900-000	**SCHOOL CLIMATE** 1. Student Success Team will meet as needed to address behavioral, attendance and/or truancy issues with student, parent and administrator. 2. Expand RTI Program to include behavior interventions and select a team of designated staff members to provide behavior interventions. 3. Continue to provide onsite mental health services for PVCS students through the Palomar Family Counseling. 4. Continue to provide workshops for students on bullying (grades 7-8) and age appropriate issues.	39,999.96 LCFF Base LCFF L/C Object Code 5800-000
STUDENT ENGAGEMENT 1. Establish clubs/organizations for students based on student input. 2. Continue to provide (and expand) sports & recreation opportunities. 3. Provide ongoing College & Career Presentations for K-12. 4. Continue to provide glee for elementary grades, including choir performances.	10,000 LCFF Base LCFF L/C Object Code 4300-00 & 5800-000	**STUDENT ENGAGEMENT** 1. Establish clubs/organizations for students based on student input. 2. Continue to provide (and expand) sports & recreation opportunities. 3. Provide ongoing College & Career Presentations for K-12. Continue to provide glee for elementary grades, including choir performances.	12,300 LCFF Base LCFF L/C Object Code 4300-000 & 5800-000
Scope of service:	Schoolwide		Scope of service:	Schoolwide	

_X_ALL		_X_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?	• Provide additional opportunities for parent participation • Maintain high level of student attendance and interest • Continue to decrease suspension rate through various forms of intervention		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$ 278,250
The Supplemental and Concentration Funds calculated on the 2016/17 LCFF Working/Adopted Budget is $278,250. These funds are specifically targeted to service the unduplicated student groups at Pacific View Charter School. • Low-income pupils will be provided with direct instruction by K-12 certificated staff that received professional development to provide academic and behavioral intervention. Response to Intervention plays an integral part of serving all students, but specifically for	

unduplicated count students that require additional outreach.

- English Learners will be provided with direct instruction by certificated staff that received professional development to provide academic and behavioral intervention. Director of Student Services, Bilingual Instruction Aide, Reception and College Liaison also provide outreach with families, translations and network with outside community organizations.

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

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

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

6.14	%

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

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

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

- English Learners will be provided with direct instruction by certificated staff that received professional development to provide academic

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

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

10.2

PACIFIC VIEW CHARTER SCHOOL

BOARD OF TRUSTEES' MEETING
June 27, 2016

2016/17 WORKING/ADOPTED BUDGET

Pacific View Charter School
2016/17 Proposed/Adopted Budget
Financial Summary – June 27, 2016

Legislation outlined in Education Code Section 47604.33 requires Charter Schools to report their financial statements four times a year to their Sponsoring District, County Office of Education, and the California Department of Education. The financial reporting includes Budget Adoption, First Interim, Second Interim and Unaudited Actuals. The enclosed financial reports provide an update and detail of the School's 2015/16 financial status, Proposed/Adopted 2016/17 Budget and projections for two subsequent fiscal years. The 2016/17 Budget will require the Board's review and action.

The Proposed/Adopted 2016/17 Budget includes the following items:

- ✓ 2016/17 Proposed/Adopted Multi-year Projection and Assumptions
- ✓ 2016/17 Proposed/Adopted LCFF Spreadsheets & Charts
- ✓ 2016/17 School Services of California Dart Board
- ✓ 2016/17 Proposed/Adopted Charter School Certification – Form CB

California Department of Education has created an LCFF calculator. LCFF base funding, supplemental and concentration grants are calculated using CDE's model. SSC Dartboard reflects the per student formula. PVCS has projected conservative enrollment for the current and two following school years. Enrollment and other financial data will be updated at First Interim.

	K-3	4-6	7-8	9-12
LCFF Base Grants	7,116	7223	7438	8618
Supplemental Grants	20%	20%	20%	20%
Concentration Grants	50%	50%	50%	50%

- The School has a Memorandum of Understanding with the Oceanside Unified School District (OUSD) to provide special education services to our students. OUSD receives all PVCS's NCCSE revenue in exchange for the programs and services provided to our students.

Pacific View Charter School
2016/17 Proposed/Adopted Budget
Financial Summary – June 27, 2016

Proposed/Adopted Budget Enrollment and Average Daily Attendance (A.D.A.)

	2015/16	2016/17	2017/18	2018/19
Enrollment	498	538	538	538
A.D.A.	448.61	527.35	527.35	527.35
A.D.A. Ratio	98.06%	98.02%	98.02%	98.02%

The enclosed reports provide updated, detailed financial information for our 2016/17 budget and projections for the subsequent two fiscal years. Following are the major highlights of the 2016/17 budget which form the foundation for the Executive Director's Goals and the School's Mission.

1. Staffing for the Moreno Valley Learning Center

2. Furniture for Moreno Valley and Oceanside sites

3. Growth holding for teacher in Moreno Valley

4. Hire full time elementary teacher for 6th grade blended learning class in Oceanside

5. Enrichment/Intervention Instructor for K-8

6. Increase in Instructional Aide hours

7. Increased family counseling services for Oceanside

8. Implement family counseling services for Moreno Valley site

9. Increase implementation of 1.1 computers in through grade 12

10. Purchase of additional Chromebooks and messenger bags

11. Purchase of Accelerate for grades K-5

12. Purchase of English 3D

13. Final flooring replacement for remaining four suites in Oceanside

14. Identify and support unduplicated count students

PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2015-2018 Proposed/Adopted Budget

ENTERPRISE FUND		2015-16 Estimated Actuals Budget	2016-17 Working/ Adopted Budget	2017-18 Projected Budget	2018-19 Projected Budget
A. REVENUES					
1) Revenue Limit Sources	8010-8099	4,413,438	**4,808,077**	5,012,708	5,117,523
2) Other Federal Revenues	8100-8299	0	**0**	0	0
3) Other State Revenues	8300-8599	349,692	**89,633**	91,816	94,064
4) Other Local Revenues	8600-8799	14,619	**11,000**	13,000	15,000
5) TOTAL REVENUES		**4,777,749**	**4,908,710**	**5,117,524**	**5,226,587**
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	1,792,150	**2,016,008**	2,076,488	2,138,783
2) Classified Salaries	2000-2999	402,379	**514,690**	530,131	546,035
3) Employee Fringes	3000-3999	531,727	**699,319**	778,364	850,019
4) Books, Supplies, Non-Capital Equip	4000-4999	287,349	**300,847**	309,872	319,169
5) Services, Other Operating Exp	5000-5999	2,302,714	**1,288,530**	1,327,186	1,367,001
7) Other Outgo	7100-7299	0	**0**	0	0
8) Direct Support/Indirect Costs	7300-7399	0	**0**	0	0
9) TOTAL EXPENDITURES		**5,316,319**	**4,819,394**	**5,022,041**	**5,221,006**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES & USES		**-538,570**	**89,316**	**95,483**	**5,580**
D. Other Financing Sources/Uses					
1) Interfund Transfers In - 8919					
2) Interfund Transfers Out - 7619		**0**			
E. Net Increase(Decrease) in Fund Balance		**-538,570**	**89,316**	**95,483**	**5,580**
F. FUND BALANCE, RESERVES					
1) Fund 62/62-01 Beginning Balance/July 1		**2,768,408**	**2,229,838**	**2,319,154**	**2,414,637**
2) Ending Balance		**2,229,838**	**2,319,154**	**2,414,637**	**2,420,217**
Components of Fund Balance					
Restricted for Econ Uncert.		**159,490**	**144,582**	**150,661**	**156,630**
Restricted for Special Purposes		**2,070,348**	**2,174,572**	**2,263,975**	**2,263,587**
Undesignated		**0**	**0**	**0**	**0**
Total Components of Fund Balance		**2,229,838**	**2,319,154**	**2,414,637**	**2,420,217**
SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS		**88,477**	**88,477**	**88,477**	**88,477**

PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2015-2018 Proposed/Adopted Budget

			2015-16 Estimated Actuals	2016-17 Working/ Adopted	2017-18 Projected Budget	2018-19 Projected Budget
Designated for Economic Uncertainty		9770-000	159,490	144,582	150,661	156,630
	TOTAL		159,490	144,582	150,661	156,630
Revolving Cash Reserve		9711-000	200	200	200	200
Deferred Maintenance Reserve		9780-009	50,000	50,000	50,000	50,000
Laptops/Laptop Cart Replacements		9780-008	14,848	14,848	15,293	15,752
Payroll/Facilities Reserve		9780-007	150,000	150,000	150,000	150,000
Land/Bldg/Deprec/Growth		9780-000	1,633,588	1,737,812	1,826,770	1,825,922
Long Term Debt Reserve (Building)		9780-012	217,571	217,571	217,571	217,571
Long Term Debt Reserve (Automobile)		9780-013	4,141	4,141	4,141	4,141
	TOTAL		2,070,348	2,174,572	2,263,975	2,263,586
Undesignated		9790-000	0	0	(0)	0
	TOTAL		0	0	(0)	0
TOTAL RESERVES			2,229,838	2,319,154	2,414,637	2,420,216

PACIFIC VIEW CHARTER SCHOOL
MULTI-YEAR PROJECTION
2015-2018 Proposed/Adopted Budget

	2016-17 PROJECTED	2017-18 PROJECTED	2018-19 PROJECTED
REVENUE			
1. COLA	0.47%	1.11%	2.42%
2. LOTTERY	$140.00	$140.00	$140.00
3. ENROLLMENT ESTIMATES			
Totals	538	538	538
4. ENROLLMENT INCREASE(DECREASE)	40	0	0
5. REVENUE LIMIT ADA	527.35	527.35	527.35
EXPENDITURES			
1. FRINGE BENEFIT RATES			
STRS State Teachers Retirement System	12.58%	14.430%	16.28%
PERS Public Employee Retirement System	13.880%	15.500%	17.100%
Social Security	6.20%	6.20%	6.20%
Medicare	1.45%	1.45%	1.45%
SUI State Unemployment Insurance/ 09/10 .30%	1.10%	1.10%	1.10%
Workers Compensation/09/10 1.80%	1.89%	1.89%	1.89%
Health Insurance cost per year	$ 240,561	$ 247,778	$ 255,211
Books and Supplies/Other Operating Services	5%	3%	3%

LCFF Calculator Universal Assumptions
Pacific View Charter (37311221)

Summary of Funding

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Target	$ 4,250,510	$ 4,207,762	$ 4,653,130	$ 4,999,910	$ 5,047,814	$ 5,171,393	$ 5,309,298	$ -
Floor	2,978,587	3,071,221	3,789,700	4,575,125	4,805,077	4,985,388	5,062,059	18,789
Applied Formula: Target or Floor	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	TARGET
Remaining Need after Gap *(informational only)*	1,119,271	793,758	412,720	191,833	62,428	109,334	61,414	-
Current Year Gap Funding	152,652	342,783	450,711	232,952	177,310	76,671	185,825	-
Economic Recovery Target								-
Additional State Aid							18,789	18,789
Total Phase-In Entitlement	$ 3,131,239	$ 3,414,004	$ 4,240,410	$ 4,808,077	$ 4,985,386	$ 5,062,059	$ 5,247,884	$ 18,789

Components of LCFF By Object Code

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
8011 - State Aid	$ 1,308,667	$ 1,656,232	1,754,871	2,252,142	3,106,367	3,319,632	3,747,831	4,281,686	18,789
8011 - Fair Share									
8311 & 8590 - Categoricals	305,189								
EPA (for LCFF Calculation purposes)	617,714	568,485	706,491	760,641	790,976	727,698	348,030		
Local Revenue Sources:									
8021 to 8089 - Property Taxes									
8096 - In-Lieu of Property Taxes	944,502	906,522	952,642	1,227,627	910,734	938,056	966,198	966,198	
Property Taxes net of In-Lieu									
TOTAL FUNDING	$ 3,176,072	$ 3,131,239	3,414,004	4,240,410	4,808,077	4,985,386	5,062,059	5,247,884	18,789
Less: Excess Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Less: EPA in Excess to LCFF Funding	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Total Phase-In Entitlement	$ 3,131,239	$ 3,131,239	$ 3,414,004	$ 4,240,410	$ 4,808,077	$ 4,985,386	$ 5,062,059	$ 5,247,884	$ 18,789
8012 - EPA Receipts (for budget & cashflow)	614,334	569,408	706,223	763,366	790,976	727,698	348,030		

Summary of Student Population

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Unduplicated Pupil Population								
Agency Unduplicated Pupil Count	231.00	192.00	275.00	300.00	300.00	300.00	300.00	-
COE Unduplicated Pupil Count								
Total Unduplicated pupil Count	231.00	192.00	275.00	300.00	300.00	300.00	300.00	
Rolling %, Supplemental Grant	57.7500%	56.5500%	56.0200%	55.4200%	55.5900%	55.7600%	55.7600%	0.0000%
Rolling %, Concentration Grant	57.7500%	56.5500%	56.0200%	55.4200%	0.0000%	0.0000%	0.0000%	0.0000%
FUNDED ADA								
Adjusted Base Grant ADA	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Grades TK-3	28.60	21.52	14.36	18.86	18.86	18.86	18.86	-
Grades 4-6	23.27	15.53	40.63	50.63	50.63	50.63	50.63	-
Grades 7-8	33.89	23.76	39.67	49.67	49.67	49.67	49.67	-
Grades 9-12	362.82	379.12	393.95	408.19	408.19	408.19	408.19	-
Total Adjusted Base Grant ADA	448.58	439.93	488.61	527.35	527.35	527.35	527.35	-
Necessary Small School ADA	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year
Grades TK-3								-
Grades 4-6								-
Grades 7-8								-
Grades 9-12								-
Total Necessary Small School ADA								-
Total Funded ADA	448.58	439.93	488.61	527.35	527.35	527.35	527.35	0.00
ACTUAL ADA *(Current Year Only)*								
Grades TK-3	28.60	21.52	14.36	18.86	18.86	18.86	18.86	-
Grades 4-6	23.27	15.53	40.63	50.63	50.63	50.63	50.63	-
Grades 7-8	33.89	23.76	39.67	49.67	49.67	49.67	49.67	-
Grades 9-12	362.82	379.12	393.95	408.19	408.19	408.19	408.19	-
Total Actual ADA	448.58	439.93	488.61	527.35	527.35	527.35	527.35	-
Funded Difference (Funded ADA less Actual ADA)								

Minimum Proportionality Percentage (MPP)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Current year estimated supplemental and concentration grant funding in the LCAP year	$	136,830	254,692	278,250	373,545	213,870	400,368	$ -
Current year Minimum Proportionality Percentage (MPP)		4.18%	6.39%	6.14%	8.10%	4.41%	8.26%	0.00%

SSC School District and Charter School Financial Projection Dartboard
2016-17 May Revision

This version of SSC's Financial Projection Dartboard is based on the 2016-17 May Revision. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF ENTITLEMENT FACTORS

Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2015-16 Base Grants	$7,083	$7,189	$7,403	$8,578
COLA at 0.00%	$0	$0	$0	$0
2016-17 Base Grants	$7,083	$7,189	$7,403	$8,578

Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2016-17 Base Grants	$7,083	$7,189	$7,403	$8,578
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	$737	–	–	$223
2016-17 Adjusted Base Grants	$7,820	$7,189	$7,403	$8,801
Supplemental Grants (% Adj. Base)	20%	20%	20%	20%
Concentration Grants	50%	50%	50%	50%
Concentration Grant Threshold	55%	55%	55%	55%

LCFF DARTBOARD FACTORS

Factor	2015-16	2016-17	2017-18	2018-19	2019-20
LCFF Planning Factors	SSC Simulator[1]	SSC Simulator[1]	SSC Simulator[2]	SSC Simulator[2]	SSC Simulator[2]
SSC Gap Funding Percentage	52.20%	54.84%	19.30%	34.25%	36.74%
Department of Finance Gap Funding Percentage	52.20%	54.84%	73.96%	41.22%	75.16%
Gap Funding Percentage[3] (May Revise)	53.08%	54.84%	–	–	–

PLANNING FACTORS

Factor		2015-16	2016-17	2017-18	2018-19	2019-20
Statutory COLA		1.02%	0.00%	1.11%	2.42%	2.67%
COLA on state and local share only of Special Education, Child Nutrition, Foster Youth, Preschool, American Indian Education Centers/American Indian Early Childhood Education		1.02%	0.00%	1.11%	2.42%	2.67%
California CPI		2.02%	2.15%	2.26%	2.49%	2.36%
California Lottery	Base	$140	$140	$140	$140	$140
	Proposition 20	$41	$41	$41	$41	$41
Interest Rate for Ten-Year Treasuries		1.98%	2.05%	2.43%	2.58%	2.70%
CalPERS Employer Rate (projected)		11.847%	13.888%	15.50%	17.10%	18.60%
CalSTRS Employer Rate (statutory)		10.73%	12.58%	14.43%	16.28%	18.13%
CalSTRS On-Behalf Rate		7.125890%	8.578248%[4]	8.578248%[4]	8.578248%[4]	8.578248%[4]

RESERVES

State Reserve Requirement	District ADA Range	Reserve Plan[5]
The greater of 5% or $65,000	0 to 300	
The greater of 4% or $65,000	301 to 1,000	SSC recommends one year's increment of planned revenue growth
3%	1,001 to 30,000	
2%	30,001 to 400,000	
1%	400,001 and higher	

[1] Go to the SSC LCFF Simulator at www.sscal.com Your LCFF amounts for multiyear planning purposes will be provided based on your district-specific data

[2] For the forecast years, the total dollar amount needed to fund the statutory COLA is applied to the SSC LCFF Simulator.

[3] Either this percentage or the final State Budget gap percentage can be used for calculating movement toward class sizes of 24:1 at grades transitional kindergarten-3.

[4] 2016-17 rate is preliminary until February 2017

[5] District reserve requirements as stated in the State Board of Education (SBE) adopted criteria and standards based solely on district size is not as relevant when financial volatility and exposure is disparate under the LCFF. We recommend that every district first observe the current SBE-required reserve for the traditional economic uncertainties. We also recommend the establishment of a separate reserve based on the annual LCFF revenue increase projected for the district in Year 2 and Year 3 of the multiyear projection. We recommend that the district develop a plan to, over time, set aside one year's growth in LCFF funding as a reserve due to the potential volatility inherent in state revenues. Within that set aside, we also recommend assigning the supplemental and concentration grant dollars.

Pacific View Charter School
Working Adopted Budget
Charter Number 247
CDE Number 37-73569
Fiscal Year 2016/2017
Charter School Certification

2016-17 Working Adopted Budget is hereby submitted to the chartering authority and the County Superintendent of Schools.

Signed: _____   Date: _____
        Charter School Official

Printed Name: <u>Gina Campbell, Executive Director</u>

For additional information on the Working Adopted Budget, please contact:

Kira Fox, Director of Central Office & Finance
760-757-0161 Ext.105
kfox@pacificview.org

10.3

Independent Contractor Agreement
2016/17 School Year

Contract Date: July 1, 2016

This Agreement is entered into between the Pacific View Charter School hereinafter called the **"The Charter School"** and Charter School Business Consultants hereinafter called the **"Contractor".**

WHEREAS, The Charter School is authorized to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, The Charter School is in need of such special services and advice, and

WHEREAS, Contractor is specially trained and experienced and competent to perform the special services required by the Charter School, and such services are needed on a limited basis;

NOW THEREFORE, the parties agree as follows:

1. Services to be provided by Contractor:

    o   Continue to train staff and review preparation of Year End Closing documentation on revenue, expense and budget on a as needed basis
    o   Participate in Auditor's visit as determined necessary by the Director of Central Office & Finance
    o   Perform budget and financial analysis on a as needed basis
    o   Review staff prepared documents for Local, State and Federal budget and assists in monitoring budget on a as needed basis
    o   Review staff transaction and budget adjustments on a as needed basis
    o   Answer questions and discuss options via email, telephone or virtually on a as needed basis

2. Term of Agreement:

    1. Contractor shall commence providing services under this Agreement on July 1, 2016 through June 30, 2017 and services may be discontinued by either party to this agreement.
    2. It shall be expressly understood by Contractor that time is of the essence per this Agreement and the Charter School may terminate this Agreement in the event of an unexcused delay in Contractor's performance hereunder.
    3. Contractor has the right to perform services for other agencies and/or schools during the term of this agreement.
    4. The Charter School shall not obtain workers' compensation insurance on behalf of the Contractor. Contractor shall pay all income taxes and FICA (Social

4. Termination of Agreement:

The Charter School may terminate this Agreement and will be relieved of all obligations under this Agreement should Contractor fail to perform any of the terms and conditions hereof at the time and places set forth herein. In the event of such termination, Contractor shall be paid the reasonable value of the services rendered up to the date of such terminations, less any payments theretofore made, as determined by the Charter School, and the Contractor hereby expressly waives any and all claims for damages or compensation arising under this Agreement in the event of such terminations.

5. Status of Contractor:

It is expressly understood that at all times while rendering the services described herein and in complying with any terms and conditions of this Agreement, Contractor is acting as an independent contractor and not as an officer, agent, or employee of the Charter School.

6. Compliance with Law:

The Contractor shall be subject to and shall comply with all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment and purchasing

practices, and wages, hours and conditions of employment, including nondiscrimination.

7.   Alterations or Variance:

No alterations to this Agreement or variance from the provisions hereof shall be valid unless made in writing and executed by both of the parties hereto.

IN WITNESS WHEREOF the parties hereto have executed this Agreement as of the date hereinabove first written.

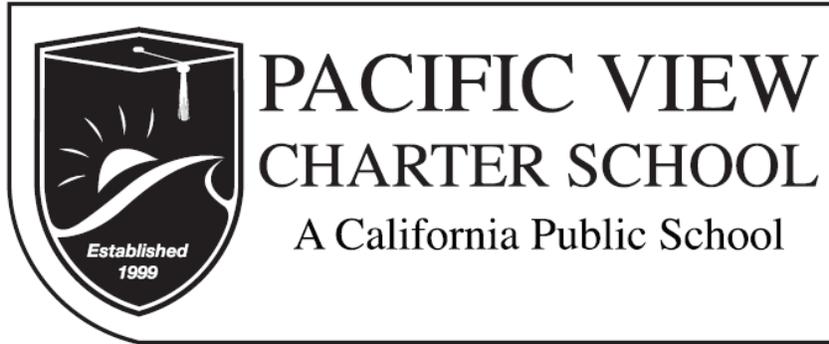**The Charter School**   **Contractor**

_____   _____
Signature   Signature

_____   _____
Date   Date

Pacific View Charter School   CSBC
3670 Ocean Ranch Blvd.   5234 Scenic Crest Way
Oceanside, California 92056   Prescott, Arizona
760-757-0161   760-450-4179

10.5

PACIFIC VIEW CHARTER SCHOOL
INJURY & ILLNESS PREVENTION PROGRAM

Pacific View Charter School is committed to providing and maintaining a safe and healthful work environment. To achieve this, an Injury & Illness Prevention Program (IIPP) has been developed. We also believe that safety is every employee's responsibility and expect all employees to use safe work practices and report any unsafe condition that they observe. Supervisors shall consistently promote safety and shall correct unsafe conditions and/or work practices through education, training and enforcement.

GENERAL INFORMATION

Name of facility: *Pacific View Charter School*
Address: *3670 Ocean Ranch Blvd., Oceanside, CA 92056*
Phone: *(760) 757-0161*

DESIGNATED PERSON(S)

Lori Bentley / Kira Fox

EMPLOYEE COMPLIANCE

All employees are responsible for complying with safe and healthful work practices. Our system of ensuring that all employees comply includes:

▪   Informing employees of the provisions of our IIPP.
▪   Evaluating the safety performance of all employees.
▪   Employee recognition.
▪   Providing retraining to employees whose safety performance is deficient.

Revised 5/2016

COMMUNICATIONS

All managers and supervisors are responsible for communicating with employees about matters related to occupational safety and health. We encourage all employees to report hazardous acts and conditions without fear of reprisal. We accomplish this through the following:

- Reviewing the IIPP, safety and health policies and procedures, etc., during new employee orientation.
- Training programs.
- Safety meetings.
- Posted and/or distributed safety literature.
- A system for employees to anonymously notify management of hazards.

HAZARD IDENTIFICATION

Periodic inspections to identify hazards will be completed in the following areas:

- Administrative Offices
- Biology Lab
- Classrooms
- Computer Lab
- Student Study Hall
- Warehouses

Inspections are performed:

- When the program is first established.
- When new substances, equipment, processes, etc., are introduced.
- When new or previously unidentified hazards are recognized.
- On-going on an Annual Basis

ACCIDENT INVESTIGATION

Occupational injuries and illnesses are to be investigated by the immediate supervisor as soon as possible after the incident. The purpose of the investigation is to determine the cause so that appropriate corrective action can be taken to prevent recurrence.

HAZARD CORRECTION

Unsafe or unhealthy acts or conditions will be addressed as soon as possible after receiving notification. Those hazards considered most severe will be dealt with first.
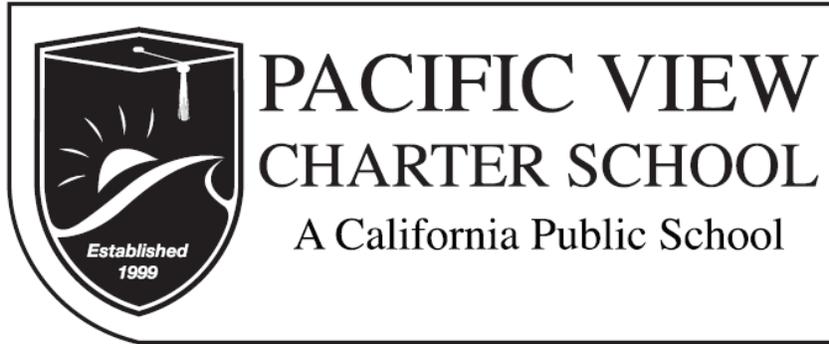
TRAINING & INSTRUCTION

All employees will be provided with safety and health training in general safe work practices and with respect to the hazards unique to their specific job assignment. Training will be provided:

- When the program is first established.
- To all new employees.
- To all employees given new job assignments for which training has not previously been received.
- Whenever new substances, procedures, processes, equipment, etc., are introduced and represent a new hazard.
- Whenever the employer is made aware of a new or previously unrecognized hazard.
- For supervisors to familiarize themselves with the hazards to which the employees under their immediate direction may be exposed.

This Injury and Illness Prevention Program (IIPP) has been reviewed and approved.

_____   _____

Gina Campbell, Executive Director
 Signature and Title   Date

PACIFIC VIEW CHARTER SCHOOL
INJURY & ILLNESS PREVENTION PROGRAM

Pacific View Charter School is committed to providing and maintaining a safe and healthful work environment. To achieve this, an Injury & Illness Prevention Program (IIPP) has been developed. We also believe that safety is every employee's responsibility and expect all employees to use safe work practices and report any unsafe condition that they observe. Supervisors shall consistently promote safety and shall correct unsafe conditions and/or work practices through education, training and enforcement.

GENERAL INFORMATION

Name of facility: *Pacific View Charter School*
Address: *22695 Alessandro Blvd., Moreno Valley, CA 92553*
Phone: *(951) 697-1990*

DESIGNATED PERSON(S)

Carrie Warren, Site Supervisor

EMPLOYEE COMPLIANCE

All employees are responsible for complying with safe and healthful work practices. Our system of ensuring that all employees comply includes:

- Informing employees of the provisions of our IIPP.
- Evaluating the safety performance of all employees.
- Employee recognition.
- Providing retraining to employees whose safety performance is deficient.

COMMUNICATIONS

All managers and supervisors are responsible for communicating with employees about matters related to occupational safety and health. We encourage all employees to report hazardous acts and conditions without fear of reprisal. We accomplish this through the following:

- Reviewing the IIPP, safety and health policies and procedures, etc., during new employee orientation.
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- To all new employees.
- To all employees given new job assignments for which training has not previously been received.
- Whenever new substances, procedures, processes, equipment, etc., are introduced and represent a new hazard.
- Whenever the employer is made aware of a new or previously unrecognized hazard.
- For supervisors to familiarize themselves with the hazards to which the employees under their immediate direction may be exposed.

This Injury and Illness Prevention Program (IIPP) has been reviewed and approved.

_____   _____

Gina Campbell, Executive Director
 Signature and Title   Date

10.6

Educator Effectiveness PD Plan

Goals	Activity Correspondence	Professional Development	Expected Outcomes	Staff	Cost	Date
1. Improve Math and Literacy Skills	Activity 3: Content Standards: ELA/Development	SDCOE: Differentiation of instruction for LTELs	Train teachers on California ELA/ELD frameworks to implement ELL supports in curriculum and instructional practices	All Supervisory teachers 9-12, K8 Supervisory teachers		TBD
	Activity 3: Content Standards: ELA/Development	Journeys ELA curriculum: Teacher training	Train elementary teachers on new curriculum to support CCSS and EL	Grade 4/5 teacher and Lead teacher		TBD
	Activity 3: Content Standards: Mathematics	Math Expressions curriculum: Teacher training	Train elementary teachers on new curriculum to support CCSS and EL	Grade 4/5 teacher and Lead teacher		TBD
	Activity 3: Content Standards: Mathematics	Teach Fractions for Meaning and Application Grades 3-5	Improve fractional understanding and learn how to provide high quality fraction tasks	Grade 4/5 teacher		Oct 12 2016
	Activity 3: Content Standards: Mathematics, Science, Career Tech	STEM Symposium	Improve instruction of Science/Math/Technology. Provide teachers with access to cutting edge technology and curricular resources	Grade 7 & 8 Math teachers, Science teacher, Director of Curriculum, College Liason		Oct 9-11
2. Differentiate instruction in order to meet all students' learning needs	Activity 4	Equity Symposium	Provide teachers with the supports and tools needed for instruction of high need students	Lead teachers, Site Supervisor, Director of Curriculum, Director of Student Services and Executive Director		Sept 8 & 9 2016
	Activity 4	Mindset Works	Provide teachers with the supports and tools needed for instruction of high need students through specific training on growth Mindset	Lead Instructional Aide, College Liason, Director of Curriculum, Director of Students Services, Site Supervisor, Executive Director		July 17 & 18
	Activity 2, 4	Mental Health	Provide all staff with training on supporting students' social and emotional health	All staff		TBD
3. Expand schoolwide data analysis	Activity 4	School Pathways training: Creating reports	Provide administration with the ability to synthesize data on student achievement for data informed decision making			
4. Continue to provide a college and career going culture						

Activity Key:

Activity 1
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Comission on Teacher Credentialing and pursuant to Section 44259 of CA Ed Code

Activity 2
Professional development, coaching and support services for teachers who have been identified as needing improvement or additional support

Activity 3
Professional development for teachers and administrators that is aligned to the state content standards

Activity 4
Activities to promote educator quality and effectiveness including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning

Board Approved:

10.7

Executive Director's - End of Year Report
2015-2016

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.

Expected Annual Measurable Outcomes:

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:
    - Student Achievement:
        - Percentage of students who enroll in UC A-G courses
        - Percentage of students who complete senior Exit Course
        - Percentage of students who concurrently enroll in local colleges

Actual Annual Measurable Outcomes:

1. 100% of teachers are appropriately credentialed and assigned. 6 teachers are currently completing BTSA program.
2. 100% of students have access to Common Core aligned ELA & Math Curriculum.
3. Facilities are safe & in good repair as documented in annual FIT Report
4. Students have access to technology – Student to Computer ratio: 1:1 middle school and grade 9. Increased to grade 11.
5. There was a slight percentage decrease of students participating in ECAP day.
6. Pacific View Charter School at the high school level serves at-risk youth; the following State Priority measurable outcomes/metrics apply to the school's educational program:
    - Student Achievement:
        - 100% of students enroll in UC A-G courses
        - 22% of students completed exit course
        - Number of students who concurrently enrolled doubled in the 15-16 school year from 21 to 41 students.

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

Expected Annual Measurable Outcomes:

1. 100% of ELA teachers will receive Professional Development ELA/ELD Frameworks
2. 100% of Math teachers will receive Professional Development on Math CCSS
3. 100% of Science teachers will receive Professional Development on NGSS
4. 100% of teachers will receive Professional Development on data-driven instruction.
5. Will establish growth targets for continuously enrolled ELL's using CELDT Performance
6. Increase reclassification rate for students in Early Advance/Advanced as measured by CELDT by 2017-18 for continuously enrolled English Learners.
    Decrease the percentage of Long Term English Learner

    (LTEL) for continuously enrolled English Learners.

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 (continued)

Actual Annual Measurable Outcomes:

1. 30% of ELA teachers were trained and shared training with all ELA teachers.
2. 100% of Math teachers will receive Professional Development on Math CCSS. 3 of 8 teachers participated in offsite PD and shared information with math PLC.
3. 100% of Science teachers received Professional Development on NGSS
4. 100% of teachers received Professional Development on data-driven instruction.
5. Growth targets for continuously enrolled ELL's were established and monitored throughout the year.

Decreased the percentage of Long Term English Learner (LTEL). Reclassification for K-8 students: 1 of 12 English Learners or 8%, Reclassification for 9-12: 5 of 20 students or 25%

GOAL #3: Continue to develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time

Expected Annual Measurable Outcomes:

1. Establish growth targets for Benchmark assessments in ELA & Mathematics (schoolwide/subgroup) upon release of 2015 CAASPP/SBAC assessment results
2. Establish growth targets for CAASPP/SBAC assessments in ELA & Math (schoolwide/subgroup) upon release of 2015 CAASPP/SBAC Assessment results
3. 2016 API will serve as a baseline

Actual Annual Measurable Outcomes:

1. Growth targets and API have not been established by the state.
2. Data from CAASPP 2015 was evaluated and analyzed and it was determined that there is a need for higher level math courses at high school.
3. API has not been established by the state.

GOAL #4: Continue to provide resources and services to students, and parents to provide a sense of safety, school connectedness, and increased student motivation.

Expected Annual Measurable Outcomes:

1. Provide parents with opportunities for decision-making input in the school's program.
2. Continue parent participation in schoolwide programs/events.
3. Administer annual parent surveys to obtain feedback/input.
4. Maintain ADA at 95% or above.
5. Maintain suspension rates below 5%
6. Administer biannual student surveys.

Actual Annual Measurable Outcomes:

1. Parents are provided with opportunities for decision-making input in the school's program through conversations with teachers at weekly meetings, board meeting participation and annual survey
2. Parents participated in Back to School Night, Open House and Winter Festival.
3. Administered annual parent surveys to obtain feedback/input.
4. ADA increased to 98%
5. 5 students were suspended in 2015/16. Drastic reduction in suspension is due to the Implemented Restorative Practices.
6. Student surveys were administered for sports, clubs and overall school satisfaction.

Additional Accomplishments:

- Successfully finalized the purchase of the Moreno Valley facility.

- 35 students consistently accessed the Moreno Valley site

- Developed a four day per week classroom program in grades 4-8 leading to growth in the k-8 program. This program ended the year with 120 students in grades k-8.

- Beginning the 2015-2016 school year, grades k-8 began the year with 80 students compared to beginning of 2014-1015 school year grades k-8 began the year with 50 students.

- 16 students transitioned from 8th grade into our high school program.

11.1

Pacific View Charter School Course Outline

Course Title: **Mythology**   **Course #:**   1209
Department: Elective   **Credits:**   5

Course Description:

This course introduces students to the mythology of different cultures from around the world. Students will investigate the development of myths and their relation to civilizations including the factors such as geography, history, and belief systems that led to different myths across cultures. Students will also develop an appreciation for the art, literature, and historical roots of the various cultures studied. This course will focus on six cultures from around the world: Greek and Roman civilization, Egyptian civilization, Japanese civilization, Celtic civilization, Mayan civilization, and Norse civilization.

Student Outcomes:

The student will be able to:

1) Identify mythology and the development of mythology in six different cultures.
2) Demonstrate an understanding of the relationship between the mythology and the development of culture as well as the history of different groups.
3) Acquire information and recognize distinctive viewpoints that are available only through the mythologies studied.
4) Demonstrate an understanding of the concept of mythology through comparisons of a variety of cultures including their own.
4) Understand the geography and early history of six distinct cultures: Greek and Roman civilization, Egyptian civilization, Japanese civilization, Celtic civilization, Mayan civilization, and Norse civilization.
5) Become familiar with the mythological origins of six distinct cultures.
6) Analyze primary sources of myths to improve reading comprehension and knowledge.

Assessment: Assessment of student outcomes will be based on student performance through examinations, assignments, and projects.

Instructional Materials: Instructional videos from the History Channel, primary documents, maps and myths from various civilizations, including: ancient Greece, ancient Rome, ancient Egypt, ancient Japan, ancient Maya, and ancient Norse civilizations.

Board Approval Date:

11.2

Pacific View Charter School

Curriculum and Instruction **Policy #11**

Foreign Transcripts

A maximum of 80 credits (8 courses x 10 credits) will be allotted for students entering from other countries. Transcript evaluation will include the following guidelines:
- English credited as a second language.
- Spanish credited as an elective.
- Chemistry/Physics credited as physical science
- Math is elective unless subject is specified (ie Geometry = Geometry, but Math= Elective)
- Art is credited as Fine Art
- Technology, History, Philosophy are elective

Common class names seen on Mexican transcripts:
> Español
> Segunda Lengua: Inglés
> Matemáticas
> Ciencias (énfasis en química)
> Formación cívica y etica
> Educación Física
> Artes

Board Adopted:

11.3

Pacific View Charter School

Curriculum and Instruction   **Policy #12**

Math Placement

Pacific View Charter School is committed to providing access to high quality mathematics education to all students regardless of race, ethnicity, gender or socioeconomic background.

Student placement in 9th grade will be designed around looking at multiple measures including the math course in which the student completed in 8th grade, math grades, scores on the school's math assessment and performance on the California Assessment of Student Performance and Progress (CAASPP).

Placement Criteria
1. Students who earn a C or higher in Math 8 will be enrolled in Math 1.
2. Students who earned a D or below in Math 8, but score Math 1 ready on the school assessment will be enrolled in Math 1.
3. Students who earned a D or F in Math 8 and earn scores on school assessment indicating not Math 1 ready will be placed in the appropriate math intervention course.
4. Students in any of the situations above whose CAASPP 8th grade assessment indicates that they Exceed the standards will be enrolled in Math 1.
5. Students who earn a C or higher in Math 1 during 8th grade will be enrolled in Math 2.
6. Students who earned a D in Math 1, but score Math 2 ready on the school assessment will be enrolled in Math 2.
7. Students who earned a D or F in Math 1 and earn scores on school assessment indicating not Math 2 ready will be placed in Math 1.
8. Students who earn a C or higher in Math 2 during 8th grade will be enrolled in Math 3.
9. Students who earned a D in Math 2, but score Math 3 ready on the school assessment will be enrolled in Math 3.
10. Students who earned a D or F in Math 2 and earn scores on the school assessment indicating not Math 3 ready will be placed in Math 2.

In an effort to prevent misplacement, each 9th grade math student's placement will be reevaluated within the first 2 weeks of their first math course. Reevaluation by the math teachers will examine multiple measures including new school assessment scores, progress in math class, and previous recommendation.

When a student's placement is still questionable, the student will be placed in the higher math option, and be reevaluated for support or a lower math class at the end of the semester.

Board Adopted:

11.4

Course Title: Math 1 Readiness   **Course #**: 1210
Department: Math   **Credits:** 5

Course Description:

The purpose of the Math 1 Readiness course is to formalize and extend the mathematics that students learned in the middle grades. Common core math standards are addressed, including patterns in math, exponent rules, absolute value, order of operation, integer computations, square roots, polynomials, creating, solving and graphing linear equations and inequalities, determine and understand slope, basic geometric concepts, and basic statistic concepts. The course will focus on numeric and algebraic manipulation. Students will build mathematical skills that allow them to solve problems and reason logically. Students will build context and connections of the mathematics to the world around them through the use of real problems and situations. Students will be able to communicate their understanding by organizing, clarifying, and refining mathematical information for a given purpose. Students will develop the Mathematical Practice skills required for the Common Core State Standards.

Student Outcomes:

The students will be able to:
1. Understand arithmetic and geometric patterns.
2. Identify geometric shapes and line of symmetry.
3. Represent and analyze mathematical situations and structures using algebraic symbols.
4. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.
5. Determine the absolute value.
6. Use the distributive property, order of operations, factoring, and algebraic properties to reorganize algebraic expressions into more useful forms. Understand that algebraic relations can be tested by substitution of numbers.
7. Understand and use such operations as taking the opposite, reciprocal, raising to a power, and taking a root.
8. Understand, model, and compute with integers.
9. Develop and use the laws of exponents.
10. Simplify and compute square roots.
11. Use symbolic algebra to represent and explain mathematical relationships.
12. Draw reasonable conclusions about a situation being modeled.
13. Create, solve and graph linear equations and inequalities in one variable, including equations with coefficients represented by letters.
14. Model real world situations with appropriate variables, equations, and graphs in order to problem solve.
15. Use various problem-solving strategies in order to analyze a problem and formulate a solution.
16. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
17. Determine the slope, rate of change and y-intercept of a linear function.
18. Graph equations which exhibit constant rate of change.
19. Write an equation of a line given data points, slope and a point, or a graph.
20. Understand the concepts of parallel and perpendicular lines and how their slopes are related.

21. Perform operations on polynomials.
22. Understand properties of angles, geometric shapes and terms.
23. Represent data with plots on the real number line (dot plots, histograms, and box plots).
24. Determine mean, median and mode given a situation. Decide which measure of central tendency is the most appropriate given the scenario.
25. Determine dependent and independent variables for given situations.
26. Graph data on an appropriate graph to show information. Be able to read, interpret, and analyze results given a graph.

Assessment: Assessments of student outcomes will be based on classwork, homework, and formal assessments.

Instructional Materials: Edgenuity Common Core Math 1, Pre-Algebra (Prentice Hall), Core Connections Math 1 and a variety of supplemental materials.

11.5

Pacific View Charter School Course Outline

Course Title: **Edgenuity Digital Arts II**   **Course #:** 1211
Department: Elective   **Credits:** 5
Prerequisite: Digital Arts I

Course Description:

The Digital Arts II course focuses on the more advanced principles and elements of art and design. By the end of this course, students will have created a unique portfolio of digital artwork, including repeating images to be used as a computer's desktop background, a logo with text, two images scaled proportionally to one another, and a poster image and layout. Projects include creating movement with objects; images emphasized through the use of color, shape, and size; and the principles of art including: repetition and pattern, contrast, movement and rhythm, proportion and balance, and harmony and unity. Students advance their skills using Inkscape tools and learn new tools such as the Spiral, Bezier, and Paint Bucket Tools.

Student Outcomes:

The student will be able to:

1. Explore a variety of electronic media and techniques.
2. Design and create a complex still-life artwork using the seven elements of art and the eight principles of design.
3. Create visual arts using the creative process with the teacher as a mentor, moving toward independence.
4. Create, analyze, and evaluate visual art elements of line, shape, form, color, value, texture, and space, as well as visual design principles of repetition, pattern, contrast, variety, movement, rhythm, proportion, balance, emphasis, dominance, unity, and harmony.
5. Study selected artists' works, styles, and/or historical periods.
6. Create visual artwork that communicates for a specific purpose.
7. Analyze and evaluate how personal aesthetic choices are influenced by and reflected in visual artwork.
8. Review and critique finished artwork and works in progress.
9. Present and produce work and/or performances.
10. Learn about careers in electronic media.
11. Use Inkscape workspace and tools.
12. Learn ways to suggest 3D space in a 2D environment.

Assessment: Assessment of student outcomes will be based on student performance through examinations and projects

Instructional Materials: Edgenuity Online Curriculum www.edgenuity.com

Board Approval Date:

11.6

Pacific View Charter School
Course Outline

Course Title: Ecology A   **Course #:** 1118
Department: Science   **Credits:** 5

Objective

Ecology A provides students with an environmental outlook related to human health and biodiversity. Students will investigate genetic engineering and the effects on the environment, biodiversity, and human impact on ecosystems. Using data analysis, demonstrations, and audio/visual media, the student will investigate changes in biodiversity, examine human use of different ecosystems, and make informed decisions regarding human health, biodiversity, and genetic engineering.

Student Outcomes:

Students will be able to:
1. Utilize case studies to formulate informed opinions as conscious citizens regarding genetic engineering impact on the environment and human health, the importance of biodiversity and human survival, and human impact on specific ecosystems.
2. Analyze the implications of genetic engineering by exploring how it can influence human health and natural systems.
3. Describe biodiversity importance regarding human survival.
4. Evaluate human-related changes made to California grasslands.
5. Acquire and use scientific vocabulary critical to the understanding of complex global environmental issues including genes, biofuel, diversity, microdiesel, vaccine, pharmaceutical, pharm crop, carbon footprint, clear-cutting, conservation easement, ecological succession, invasive species, and ecosystem management.
6. Gather, comprehend, evaluate, synthesize, and report on information and ideas related to the interaction of humans and their environment.
7. Use scientific research to construct effective arguments for and against proposed environmental regulation.
8. Conduct original research in life science topics such as ecosystem management, influence of human activities on biodiversity, and genetic engineering.
9. Complete a digital presentation utilizing multimedia formats such as screencasts, podcasts, vodcasts, annotated maps, and google sites incorporating information gathered from the course and independently researched sources.

Assessment: Assessments of student outcomes will be based on homework, exams, essays, and projects. Evaluation/Grading: Total Points:_____/840

Instructional Materials: Education and the Environment Series from the California Environmental Protection Agency.

Pacific View Charter School
Course Outline

Course Title: Ecology B **Course #:** 1119

Department: Science **Credits:** 5

Objective

Ecology B provides students with an understanding of how human activity impacts the survival, biodiversity, and environment of species. Students will investigate how species are distributed, selective pressures of evolution, and factors of species survival. Using data analysis, demonstrations, and audio/visual media, the student will investigate differential survival of organisms, examine the earth's rich biodiversity, and the isolation of species.

Student Outcomes:

Students will be able to:

1. Analyze the implications of human activity on a species by exploring how selective pressures drive evolution, where and why species are distributed, patterns of change over time, natural factor of survival.
2. Describe which biomes are affect by human practices.
3. Discuss the gene pool of a species in an ecosystem. Evaluate human-related changes made to California grasslands.
4. Acquire and use scientific vocabulary critical to the understanding of complex global environmental issues including resources extraction, topography, reproductive isolating mechanism, speciation, endemic species, gene pool, allopatric speciation, dispersal, gene flow, habitat fragmentation, nonnative species, and morphology.
5. Gather, comprehend, evaluate, synthesize, and report on information and ideas related to the interaction of humans and their environment.
6. Use scientific research to construct effective arguments for and against proposed environmental regulation.
7. Conduct original research in life science topics such as gene flow, influence of human activities on species survival, and invasive species.
8. Complete a digital presentation utilizing multimedia formats such as screencasts, podcasts, vodcasts, annotated maps, and google sites incorporating information gathered from the course and independently researched sources.

Assessment: Assessments of student outcomes will be based on homework, exams, essays, and projects. Evaluation/Grading: Total Points:_____/766

Instructional Materials: Education and the Environment Series from the California Environmental Protection Agency.

12.1

Pacific View Charter School

Classified
Job Description – Lead Instructional Aide

Description of Position:

The Lead Instructional Aide will manage the ~~Technology~~ *Computer* Lab and Study Hall during daily operation. Assist in training and evaluation of Instructional Aide positions. Assist ~~Achievement Coordinator~~ *Director of Student Services* in the successful implementation of policies and procedures in the ~~Technology~~ *Computer* Lab and Study Hall.

Essential Duties and Responsibilities include but are not limited to the following:

- Monitor and enforce rules in the ~~Technology~~ *Computer* Lab and Study Hall.
- Ensure safety procedures are met.
- Assist students in the ~~Technology~~ *Computer* Lab with assignments and the use of computers.
- Understand the function of the computerized educational software.
- Assign students as needed on the computerized educational software and monitor their progress.
- Report progress to students' teachers.
- Answer phone.
- Greet parents and students.
- Assist with file maintenance.
- Manage all testing procedures within the ~~Technology Center~~ *Computer Lab and Study Hall* .
- Tutor or assist individuals and small groups of students to reinforce, follow up learning activities.
- Make copies of instructional material and other documents as needed.
- Understand and be able to use all office equipment.
- Manage ~~additional~~ Instructional Aides.
- Provide feedback to *Director of Student Services* regarding disciplinary actions.

- Provide curriculum feedback to ~~Program Manager~~ *Director of Curriculum.*
- Manage the ID card process.
- Maintain SST Plan folder and provide feedback to teachers.
- Perform other duties as required

Qualifications Guide:

1. High School Diploma
2. Completion of college-level course work in general academic subject areas such as Math, Science, and English, and work experience in a school or other educational environment is highly desirable.
3. Strong math skills in Algebra 1 or higher
4. Knowledge of basic computer software

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is required to sit, stand, bend, and use hands to finger, handle or feel objects, tools or controls. Be able to lift and carry up to ~~50~~ *25* pounds.   The employee is required to walk and access all areas of the School.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

Supervisor: Director of Student Services   *Work Days: 233 days*

Board Approved: June 21, 2011   Amended:

12.2

Pacific View Charter School

Classified
Job Description – Instructional Aide

Description of Position:

The Instructional Aide will assist the ~~Technology Assistant~~ *Lead Instructional Aide* in the daily operation of the ~~Technology Center~~ *Computer Lab & Study Hall* .

Essential Duties and Responsibilities include but are not limited to the following:

1. Monitor students in the ~~Technology Center~~ *Computer Lab and Study Hall*
2. Assist students in ~~Technology Center~~ *Computer Lab and Study Hall* with assignments and computers.
3. Understand the function of the computerized educational software
4. Assign students as needed on the computerized educational software and monitors their progress.
5. Report progress to student's teachers.
6. Give assessment to students as they are referred to the ~~Technology Center~~ *Computer Lab and Study Hall.*
7. Answer phone.
8. Greet parents and students.
9. Assist with file maintenance.
10. Administer tests from assigned courses.
11. Tutor or assist individuals and small groups of students to reinforce, follow up learning activities.
12. ~~Assist in the front office as needed under the direction of the Administrative Assistant.~~
13. ~~Assist with the distribution of the monthly newsletter.~~
14. Make copies of instructional material and other documents as directed.
15. Understand and be able to use all office equipment.
16. Perform other duties as assigned.

Training and Experience:

1. High School Diploma
2. Completion of college–level course work in general academic subject areas such as Math, Science, and English, and work experience in a school or other educational environment.
3. Strong math skills in Algebra 1 or higher
4. Knowledge of basic computer software

Physical Demands:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is required to sit, stand, bend, and use hands to finger, handle or feel objects, tools or controls. Be able to lift and carry up to ~~50~~ *25* pounds.   The employee is required to walk and access all areas of the School.

Work Environment
The work environment characteristics described here are representative of those and employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.
The position requires constant public interaction including one–on–one student/parent communication and staff meetings – both formal and informal.

Supervisor: ***Work Year:*** *233 Work Days*

~~Technology Coordinator~~
Lead Instructional Aide

Board Approved: 08-16-05   **Amended: 02-21-06**

12.3

Classified Position

Job Description:

HOURLY ENRICHMENT/INTERVENTION INSTRUCTOR

Description:

Provides an enrichment program and academic support for students in grades K-12 or a combination thereof, and assists in other school programs as assigned.

Job Functions:

Essential:

1. Develop enrichment courses which enhance students' core academic program.
2. Provide academic support for students in need of intervention in Reading & Math.
3. Work in collaboration with Supervisor Teacher to analyze student data.
4. Maintain documentation of all work completed.
5. Participate in professional development as related to job duties.
6. Assess each student's academic and social growth, and communicate with Supervisory Teacher on the individual student's progress.
7. Collect, review, and provide input on student work.
8. Work in collaboration with Supervisory Teacher to create lesson plans.
9. Distribute educational material when appropriate
10. Collaborate with Supervisory Teacher to suggest appropriate instructional techniques that involve and motivate students.
11. Become knowledgeable of the PVCS Menu of Services to provide students and parents additional support through PVCS and other community resources.
12. Be a contributing member of the staff and work as part of a team toward school goals.
13. Collaborate with Director of Curriculum and Director of Student Services.

Other:

Perform other duties as assigned
Work toward team and school goals

Requirements:
Education and Experience:

Minimum of three (3) years' experience working in an educational setting

Knowledge, Skills, and Abilities (including tests):

Experience in the use of technology
An ability to plan, organize, write with clarity and correctness and work cooperatively with fellow employees, staff, administrators, and parents.
Correct English usage, spelling, grammar, and punctuation.
Acceptable student behavior and characteristics
Knowledge of FERPA laws
Understand and carry out oral and written instructions

Physical Demands:
Dexterity of hands and fingers to operate a computer keyboard
Sitting or standing for extended periods of time
Hearing and speaking to exchange information and making presentations
Seeing to read a variety of materials
Moderate physical exertion
Ability to lift 20 pounds regularly and carrying any object weighing up to 15 pounds
The amount of time for each activity varies depending on daily work load and priority schedules. Some days, sitting could occur more frequently, and on other days standing and walking could occur throughout the workday. May sit for prolonged time when completing projects; however standing breaks are encouraged

Work Environment:
The employee will work in a deadline driven school environment with constant interruptions
The noise level in the work environment is usually moderate
The position requires constant public interaction including student communication and staff meetings.
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

License:
Possession of a valid California Driver's License issued by the Department of Motor Vehicles

Supervisor: Lead K-8 Teacher and/or Lead High School Teacher

Board Approved:

12.4

PACIFIC VIEW CHARTER SCHOOL
2016-17 CLASSIFIED SALARY SCHEDULE
*****DRAFT*****

MONTHLY

POSITION	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
College Liaison	$ 3,132.45	$ 3,257.75	$ 3,388.06	$ 3,523.58	$ 3,664.52	$ 3,811.10	$ 3,963.55
	$ 37,589.40	$ 39,092.98	$ 40,656.70	$ 42,282.96	$ 43,974.28	$ 45,733.25	$ 47,562.58
Instructional Aide	$ 2,174.67	$ 2,261.66	$ 2,352.12	$ 2,446.21	$ 2,544.06	$ 2,645.82	$ 2,751.65
	$ 26,096.04	$ 27,139.88	$ 28,225.48	$ 29,354.50	$ 30,528.68	$ 31,749.82	$ 33,019.82
Lead Instructional Aide	$ 2,519.08	$ 2,619.84	$ 2,724.64	$ 2,833.62	$ 2,946.97	$ 3,064.85	$ 3,187.44
	$ 30,228.96	$ 31,438.12	$ 32,695.64	$ 34,003.47	$ 35,363.61	$ 36,778.15	$ 38,249.28
Office Clerk	$ 2,398.81	$ 2,494.76	$ 2,594.55	$ 2,698.34	$ 2,806.27	$ 2,918.52	$ 3,035.26
	$ 28,785.72	$ 29,937.15	$ 31,134.63	$ 32,380.02	$ 33,675.22	$ 35,022.23	$ 36,423.12
Office Clerk - Bilingual	$ 2,713.81	$ 2,822.36	$ 2,935.26	$ 3,052.67	$ 3,174.77	$ 3,301.76	$ 3,433.84
	$ 32,565.72	$ 33,868.35	$ 35,223.08	$ 36,632.01	$ 38,097.29	$ 39,621.18	$ 41,206.02
Receptionist	$ 1,955.10	$ 2,033.30	$ 2,114.64	$ 2,199.22	$ 2,287.19	$ 2,378.68	$ 2,473.83
	$ 23,461.20	$ 24,399.65	$ 25,375.63	$ 26,390.66	$ 27,446.29	$ 28,544.14	$ 29,685.90

HOURLY

POSITION	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
Instructional Aide	$ 14.00	$ 14.56	$ 15.14	$ 15.75	$ 16.38	$ 17.03	$ 17.71
Enrichment/Intervention Instructor	$ 20.00	$ 20.80	$ 21.63	$ 22.50	$ 23.40	$ 24.33	$ 25.31

Work Year
233 Days

Stipends for Longevity

8th Year	5%
13th Year	5%
18th Year	3%

Board Approved: June 21, 2011
Board Amended: May 20, 2014
Board Amended: June 16, 2015
Board Amended: June 29, 2015