

2018-2019

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Pacific View Charter School	Gina Campbell Founding Executive Director	gcampbell1@pacificview.org 760-757-0161

2018-19 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Pacific View Charter School is a direct-funded K-12 WASC-accredited charter school situated in Oceanside serving approximately 500 students each year. It provides a combination/hybrid of classroom and non-classroom-based instruction through a Personalized Learning Model. In August 2015, PVCS opened an additional site in Moreno Valley, which currently serves 130 students in grades K-12, through a non-classroom based Learning Center.

Pacific View Charter School (PVCS) opened its doors to the community in August 1999 serving grades K-12 and is authorized through Oceanside Unified School District (OUSD). In 2008 PVCS moved to its current facility, which was then purchased in 2010 and is situated in Oceanside, California. The students who come to Pacific View are those seeking an alternative to the traditional school

setting. High school students choose PVCS predominantly in their 11th or 12th grade year and are credit deficient and in need of a more personalized approach and attention to their learning needs. PVCS serves the community by giving at-risk students an educational program that meets their social, emotional and academic needs and allows them to remain in school until graduation, which may go beyond four years. Families in the K8 program choose PVCS for the smaller school environment and the flexibility provided by the program.

Pacific View Charter School provides a personalized learning program that is designed to meet the needs of each individual student. Through the collaborative efforts of the Supervisory Teacher, the parent/guardian, and the student a personalized learning plan is developed to address the academic needs of the student while providing as safe and nurturing environment rich in activities and opportunities to build both academic and social skills.

Pacific View Charter School provides every student with a rigorous Common Core and NGSS aligned academic curriculum and provides numerous academic interventions to address the learning gaps of its students. PVCS provides students with a small, safe environment in which all students are nurtured and encouraged to thrive.

LCAP Highlights

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

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

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

Review of Performance

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

Greatest Progress

*Largest Graduating Class in school history

*Continue to enroll students concurrently in community college: 28 in community college; 26 in adult education

*68% of high school math students testing at urgent intervention progressed at least one proficiency band. 78% of high school math students testing at intervention moved by at least one proficiency band.

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

Greatest Needs

-Better intervention for reading schoolwide to move students to grade level. Only 54% of high school students testing at urgent intervention progressed by at least one proficiency band.

-Need to implement a schoolwide instructional framework and focus to guide instruction.

-Need to better service special needs students by becoming own LEA for Special Education.

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

Performance Gaps

n/a

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

Increased or Improved services

The following services are provided to all students including low-income, EL and foster youth. Both foster youth and EL students make up less than 10% of total school population. Low income student comprise ___% of the student population. Professional development in specific areas listed below are targeted with the focus on unduplicated count students.

- Access to college and career presentations, field trips, and college/career planning services
- Appropriate reading and math interventions provided to struggling students
- Access to onsite IMF Counselor and School Counselor
- Access to bilingual staff members for translation services
- Resources in Student Services for access to community resources
- Additional professional development training in ELD instructional strategies and Foster Children policies and regulations
- Additional professional development training in targeted intervention for struggling learners

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 6,600,743
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 5,965,571

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

Prop 39 Clean Energy Jobs Act and Special Education expenditures are not included in LCAP budget. Marketing is not included in LCAP budget with the exception of field trip related expenditures listed under Marketing Budget category.

Pacific View Charter School considers the LCAP an overall budgeting plan to meet and exceed students needs. Expenditures included in LCAP in addition to LCFF generated revenue are Educator Effectiveness, Unrestricted Lottery, Restricted Lottery, Mandated Costs,

Interest & various Local Revenue. LCFF Revenue calculation below include EPA and property tax projections for 2018/19 of \$2,630,044.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 6,056,712

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 3

Local Priorities: School climate

Annual Measureable Outcomes

Expected

Actual

Students will increase knowledge of post secondary options and build relationships with local businesses.

1 staff member oversees work experience and work permits. 56 students were issued work permits to be employed in local businesses this year.
 All graduating students met with school counselor to discuss post-secondary options
 Increased the number of FAFSA workshops for families from 1/year to 5/year.
 Expanded community relationships with Oceanside Police Dept. including students participating in Oceanside Youth Partnership.

All students have access and exposure to college and career presentations and field trips

Students visited UCSD, UCR, Palomar CC, MiraCosta CC and Moreno Valley College
 Six presentations were held onsite
 Students participated in field trips to JA Biztown, Oceanside City Hall, Palomar Planetarium, Youth in Court Day

Increase in number of students participating in student leadership and continuing to build positive relationships with staff, parents and other students to maintain low suspension rates and to continue to develop alternatives to suspension	Increased number of high school student clubs to six One middle school clubs established Program for peer mentoring through playground buddy program
More students and parents will receive assistance applying for colleges and financial aid and will have access to the experience of visiting colleges	Increased the number of FAFSA workshops for families from 1/year to 5/year Students visited UCSD, UCR, Palomar CC, MiraCosta CC and Moreno Valley College
Staff and students will be better prepared for a potential lockdown situation	Doubled the number of lockdowns on campus this year. Moreno Valley staff met with local law enforcement to provide as threat assessment of the facility
Decrease the number of unauthorized visitors and activity on campus	Researched possibility of installing gates around campus Researched possibility of parking permits for students on campus Implemented visitor passes for non-student visitors
Increase of growth mindset activities for students and instructional practices to increase motivation and decrease dropout rate.	All teachers began school year with growth mindset activities Visual reminders of growth mindset strategies present in classrooms Implemented new Study Skills course, which includes unit on growth mindset

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop partnerships with businesses to create internship and volunteer opportunities for students	Developed partnership with Oceanside police department for student participation in Oceanside Youth Partnership	11,490 Maintenance & Operations Budget Emergency Preparedness & Safety 62-00-0000-4300 & 5800	\$9,445 62-00-0000- 4300 & 5800

<p>Continue to host college and career presentations and expand to K-4 and increase number in Moreno Valley.</p>	<p>Moreno Valley students participated in field trips to UCR, Moreno Valley College and UCSD Doubled the number of presentations at Moreno Valley campus Expanded schoolwide presentations to include issues involving emotional health and safety so all students are prepared for life beyond high school</p>	<p>14,362 Curriculum Budget Field Trips & Student Participation & Connectedness 62-00-0000-4300 & 5800</p>	<p>\$3,671 Object codes 62-00-0000-1110-1000-4300 & 5800</p>
<p>Expand the number of students participating in student clubs.</p>	<p>Increased the number of student clubs from 2 to 8 in the 2017-18 school year</p>	<p>14,515 Admin Budget Field Trips & Emergency Preparedness & Safety 62-00-0000-4300 & 5800</p>	<p>\$9,387 62-00-0000-4300 & 5800</p>
<p>Increase the number of visits to public and private colleges.</p>	<p>Increased college visits from 3 to 5</p>	<p>7,500 Management Information System Budget Student Connectedness 62-00-0000-4300</p>	<p>\$2,403 62-00-0000- 4300</p>
<p>Increase frequency and effectiveness of lock down drills</p>	<p>Doubled the number of lock down drills. Continued need to increase effectiveness in drills.</p>	<p>10,705 Marketing Student Connectedness/Field Trips 62-00-0000-5800</p>	<p>\$9,509 62-00-0000-5800</p>
<p>Installation of security cameras and require visitor badges for all visitor to increase campus surveillance</p>	<p>Security cameras installed on Oceanside campus. Visitor badges required for all visitors on both campuses.</p>	<p>93,699 Personnel Budget Student, Parent & Community Connectedness 62-00-0000-1300, 2300 & 2400</p>	<p>\$103,608 62-00-0000-1300,2300,2400</p>

Implement growth mindset instructional practices schoolwide	Growth mindset strategies implemented in the first weeks of school. Study Skills course developed for high school students, which includes unit on growth mindset.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Resources and services involving college and career opportunities were expanded. Schoolwide presentations were provided to students which also included information about health and safety issues. School connectedness and student leadership opportunities were increased through the creation of additional student clubs including in the middle school and on Moreno Valley campus. A study skills course was developed and taught to help high school students develop resilience and perseverance in their coursework. Student engagement on campus was encouraged through adoption of performing arts unit and continued schoolwide events such as Field Day and Winterfest.

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

Students engagement increased as measured by the number of students participating as well as the overall increase in number of clubs created. This has also led to an increase in student leadership as the creation of clubs requires student initiative and teacher willingness to volunteer as an advisor. Students showed resilience and perseverance resulting in an increase in the number of students graduating. school performances and presentations resulted in an increase of parents accessing the campus. Students also demonstrated connectedness to the school community by volunteering their time as playground buddies. College and career presentations were well attended, demonstrating interest in post-secondary planning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2017/18 LCAP budget was based upon 2017/18 Proposed/Adopted. Many changes have taken place throughout the ensuing school year. Estimated Actuals are the most accurate presentation of where expenditures are anticipated to be by June 30, 2018. Unaudited actuals will be completed upon final closing of 2017/18 in August 2018.

Following are explanations of some changes:

- Various Events had to be cancelled due to inadequate interest and participation
- Furniture purchases for classrooms were reduced until sufficient funds were available to create a more efficient 21st Century Learning Environment
- Parent volunteers transported students to several events
- Our partnership with MiraCosta College provides us with Ambassadors who come and meet with students
- There were also many enrichment offerings for students to participate in
- Salaries were increased due to across the board salary schedule increases for Classified and Certificated Staff
- Staff has ongoing training regarding Restorative Justice and Mindset

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

In order to meet this goal in the 2018-19 school year, the following changes will be made in the actions/services for next year and can be found on pages 26-31 of the LCAP:

- Refine focus away from possible internships for students to providing more teaching of college/career skills and opportunities for students in grades K-8.
- Host resume and interview skills workshops for high school students.
- Increase the number of college and career workshops in Moreno Valley.
- Increase the number of certificate program presentations and explore possibilities for credit.
- Research current trends in school safety and collaborate with law enforcement to refine safety plans.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Implementation of integrated eld strategies across the curriculum school-wide	ELD strategies have been implemented in science, reading and math intervention courses.
Implementation of common core teaching strategies in math class	Common core teaching strategies are implemented in math courses
Increases in student productivity and learning and reduction of discipline issues.	Increase in students on campus to access services. Maintained low suspension rate. ADA = 98%. 109 students graduated this year, an increase of 15%
Increase of growth mindset activities for students and instructional practices	Growth mindset activities implemented in courses at beginning of year in elementary/middle school and high school intervention courses. Study Skills course developed with growth mindset unit.
Staff is prepared to intervene and react appropriately to student mental health issues	All staff prepared through professional development
Maintain low suspension rate	Suspension rate maintained at 9.7%

Actions / Services

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

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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ELA teachers will attend training in CCSS and ELD instructional strategies	All ELA teachers attended webinar in ELL Strategies 7 teachers attended professional development on math and ELA best practices for high school students 3 teachers attended training on teaching ELL students	144,362 Personnel Budget 10% Supervisory Participation in Professional Development 62-00-0000-1100, 1200, 1300, 2300, 2400 & 3000 benefits	\$145,076 62-00-0000-1100,1300,2400, 3000
Math teachers will attend training in implementing common core teaching strategies	2 math teachers attended professional development on mathematical mindset development 7 teachers attended professional development on math and ELA best practices for high school students	92,865 Curriculum Budget Professional Development & Supplies 62-00-0000-5200 & 62-00-6264-4300 & 5200	\$68,528 62-0000- 4300, 5200, 5800 & 62-00-6264-1110-1000-5200
All teachers will be trained in classroom management and lesson design	All teachers were observed and coached by administration in instructional practices and lesson design 3 teachers attended professional development on teaching resistant learners	5,539 Admin Budget Professional Development 62-00-0000-5200	\$7,307 62-00-0000-5200-060
All staff will continue training in growth mindset theory and instructional practices	2 teachers attended training on growth mindset and shared strategies with all instructional staff.		
All staff will be trained in student mental health awareness, suicide awareness and trauma informed care	All staff trained in student mental health awareness, suicide awareness and trauma informed care by Dr. Lisa Boesky		
Continue to implement research-based alternatives to suspension	staff continued to implement restorative practices strategies.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Teachers were trained in ELL and math teaching strategies and shared best practices with all staff. Staff worked to meet the learning needs of students through training in growth mindset and mental health issues as well as behavior challenges on campus. All staff continues to implement restorative practices as an alternative to traditional discipline and to maintain low suspension rate of 9.7%.

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

Although some teachers were trained in ELL and common core teaching strategies, students continue to perform below standards on state assessments. Students scoring at benchmark or above maintain that level throughout the school year, but students who enter the school performing below benchmark are not making significant gains. This indicates a need for improvement in professional development for all instructional staff in teaching targeted interventions for struggling learners. Mental health trainings provided staff with the tools to make appropriate referrals for students and families in need of additional supports.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2017/18 LCAP budget was based upon 2017/18 Proposed/Adopted. Many changes have taken place throughout the ensuing school year. Estimated Actuals are the most accurate presentation of where expenditures are anticipated to be by June 30, 2018. Unaudited actuals will be completed upon final closing of 2017/18 in August 2018.

Following are explanations of some changes:

- Middle School curriculum was placed on hold to research further options for the best student impact and results
 - Options for EL workshops were limited and certificated staff that attended EL workshops trained staff on site
 - Professional counseling services at the Moreno Valley site were difficult to locate and provide, staff continues to research viable options
- Research was conducted on PD opportunities for EL instruction but none were identified as appropriate.

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

In order to meet this goal for the 2018-19 school year, the following changes will be made to the actions/services for 2018-19 and can be found on pages 35-39 of the LCAP

- Implement instructional focus schoolwide and provide staff development in reading strategies and vocabulary development.

- Schoolwide training on teaching reading
- Math teacher training math talk and possible classroom observations at other school sites
- Train all staff on instructional framework
- Train teachers to use Star Enterprise instructional planning reports to target gaps in learning and provide intervention in classes and meetings.
- Development and implementation of alternative to suspension program

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities: Make informed decisions that are data driven

Annual Measureable Outcomes

Expected

Actual

Develop a plan for monitoring and evaluating academic performance in science and social studies	Redirected focus to learning about new state history framework and aligning courses to meet new requirements.
Students will be appropriately placed and exited from interventions in order to reach English language proficiency and proficiency in math	Students are appropriately placed and exited from interventions in high school. Redesigned middle school schedules to allow for movement between intervention and extension as appropriate.
Curricular modifications will be made to best meet students needs based on input from all departments	Staff continues to create and modify curriculum to meet the needs of students.
Students will be appropriately placed in curriculum so more students have access to A-G approved courses	Below grade level students are placed in non-A-G intervention courses based on their incoming levels in math and reading. These intervention

	courses prepare students to access A- G courses. All grade level students have access to A-G courses.
Make modifications to instructional practices and curricular placement in math and English courses	Additional instruction was provided to below grade level students in math.
Improve retention rates for students	Began process to accurately track attrition.

Actions / Services

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

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Research ways to assess student ability to apply science and social science knowledge to specific content.	History department trained in new framework. Changed focus to aligning courses to new requirements.	276,852 Personnel Budget Personnel involvement for ongoing analysis of student performance & progress 62-00-0000-1100, 1200, 1300, 2100, 2300, 2400 & 3000 Benefits	\$271,939 62-00-0000-1100, 1200, 1300, 2100, 2400, & 3000
Develop entrance and exit criteria for middle school intervention courses.	Entrance criteria was developed, but space constraints resulted in no students being able to exit. New schedule developed for 18/19 school year to allow for movement as student skill levels grow.	95,865 Curriculum Budget Supplies, Professional Development & services for student performance & progress 62-00-0000-4300, 5200 & 5800	\$92,889 62-00-0000-3110-5800 & 4300-050
Continue analysis of end of semester grades in subject and cross curricular PLCs	Grades were analyzed in PLCs for both mid-year and end of year data.	5,484	\$1,859

		Admin Budget postal supplies to communicate student progress & performance 62-00-0000-5900	62-00-0000-5900-010
Continue to train teachers in appropriate placement in curriculum and use of course modifications.	Teachers continue to be trained in curriculum and course modifications.		
Continue to monitor progress in math and reading on STAR Enterprise assessments.	Progress continues to be monitored. Students are assessed multiple times throughout the school year.		
Track passing rates for students in math and ELA courses	Grades are examined each semester and teachers compare to state and local assessments.		
Track information on attrition	NEED DATA		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Staff is provided weekly collaborative learning time through structured PLCs where semester grades, state assessment and local assessment data is analyzed. Hiring a school counselor has allowed additional analysis of student progress towards graduation. Contracting with Palomar Family Counseling has provided a system of addressing student behavior needs and mental health and tracking their progress.

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

Overall, staff is effectively monitoring student grade data and making appropriate curricular modifications as needed. Evaluation of local assessment data in math and reading has presented a need for additional scrutiny of identified areas of growth and targeted

intervention. There is also an identified need for additional teacher training in the use of curricular modifications in the high school courses and differentiation strategies schoolwide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2017/18 LCAP budget was based upon 2017/18 Proposed/Adopted. Many changes have taken place throughout the ensuing school year. Estimated Actuals are the most accurate presentation of where expenditures are anticipated to be by June 30, 2018. Unaudited actuals will be completed upon final closing of 2017/18 in August 2018.

Following are explanations of some changes:

- Communications with parents take place in person during teacher meetings and through the convenience of email and social media as well
- Counselor was not hired until late fall and the original budget reflects a full time equivalent for the entire school year
- Continuing efforts to find additional Counseling at Moreno Valley site for students with social emotional challenges

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

In order to meet this goal for the 2018-19 school year, the following changes will be made to the actions/services for 2018-19 and can be found on pages 44-48 of the LCAP:

- Provide targeted intervention in math and language arts intervention periods middle school.
- Train teachers on new History/SS curriculum
- Monitor implementation of new World History course and modify as needed
- Purchase and deploy new SIS system
- Revise disenrollment process
- Create an internal special education department to service all students with special needs.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2,7

Local Priorities: access to curriculum

Annual Measureable Outcomes

Expected

Actual

Students will be taught by qualified California credentialed teachers	All teachers are Ca. credentialed
Increase options for students taking math, including higher level math to improve math scores on statewide assessments	Math 3 and Statistics/Probability courses offered to high school students. 19/21 students in math 3 tested far above benchmark and continued to perform far above benchmark through the course. The two students scoring on watch, progressed to benchmark during the duration of the course.
Increase instructional support in math and reading for grades 5-8	Purchased curriculum for math grades 7 & 8. Added math intervention for grades 6-8. Math tutoring was offered in grades 5-8. English 3D, Corrective Reading interventions offered for students struggling in reading.
Maintain a clean and safe facility	Facility continues to be clean and safe.Safety plan is updated annually for both school sites.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>Hire only California credentialed teachers for core subject</p>	<p>Only Ca. credentialed teachers hired.</p>	<p>2,369,757 Personnel Budget Hire & retain certificated teachers, counselor, admin staff, instructional aides & office staff to provide Goal #4 actions & services 62-0000-1100, 1200,1300, 2100, 2300, 2400 & 3000 Benefits</p>	<p>\$2,722,551 62-00-0000-1100,1200,1300,2100, 2300,2400 &3000</p>
<p>Send school Counselor to training on college admissions and financial aid for students</p>	<p>School counselor attended the following counselor trainings: Cal. State High School counselor conference, UC Counselor conference, CSAC conference.</p>	<p>814,585 Personnel Budget EPA resource to Hire & retain certificated teachers 62-00-1400-1100 & 3000 Benefits</p>	<p>\$857,317 62-00-1400-1100 & 3000</p>
<p>Continue to conduct financial aid workshop for families and individual counseling by appointment</p>	<p>5 Financial Aid workshops held this year. All graduating students attended individual counseling sessions with school counselor.</p>	<p>684,324 Admin Budget Provide Workers Comp, Supplies, Professional Development, memberships, outside services & communication 62-00-0000-3501, 4300, 5200, 5300, 5800 & 5900</p>	<p>\$602,151 62-00-0000-4300, 5200, 5200-060 5300, 5800, 5800-002, 5800-010, 5900-010, 5900-020</p>
<p>Investigate opportunities for internships with local businesses</p>	<p>Staff attending training on developing CTE program of study and met with county coordinators to investigate internship opportunities and CTE courses.</p>	<p>127,313 Curriculum Budget Provide textbooks, other books, instructional</p>	<p>\$104,062 62-00-0000-000 1110-1000-4100, 4300, 5200, 5800</p>

		supplies, professional development and curriculum necessary to achieve Goal #4 62-0000-4100, 4300, 5200 & 5800	
Add 3 additional high school math courses including higher level Statistics courses	Added Integrated Math 3A, 3B, Statistics A and Statistics B	70,891 Curriculum/Unrestricted Lottery Provide instructional supplies & curriculum 62-1100-4300 & 5800	\$55,200 62-00-0000-5800-085
Change reading intervention program for elementary students	Offered reading intervention through Corrective Reading and Journey's Intervention Solutions instead of ReadLive	22,154 Curriculum/Restricted Lottery Provide instructional supplies & curriculum 62-6300-4300 & 5800	\$30,514 62-00-0000- 5800
Expand math intervention for middle school students	A math intervention period was added to the school day for all middle school students.	14,055 Graduation 62-00-0000-4300 & 5800	\$9,792 62-00-0000-4300-090 & 5800-090
		173,875 62-00-0000-4300, 5200, 5800 & 5900 Management Information Services Provide supplies, professional development & communication	\$139,006 62-00-0000-4300, 5200,5800, 1110-1000-4300 1110-1000-5800 1110-1000-5900-010

		342,375 62-00-0000-4300, 5500 & 5800 Maintenance & Operations Provide supplies, utilities, outside services for facilities & services	\$252,711 62-00-0000-4300, 5800, 5800-030

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Purchased common core aligned curriculum for grades 7 and 8 in both math and language arts. Added 4 additional upper-level high school math courses and sent teachers to trainings on teaching the common core standards. Monthly Fire and periodic lock down drills were held at both facilities. An administrator attended options based response training for school safety. Hired five Ca. credentialed teachers. Hired a Ca. credentialed school counselor who met with all graduating students to discuss and plan post-secondary options.

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

In high school, yearly learning planners are created by the school counselor and monitored by teachers to ensure that students are appropriately placed in curriculum to meet graduation requirements. Effectiveness is demonstrated by the number of graduates being the highest ever in the 17/18 school year. 19/21 students in math 3 tested far above benchmark and continued to perform far above benchmark through the course. The two students scoring on watch, progressed to benchmark during the duration of the course.

Although new curriculum was implemented, passing rates in middle school math and language arts is an area of growth for the school. Preliminary training in option-based response indicates a need for further research and training in order to be implemented at the school. Teachers were hired in response to school growth. 85 graduating students left high school with a plan to attend community college or university, while 20 planned to join the workforce and 4 planned to join the military.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2017/18 LCAP budget was based upon 2017/18 Proposed/Adopted. Many changes have taken place throughout the ensuing school year. Estimated Actuals are the most accurate presentation of where expenditures are anticipated to be by June 30, 2018. Unaudited actuals will be completed upon final closing of 2017/18 in August 2018.

Following are explanations of some changes

- Salaries were increased due to across the board salary schedule increases
- Facility painting was not completed this year due to inability to schedule around students time on campus
- Hiring Architect for future build out of Oceanside site was delayed until 2018/19
- Counseling for Moreno Valley site was not secured and is still being actively researched for the best option to provide students the assist they require
- Certificated staff did not attend CAWEE Conference, will be scheduled for participants next year
- HVAC maintenance expenditures were lower than projected in the Working Adopted Budget
- Janitorial expenditures were lower than projected in the Working Adopted Budget
- New phone equipment was not installed during this school year due to other pressing issues the Management Information Systems personnel had to address

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

In order to meet this goal for the 2018-19 school year, the following changes will be made to the actions/services for 2018-19 and can be found on pages 51-53 of the LCAP:

- Increase the number of Math 3 courses offered each year
- Change the reading intervention program for grades 6-12
- Increase math intervention services grades 6-12

Stakeholder Engagement

LCAP Year: 2018/19

Involvement Process for LCAP and Annual Update

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

Involvement in the annual update and developing the new 2018-19 goals has been an ongoing collaborative effort with stakeholders. Collaboration occurs through the following methods:

Discussions in weekly meetings between teachers, parents and students, surveys were administered in both English and Spanish, eblasts, announcements on the school's website and on Schoology, 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.

Grades K-8: bimonthly meetings between teachers, parents, and students

Grades 9-12: weekly meetings between teachers parents and students.

The results of the parent, student and staff surveys are:

Parent Survey: Survey results indicated that parents of PVCS students continue to be satisfied with the education that their child is receiving. 85% of parents rated themselves as satisfied and very satisfied with the school in general and 95% rated their child's experience with their Supervisory Teacher as Good or Great, which is higher than the previous year's results. 92% believe that their students are receiving appropriate instructional support at PVCS. Conversely, only 75% of families believe that PVCS is preparing their students for life beyond high school, a 14 point drop from the previous year, indicating that PVCS needs to sustain and grow efforts to implement a college and career going culture on campus. The survey also indicates interest by the majority of parents in finding more opportunities to be involved at PVCS, specifically in parent events and workshops (31%), in volunteer opportunities during the school day (28%). This year, there was a dramatic increase in parents who feel they can access their student information digitally (69% up from 42% in the previous year, indicating that efforts to train parents in the digital tools available to them have been successful.

Staff Survey: 93% of staff at PVCS feel they have the necessary tools to be successful at their jobs. 94% of staff stated that they feel that the professional development offered provided useful information that helped them perform better at their jobs, a 27 point increase from the previous year, indicating that efforts to prioritize professional developments has been noticed and well received. 100% of staff members stated that they were satisfied with their positions at PVCS, a dramatic increase from last year's 67%.

Student Survey: 94% of responding students rated their overall satisfaction with the school as good to great, consistent with the previous year's results. 94% of students feel supported by their teachers and that they received sufficient help with their school work. 75% of students said they felt that PVCS was preparing them well for life beyond high school, which is a 15 point drop from last year, indicating that PVCS needs to concentrate more efforts on creating a college and career going culture on campus. 90% of students feel supported in overcoming difficulties, a 10% increase over last year. Less than half of the students attend presentations and events at PVCS, indicating a need for the school to find more opportunities for all student to connect to and build school culture and connectedness. Students would like to have more clubs, sports and field trips, including college trips.

Impact on LCAP and Annual Update

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

Based on both parent and student desire for more preparation for college and career, PVCS is taking the following actions:

- Increase frequency of college visits and presentations on both campuses
- Develop plan for teaching students in grades K-8 about post-secondary options
- Develop and host resume building and interview skills workshops for students
- Increase number of 1:1 meetings with student, families and counselor in grades 9-11
- Increase number of presentations on certificate programs offered by local organizations and explore possibility of offering credit for programs

In order to increase student connectedness to school, PVCS plans to:

- Increase number of student clubs on both campuses
- Add Enrichment and Intervention to middle school schedule in Moreno Valley
- Embed growth mindset activities in intervention courses in grades 6-12
- Develop alternative to suspension program
- Increase opportunities for peer mentoring

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 3

Local Priorities: [List Local Priorities here]

Identified Need:

Increase services at Moreno Valley campus

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students will increase knowledge of post secondary options and build relationships with	zero students participate in school internships.	1 staff member oversees work experience and work permits. ___ students were issued work permits to be	Students will increase knowledge of post-secondary options.	[Add outcome here]

<p>local businesses.</p>		<p>employed in local businesses this year.</p> <p>All graduating students met with school counselor to discuss post-secondary options</p> <p>Increased the number of FAFSA workshops for families from 1/year to 5/year.</p> <p>Expanded community relationships with Oceanside Police Dept. including students participating in Oceanside Youth Partnership.</p>		
<p>All students have access and exposure to college and career presentations and field trips</p>	<p>grades 7-12 have access to college and career presentations field trips</p>	<p>Students visited UCSD, UCR, Palomar CC, MiraCosta CC and Moreno Valley College</p> <p>Six presentations were held onsite</p> <p>Students participated in field trips to JA Biztown, Oceanside City Hall, Palomar Planetarium, Youth in Court Day</p>	<p>All students have access and exposure to college and career presentations and field trips</p>	<p>[Add outcome here]</p>
<p>Increase in number of students participating in student leadership and continuing to build positive relationships with staff, parents and other students to</p>	<p>25 students participated in 3 clubs</p>	<p>Increased number of high school student clubs to six</p> <p>One middle school clubs established</p> <p>Program for peer mentoring through playground buddy program</p>	<p>Students will continue to build positive relationships through a peer mentoring program.</p>	<p>[Add outcome here]</p>

maintain low suspension rates and to continue to develop alternatives to suspension				
			Students will be recognized for positive relationship building and following school code of conduct	
			Students will have an alternative to suspension	
More students and parents will receive assistance applying for colleges and financial aid and will have access to the experience of visiting colleges	high school students went to 4 schools	Increased the number of FAFSA workshops for families from 1/year to 5/year Students visited UCSD, UCR, Palomar CC, MiraCosta CC and Moreno Valley College	More students and parents will receive assistance applying for colleges and financial aid and will have access to the experience of visiting colleges	
Staff and students will be better prepared for a potential lockdown situation	1 lockdown drill conducted	Doubled the number of lockdowns on campus this year. Moreno Valley staff met with local law enforcement to provide a threat assessment of the facility	Staff and students will be better prepared for a potential lockdown situation	
Decrease the number of unauthorized visitors and activity on campus	unauthorized visitors have been on campus	Researched possibility of installing gates around campus Researched possibility of parking permits for students on campus Implemented visitor passes for non-student visitors	Decrease the number of unauthorized visitors and activity on campus	

Increase of growth mindset activities for students and instructional practices to increase motivation and decrease dropout rate.	Awareness of growth mindset by staff	All teachers began school year with growth mindset activities Visual reminders of growth mindset strategies present in classrooms Implemented new Study Skills course, which includes unit on growth mindset	Increase of growth mindset activities for students and instructional practices to increase motivation and decrease dropout rate.	
			Increase student motivation and success through implementation of instructional framework and instructional focus.	

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Low income and foster youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools, emphasis on Moreno Valley Campus

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

Develop partnerships with businesses to create internship and volunteer opportunities for students

2018-19 Actions/Services

Develop plan for teaching students in grades K8 about post-secondary options.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

Develop partnerships with businesses to create internship and volunteer opportunities for students

2018-19 Actions/Services

Develop and host resume building and interview skills workshops for students

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

[Add 2019-20 selection here]

2017-18 Actions/Services

Continue to host college and career presentations and expand to K-4 and increase number in Moreno Valley.

2018-19 Actions/Services

Continue to host college and career presentations and expand to 6-8 and increase number in Moreno Valley.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase number of presentations on certificate programs offered by local organizations and explore possibility of offering credit for programs.

[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expand the number of students participating in student clubs.

Expand the number of students participating in student clubs.

[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expand middle school schedule in Moreno Valley to include Enrichment and Intervention

[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	Modified	[Add 2019-20 selection here]
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase the number of visits to public and private colleges.	Increase the number of visits to public and private colleges with an emphasis on particular program visits.	[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase frequency and effectiveness of lock down drills	Increase frequency and effectiveness of lock down drills through annual staff training at beginning of each school year	[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase frequency and effectiveness of lock down drills	Research current trends in school safety and preparedness and continue to collaborate with law enforcement	[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
installation of security cameras and require visitor badges for all visitor to increase campus surveillance	Research possibility of installing security cameras at Moreno Valley site.	[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
I	Continue to have monthly detection dogs on campus to ensure student safety	[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement growth mindset instructional practices schoolwide	Embed growth mindset activities in intervention courses in grades 6-12	[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Implement schoolwide instructional framework, system of teacher evaluation, and instructional focus to drive teaching and learning.	[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	14,515	15,819	[Add amount here]
Source	Administration Budget	Administration Budget	[Add source here]
Budget Reference	62-00-0000-4300/5800	62-00-0000-4300/5200/5800	[Add budget reference here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	14,362	19,135	[Add amount here]
Source	Curriculum Budget	Curriculum Budget	[Add source here]
Budget Reference	62-00-0000-4300/5800	62-00-0000-4300/5800	[Add budget reference here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,500	8,310	[Add amount here]
Source	Management Information Systems Budget	Management Information Systems Budget	[Add source here]
Budget Reference	62-00-0000-4300	62-00-0000-4300	[Add budget reference here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	11,490	32,472	[Add amount here]
Source	Maintenance & Operations Budget	Maintenance & Operations Budget	[Add source here]

Budget Reference	62-00-0000-4300/5800	62-00-0000-4300/5800	[Add budget reference here]
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	93,699	91,805	[Add amount here]
Source	Personnel Budget	Personnel Budget	[Add source here]
Budget Reference	62-00-0000/1300/2300/2400& 3000's	62-00-0000 & 1400/1100/1200/1300/2100/2300/2400 & 3000's	[Add budget reference here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,705	11,006	[Add amount here]
Source	Marketing Budget	Marketing Budget	[Add source here]
Budget Reference	62-00-0000-5800	62-00-0000-5800	[Add budget reference here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 783,128

14.85 %

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

Supplemental and Concentration Grant Funds are based on the LCFF calculated percentage of 14.85% schoolwide. Increase in actions and services benefit the entire student population. Following are the areas that unduplicated students are anticipated to improve significantly for 2018/19.

Implementation of schoolwide focus will support ELL students in developing vocabulary and reading skills.

Increase in number of FAFSA workshop will support low income and foster students

Resume and interview skill workshops will support low income students in developing workability skills

Peer mentoring programs will target ELL and Foster youth students in particular

Embedded growth mindset practices in intervention course will benefit ELL students in improving math and reading scores

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

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

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

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

Continue to host college and career presentations and expand to 6-8 and increase number in Moreno Valley. Embed growth mindset activities in intervention courses in grades 6-12. Implement schoolwide instructional framework, system of teacher evaluation, and instructional focus to drive teaching and learning. Develop and host resume building and interview skills workshops for students.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

Identified Need:

Instructional focus/framework to guide professional development

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of integrated eld strategies across the curriculum school-wide	ELD was taught in intervention courses	ELD strategies have been implemented in science, reading and math intervention courses.	Implementation of targeted reading strategies and vocabulary development for below grade level readers.	[Add outcome here]

implementation of common core teaching strategies in math class	limited implementation of common core teaching strategies	Common core teaching strategies are implemented in math courses	Increase in student participation and engagement in math courses to improve performance	[Add outcome here]
Increases in student productivity and learning and reduction of discipline issues.	Some teachers struggle with classroom management	Increase in students on campus to access services. Maintained low suspension rate. ADA = 98%. 109 students graduated this year, an increase of 13 students.	Increases in student productivity and learning and improvement in student behavior through restorative strategies.	[Add outcome here]
Increase of growth mindset activities for students and instructional practices	Awareness of growth mindset by staff	Growth mindset activities implemented in courses at beginning of year in elementary/middle school and high school intervention courses. Study Skills course developed with growth mindset unit.	Improvement in performance for most struggling students including passing rates in courses and gains in math and reading intervention	
Staff is prepared to intervene and react appropriately to student mental health issues	Staff is somewhat prepared to intervene and react appropriately to student mental health issues	All staff prepared through professional development	Staff is prepared to intervene and react appropriately to student mental health issues	
Maintain low suspension rate	Suspension rate is less than 5%	Suspension rate maintained at 9.7%	Maintain low suspension rate	

Planned Actions / Services

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

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

ELA teachers will attend training in CCSS and ELD instructional strategies

2018-19 Actions/Services

Implement instructional focus schoolwide and provide staff development in reading strategies and vocabulary development.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

[Add 2019-20 selection here]

2017-18 Actions/Services

ELA teachers will attend training in CCSS and ELD instructional strategies

2018-19 Actions/Services

Provide schoolwide training from SDCOE in ELA strategies.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Math teachers will attend training in implementing common core teaching strategies

Send teachers to training on math talk

[Describe the 2019-20 action/service here]

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Math teachers will attend training in implementing common core teaching strategies

Research other schools to send math teachers for observation of math instruction.

[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

All teachers will be trained in classroom management and lesson design

Train teachers in schoolwide instructional framework.

[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All teachers will be trained in classroom management and lesson design	Train teachers restorative practices through SDCOE	[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All staff will continue training in growth mindset theory and instructional practices	Train teachers to use Star Enterprise instructional planning reports to target gaps in learning and provide intervention in classes and meetings.	[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All staff will be trained in student mental health awareness, suicide awareness and trauma informed care	In house review of student mental health needs to ensure students are receiving appropriate support.	[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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Continue to implement research-based alternatives to suspension	Develop and implement an alternative to suspension program for students violating code of conduct.	[Describe the 2019-20 action/service here]
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,539	8,092	[Add amount here]
Source	Administration Budget	Administration Budget	[Add source here]
Budget Reference	62-00-0000-5200	62-00-0000-5200	[Add budget reference here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	95,864	81,823	[Add amount here]
Source	Curriculum Budget	Curriculum Budget	[Add source here]
Budget Reference	62-00-0000/4300/5200	62-00-0000-4300/5200/5800	[Add budget reference here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	144,362	429,834	[Add amount here]
Source	Personnel Budget	Personnel Budget	[Add source here]
Budget Reference	62-00-0000 & 1400-1100/1200/1300/ 2300/2400/3000's	62-00-0000 & 1400-1100/1200/1300/3000's	[Add budget reference here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 783,128

14.85%

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

Supplemental and Concentration Grant Funds are based on the LCFF calculated percentage of 14.85% schoolwide. Increase in actions and services benefit the entire student population. Following are the areas that unduplicated students are anticipated to improve significantly for 2018/19. Implementation of targeted reading strategies and vocabulary development for below grade level readers will focus on ELL student learning. Alternatives to suspension will assist low income families by reducing costs of childcare. Training in ELA teaching strategies will focus on ELL students and SDAIE strategies. Training in mental health issues will include information on the special needs of Foster, EL and low income students.

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

Train teachers to use Star Enterprise instructional planning reports to target gaps in learning and provide intervention in classes and meetings. Implement instructional focus schoolwide and provide staff development in reading strategies and vocabulary development. Provide schoolwide training from SDCOE in ELA strategies. In house review of student mental health needs to ensure students are receiving appropriate support. Develop and implement an alternative to suspension program for students violating code of conduct.

Goal 3

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

Identified Need:

Need for deeper analysis for intervention/sped students and further training of staff in MV

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Develop a plan for monitoring and evaluating academic performance in science and social studies	do not have a plan for monitoring science and social studies performance	Redirected focus to learning about new state history framework and aligning courses to meet new requirements.	Full implementation of new history framework in middle school and high school world history course.	[Add outcome here]

Students will be appropriately placed and exited from interventions in order to reach English language proficiency and proficiency in math	Exit criteria does not exist	Students are appropriately placed and exited from interventions in high school. Redesigned middle school schedules to allow for movement between intervention and extension as appropriate.	Students will be appropriately placed, monitored throughout the school year and will be reviewed for exit from interventions in order to reach English language proficiency and proficiency in math	[Add outcome here]
Curricular modifications will be made to best meet students needs based on input from all departments	curricular modifications are made in subject PLCS only	Staff continues to create and modify curriculum to meet the needs of students.	Curricular modifications will be made to best meet students needs based on input from all departments	[Add outcome here]
Students will be appropriately placed in curriculum so more students have access to A-G approved courses	Over-reliance on Foundations curriculum, not enough use of curricular modifications	Below grade level students are placed in non-A-G intervention courses based on their incoming levels in math and reading. These intervention courses prepare students to access A- G courses. All grade level students have access to A-G courses.	Students will be appropriately placed in curriculum so more students have access to A-G approved courses	
Improve retention rates for students	Data is not currently tracked.	NEED DATA	Improve retention rates for students	

Planned Actions / Services

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

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

Research ways to assess student ability to apply science and social science knowledge to specific content.

2018-19 Actions/Services

Provide staff training in new HSS curriculum

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

Research ways to assess student ability to apply science and social science knowledge to specific content.

2018-19 Actions/Services

Monitor implementation of World History course and make appropriate modifications as needed.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement new Student Information System for better data collection and reports.

[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Develop entrance and exit criteria for middle school intervention courses.

Develop progress monitoring and exit criteria for middle school intervention courses.

[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Develop entrance and exit criteria for middle school intervention courses.

Provide targeted intervention in math and language arts intervention periods middle school.

[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue analysis of end of semester grades in subject and cross curricular PLCs	Continue analysis of end of semester grades in subject and cross curricular PLCs	[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to train teachers in appropriate placement in curriculum and use of course modifications.	Continue to train teachers in appropriate placement in curriculum and use of course modifications.	[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to monitor progress in math and reading on STAR Enterprise assessments.	Continue to monitor progress and adjust instruction in math and reading on STAR Enterprise assessments.	[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Track passing rates for students in math and ELA courses	Track passing rates for students in all courses	[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Track information on attrition

Revise disenrollment process

[Describe the 2019-20 action/service here]

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Track information on attrition

Continue to expand services provided to students and increase student engagement on campus.

[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Develop and implement an internal Special Education department to appropriately service students with special needs.

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,484	3,932	[Add amount here]
Source	Administration Budget	Administration Budget	[Add source here]
Budget Reference	62-00-0000-5800/5900	62-00-0000-5800/5900	[Add budget reference here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,586	14,378	[Add amount here]
Source	Curriculum Budget	Curriculum Budget	[Add source here]
Budget Reference	62-00-0000-4300/5800	62-00-0000-4300/5800	[Add budget reference here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	276,852	792,987	[Add amount here]
Source	Personnel Budget	Personnel Budget	[Add source here]
Budget Reference	62-00-0000 & 1400/1100/1200/1300/2100/ 2300/2400/3000's	62-00-0000 & 1400/1100/1200/1300/3000's	[Add budget reference here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year:2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 783,128

14.85%

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

Supplemental and Concentration Grant Funds are based on the LCFF calculated percentage of 14.85% schoolwide. Increase in actions and services benefit the entire student population. Following are the areas that unduplicated students are anticipated to improve significantly for 2018/19.

Teacher training on use of instructional planning reports will also focus on the unique needs of ELLs.

Revision of disenrollment process will provide specific training to staff on disenrollment procedures for Foster youth. Services to continue to expand student engagement will target foster and low income students and include increase of school snacks provided to these students.

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

Continue to expand services provided to students and increase student engagement on campus. Continue to monitor progress and adjust instruction in math and reading on STAR Enterprise assessments. Provide targeted intervention in math and language arts intervention periods middle school.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities:

Identified Need:

Increase performance in language arts and math

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students will be taught by qualified California credentialed teachers	Students are taught by Ca credentialed teachers	All teachers are Ca. credentialed	Students will be taught by qualified California credentialed teachers	[Add outcome here]

Increase options for students taking math, including higher level math to improve math scores on statewide assessments	12 math courses currently offered	Math 3 and Statistics/Probability courses offered to high school students.	Increase number of Math 3 classes offered.	[Add outcome here]
Increase instructional support in math and reading for grades 5-8	students are receiving minimal intervention in math and reading	Purchased curriculum for math grades 7 & 8. Added math intervention for grades 6-8. Math tutoring was offered in grades 5-8. English 3D, Corrective Reading interventions offered for students struggling in reading	Increase instructional support in math and reading for grades 6-12	[Add outcome here]
Maintain a clean and safe facility	security cameras installed at end of 16/17 school year	Facility continues to be clean and safe. Safety plan is updated annually for both school sites.	Maintain a clean and safe facility	
			Students have exposure to a full range of post-secondary options.	

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services Hire only California credentialed teachers for core subject	2018-19 Actions/Services Hire only California credentialed teachers for core subject	2019-20 Actions/Services [Describe the 2019-20 action/service here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services Send school Counselor to training on college admissions and financial aid for students	2018-19 Actions/Services Send school Counselor to training on college admissions and financial aid for students	2019-20 Actions/Services [Describe the 2019-20 action/service here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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Continue to conduct financial aid workshop for families and individual counseling by appointment	Continue to conduct financial aid workshop for families and individual counseling by appointment	[Describe the 2019-20 action/service here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Investigate opportunities for internships with local businesses	Conduct resume writing and interview workshops for students	[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Add 3 additional high school math courses including higher level Statistics courses	Increase the number of Math 3 courses offered each year	[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	[Add 2019-20 selection here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Change reading intervention program for elementary students	Change reading intervention programs for students grades 6-12 to personalize learning	[Describe the 2019-20 action/service here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	Modified	[Add 2019-20 selection here]
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expand math intervention for middle school students	Increasing math intervention services through additional tutoring	[Describe the 2019-20 action/service here]
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	684,324	858,548	[Add amount here]
Source	Administration Budget	Administration Budget	[Add source here]
Budget Reference	62-00-0000-000-3501/4300/5200/5300/5800/5900	62-00-0000-000-3212/3501/4300/5200/5300/5800/5900	[Add budget reference here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	220,358	149,491	[Add amount here]
Source	Curriculum Budget	Curriculum Budget	[Add source here]
Budget Reference	62-00-0000/4100/4300/5200/5800	62-00-0000/4100/4300/5200	[Add budget reference here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,184,342	3,043,535	[Add amount here]
Source	Personnel Budget	Personnel Budget	[Add source here]

Budget Reference	62-00-0000 & 1400/1100/1200/1300/2100/2300/2400/3000's	62-00-0000 & 1400/1100/1200/1300, 3000's	[Add budget reference here]
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	176,875	75,279	[Add amount here]
Source	Management Information Systems Budget	Management Information Systems Budget	[Add source here]
Budget Reference	62-00-0000/4300/5800/5900	62-00-0000/4300/5200/5800/5900	[Add budget reference here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	342,375	323,054	[Add amount here]
Source	Maintenance & Operations Budget	Maintenance & Operations Budget	[Add source here]
Budget Reference	62-00-0000/4300/5500/5800	62-00-0000/4300/5500/5800	[Add budget reference here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	14,055	16,069	[Add amount here]
Source	Graduation Budget	Graduation Budget	[Add source here]
Budget Reference	62-00-0000/4300/5800	62-00-0000/4300/5800	[Add budget reference here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year:2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 783,128

14.85 %

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

Supplemental and Concentration Grant Funds are based on the LCFF calculated percentage of 14.85% schoolwide. Increase in actions and services benefit the entire student population. Following are the areas that unduplicated students are anticipated to improve significantly for 2018/19.

Additional math tutoring will target low income and foster youth. Financial aid, resume and interview workshops will be designed for low income families as well as Spanish speaking families to support ELLs. The school counselor will attend training focused on providing college and career information specifically for low income families. Training for teachers on new reading intervention program will focus on strategies to help struggling ELL students.

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

Increasing math intervention services through additional tutoring. Change reading intervention programs for students grades 6-12 to personalize learning. Conduct resume writing and interview workshops for students. Continue to conduct financial aid workshop for families and individual counseling by appointment