

[2019-20]

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)
[California School Dashboard](#): 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.

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2017-20 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 200 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). The students who come to Pacific View are those seeking an alternative to the traditional school setting. 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. The majority of the high school students enter in the 11th and 12th grade years, usually after being unsuccessful at another school. Many of these students arrive credit deficient and/or lacking in foundational skills. The personalized learning model at Pacific View allows students at any grade level to take intervention courses and received targeted personalized instruction to build skills. The two track model in the high school program also allows high school students the option of a longer school year to catch up on credits and potentially graduate on time when they may not have been able to at their school of residence.

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. At the elementary and middle school level, students often enroll at PVCS for the smaller school environment or to escape an unhealthy social environment. The school continues to work towards providing a robust educational program through a variety of approaches including extra intervention periods during the school day as well as the introduction of a character building and growth mindset programs to build school connectedness and willingness to persevere through both social and academic difficulties.

The ethnic make-up at Pacific View Charter School mirrors that of the surrounding districts for both Oceanside and Moreno Valley. With respect to the cultural diversity of the student population, Pacific View attempts to incorporate and design curriculum that includes the history of students as well as issues relevant to the students today. Through the conscientious selection of texts and materials PVCS pushes students to examine the issues of the past and apply critical thinking to how these issues have been echoed in their own lives and in the world they live in today.

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.

Highlights for the 2019/20 LCAP include:

- Streamlining of goals, actions and services to reduce redundancy
- Focus on improving services and programs in Special Education
- Expanded focus on student safety
- Continue to provide staff development through Instructional Framework

-Introduction of a schoolwide Instructional Focus on reading

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Students made gains in all areas on the state assessments with the exception of one category from last year to this.

Graduating largest class of 114, with 28 students earning honor cords (3.0 GPA or higher), 11 - 5th year seniors, 15 graduating early.

An increase of students applying for FAFSA from 36 to 50 students.

Successful transition into own LEA for special education

School Psychologist and Family Therapist continue to work to support students' social and emotional needs

Developed and implemented Instructional Framework to support teaching and learning.

Continue to implement behavior management system founded in Restorative Practices, resulting in a suspension rate of 4%

Referring to the California School Dashboard, 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

Performance Math -

PVCS serves those students who have been unable to mold themselves into the box of traditional education and require a different approach and mindset than a typical school. The school commonly takes in those students who have been unsuccessful specifically in math, and often need remediation in order to be successful in grade level math courses. PVCS' educational model allows students at any grade level to go back and take the appropriate courses to build mathematical skills in order to be successful in grade level math courses, even in the 11th and 12th grade years. The extended school year option and the fact that students only take two classes at a

time for nine weeks allow students to take more than one year of math in a school year, allowing them the time to build skills and still graduate on time. Students are also not allowed to advance in math courses until they have demonstrated proficiency in their current course through a passing grade. It should also be noted that many of the students in 11th grade are new to the school (61% in 2018/19) and have not been educated by PVCS for an extended period of time. Because so many students need remediation in math, PVCS feels that while the CAASPP test for math may assess where 11th grade students currently are, it does not take into account the progress they have made, nor the fact that the majority of 11th grade students are not enrolled in 11th grade math courses (Math 3 or Higher). Last year (2017-18), 86% of 11th grade students were enrolled in math courses below Math 3. There is an identified need to offer quality instruction and training in appropriate class placement, in order to increase the number of students enrolling in Math 3 or above, while still serving the students with deficient skills in math through remediation courses.

Graduation Rate -

PVCS has recently discovered that the data reported from CALPADs to the state for graduation rates was being reported inaccurately and that many students who had not dropped out were being reported as such. PVCS has taken steps in this year to correct this data for the 17/18 school year, but cannot make changes to the previous years and are currently waiting for an updated state graduation rate. In addition, the facts that the school has a small cohort of students that stay continuously enrolled from 9th-12th grade and that the 5th year seniors PVCS educates cannot be included in the rates, both negatively impact the state reported graduation rate. For this reason, PVCS also examines internal graduation data. The school is also researching current supports for students who are most likely to drop out prior to graduation as will be outlined in the LCAP.

College/Career Readiness-

The college/career readiness indicators listed by the state do not effectively meet the goals and needs of students at Pacific View. However, the school will focus on assisting students in concurrent enrollment in community college and providing services to get students ready for life after high school.

Referring to the California School Dashboard, 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

Academics Performance ELA - students with disabilities (red vs. yellow for all)

In collaboration with the El Dorado Selpa, Pacific View is developing a performance indicator review plan to meet the needs of these students. The following root causes were identified that contributed to the ELA performance gap for students with disabilities:

1. Teachers in need of further professional development in the areas of behavior management.

2. Teachers in need of further professional development in differentiated instruction.

3. There was an increased enrollment of students with wider levels of need in the 18/19 school year and additional staffing is needed to address these needs.

To address these causes, the following are planned actions for the 19/20 school year and the corresponding Goals:

Root Cause #1: Education Specialists will lead all staff professional development in positive behavioral supports for students with special needs (Goal 1). Education Specialists and Paraeducators will attend trainings offered through El Dorado Selpa (Goal 3). All staff will receive Restorative Practice professional development (Goal 1)

Root Cause #2: Teachers will continue to receive training in modifications and accommodations in instruction through the Instructional Framework training and sharing of best practices in PLCs (Goal 2, Goal 3)

Root Cause #3: PVCS will expand current Special Education staff and create and monitor a service schedule for all students with disabilities (Goal 3)

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Pacific View Charter School

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

As PVCS is a single-school LEA, the entire LCAP process serves as the CSI plan. See goals, actions and services in plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The CSI plan will be monitored in conjunction with the monitoring of the LCAP, through periodic LCAP administrative meetings, an evaluation of semester grades and STAR Enterprise scores and through mid and end of year surveys for all stakeholders.

Annual Update

LCAP Year Reviewed: 2018-19

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 Measurable Outcomes

Expected

Actual

Students will increase knowledge of post secondary options and build relationships with local businesses.	Students have increased knowledge by attending college and career presentations, field trips and participating in work experience.
All students have access and exposure to college and career presentations and field trips	The increase in number of college field trips and number of students who attend has increased student exposure.
Students will continue to build positive relationships through a peer mentoring program.	Research was conducted on peer mentoring programs. Focus will shift to high school students providing guidance to middle school students during lunch periods.
Students will be recognized for positive relationship building and following school code of conduct	Awards and recognition further reinforced schoolwide code of conduct and allowed increased opportunities for students to demonstrate pride in their school.
Students will have an alternative to suspension	Students and families participated in student support team meetings, mediations and formal/informal conferences which created an increase in behavior accountability without suspension.

More students and parents will receive assistance applying for colleges and financial aid and will have access to the experience of visiting colleges	50 students submitted FAFSA this year, an increase from 36 in the previous year.
Staff and students will be better prepared for a potential lockdown situation	Due to continued school growth, more training is needed.
Decrease the number of unauthorized visitors and activity on campus	The revamping of the sign in/out procedures on campus and streamlining of the drop off/pick up procedures has decreased the number of unauthorized visitors.
Increase of growth mindset activities for students and instructional practices to increase motivation and decrease dropout rate.	Growth mindset activities will continue into the next school year
Increase student motivation and success through implementation of instructional framework and instructional focus.	Instructional framework training will continue into the next school year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop plan for teaching students in grades K8 about post-secondary options.	School counselor and exploratory teacher collaborated on college and career units including college entry requirements, career assessments, and financial aid	15,819 Administration Budget 62-00-0000-4300/5200/ 5800	\$15,828 Administration Budget 62-00-0000-4300/5200/ 5800
Develop and host resume building and interview skills workshops for students	Resume and interview workshops were conducted with 60 students participating	19,135 Curriculum Budget 62-0-000-4300/5800	\$18,217 Curriculum Budget 6200-4300/5800
Continue to host college and career presentations and expand to 6-8 and increase number in Moreno Valley.	One college and career presentation in MV middle school. School counselor and exploratory teacher collaborated on college and career units including college entry requirements, career assessments, and financial aid	8,310 MIS Budget 62-00-0000-4300	\$9,332 MIS Budget 62-00-0000-4300

Increase number of presentations on certificate programs offered by local organizations and explore possibility of offering credit for programs.	1 presentation from MCC TCI and 1 field trip to visit TCI site. Research for credit is ongoing.	32,472 M & O Budget 62-00-0000-4300/5800	\$31,810 M & O Budget 62-00-0000-4300/5800
Expand the number of students participating in student clubs.	Number of clubs has increased steadily: 2016 - 2 Oceanside, 0 MV. 2017 - 4 Oceanside, 0 MV. 2018 - 8 Oceanside, 2 MV	91,805 Personnel Budget 62-00-0000 & 1400/1100/1200/1300/ 2100/2300/2400 & 3000's	\$125,152. Personnel Budget 62-00-0000 2100/2300/2400 & 3000's
Expand middle school schedule in Moreno Valley to include Enrichment and Intervention	Enrichment/Intervention period added to the end of the day for MV middle school	11,006 Marketing Budget 62-00-0000-5800	\$5,272 Marketing Budget 62-00-0000-5800
Increase the number of visits to public and private colleges with an emphasis on particular program visits.	Six visits to colleges as opposed to 4 in the previous year.		
Increase frequency and effectiveness of lock down drills through annual staff training at beginning of each school year	Staff training conducted at beginning of school year. 1 lock down drill conducted.		
Research current trends in school safety and preparedness and continue to collaborate with law enforcement	OPD conducted Gang Awareness training for all staff. Screen Dependency and Technology Addiction training for all staff. Newly hired employees complete state created suicide prevention training. Staff-wide training in suicide prevention is conducted every 3 years.		
Research possibility of installing security cameras at Moreno Valley site.	Research has been conducted but funds exceed school budget for this year.		
Continue to have monthly detection dogs on campus to ensure student safety	Detection canine visits were added for MV in Spring 2019		
Embed growth mindset activities in intervention courses in grades 6-12	Embedded in High School intervention courses and math courses. Continued need for additional training for new teachers.		
Implement schoolwide instructional framework, system of teacher evaluation,	Year-long training conducted on Framework. Evaluation system created		

and instructional focus to drive teaching and learning.

and introduced to all staff, will be implemented next year. Focus for this school year was on learning the framework. Instructional focus was not identified.

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.

School safety was reinforced through new sign in/out process for visitors. Local police department conducted gang awareness training to assist staff in identifying possible gang related activity on school campuses. Canine detection dogs were added in Moreno Valley and increased in Oceanside to mitigate controlled substances being brought to campus. Code of conduct was reinforced through implementation of awards and recognition program. School connectedness and motivation was increased through awards program and research was conducted to implement a peer mentoring program and an increase in the number of student clubs. School events such as field days and winter festival were well attended and contributed to increased student motivation.

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

Increase in number of college trips and student attendance on trips as well as an increase in students completing FAFSA helped more students prepare for entrance into community colleges, universities or the workforce. Students accessing campus to complete independent study courses as well as participating in workshops and presentations increased, demonstrating continued student engagement. Parent participation at school events continues to increase each year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2018/19 LCAP budget was based upon 2018/19 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, 2019. Unaudited actuals will be completed upon final closing of 2018/19 in August 2019.

Following are explanations of some changes:

Personnel

- Increase in classified salary due to Bilingual staff hired to help support students
- Re-evaluation of the Marketing Budget and refinement of the marketing campaign

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.

The following changes were made from this year to the next year. The corresponding changes for the next year can be found in the Goals/Actions/Services sections, identified below:

1. Only one lockdown drill was conducted in 18/19. Research will continue on alternative response theories and additional training on active shooter response will be conducted in 19/20 as identified in Goal 1.
2. Security cameras in Moreno Valley were not installed due to cost. Because of the small size of the campus and the proximity to the local police station, this action is tabled and does not appear in the 19/20 LCAP
3. Instructional Focus was moved to the 19/20 school year so that faculty could focus on learning about the Instructional Framework during this year. Actions related to the implementation of a schoolwide instructional focus can be found in Goal 2.
4. All actions/services related to college and career readiness have been moved to Goal 4, to streamline the goals/actions/services in the 19/20 LCAP.

Annual Update

LCAP Year Reviewed: 2018-19

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 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: Professional Development, Improvements in Reading

Annual Measurable Outcomes

Expected	Actual
Implementation of targeted reading strategies and vocabulary development for below grade level readers.	Leveled reading groups were created and led by credentialed teachers which resulted in 76% of urgent intervention students made significant gains in reading in grade 6 (the largest intervention group in the school)
Increase in student participation and engagement in math courses to improve performance	Instructional framework training included training on engagement strategies that were employed by teachers, resulting in 50% of Tier 4 (urgent intervention) high school students testing at urgent intervention in math moved by a proficiency band during the school year and 61% of Tier 3 (intervention) students moved one band.
Increases in student productivity and learning and improvement in student behavior through restorative strategies.	Increase in number of students accessing campus qualitatively demonstrated an increase in student productivity. Suspension rate of 4% remained

	constant due to use of restorative strategies for behavior management
Improvement in performance for most struggling students including passing rates in courses and gains in math and reading intervention	In high school 30% of tier 4 students made gains in reading and 50% in math, indicating a continued need to support reading growth.
Staff is prepared to intervene and react appropriately to student mental health issues	Staff reacts appropriately in crisis situations as well as to provide emotional support as needed
Maintain low suspension rate	Suspension rate of 4% for 18/19 school year

Actions / Services

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

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement instructional focus schoolwide and provide staff development in reading strategies and vocabulary development.	Instructional focus was moved to the next school year to allow staff the 18/19 year to learn the Instructional Framework prior to adding a focus.	8,092 Administrative Budget	\$12,849 Administrative Budget-5200-060
Provide schoolwide training from SDCOE in ELA strategies.	Focused schoolwide trainings on learning Instructional Framework and introduced a system of evaluations for staff.	81,823 Curriculum Budget 62-00-0000-4300/ 5200/5800	\$81,872 Curriculum Budget 62-00-0000-4300/ 5200/5800
Send teachers to training on math talk	Trainings were not held as planned due to cancellations at SDCOE, however, inhouse training on collaborative learning was held for all teachers.	429,834 Personnel Budget 62-00-0000 & 1400- 1100/1200/1300/ 3000's	\$381,711 Personnel Budget 62-00-0000 & 1400- 1100/1200/1300/ 3000's
Research other schools to send math teachers for observation of math instruction.	Research will continue into next school year		

Train teachers in schoolwide instructional framework.	Teachers were trained in Instructional Framework		
Train teachers restorative practices through SDCOE	Moved to 19/20 school year. 3 teachers attended training on behavior management for struggling learners. All teachers have embraced the schoolwide Tiers for intervention, which includes creating Student Support Plans for struggling students, Code of Conduct Violations and reflections and appropriate training on when to call a Student Support Team meeting for students.		
Train teachers to use Star Enterprise instructional planning reports to target gaps in learning and provide intervention in classes and meetings.	Training has been conducted with intervention teachers with plans to expand to all teachers by next year.		
In house review of student mental health needs to ensure students are receiving appropriate support.	New staff will be trained in mental health needs and counseling will train all staff as necessary. Screen Dependency training conducted schoolwide in January 2019.		
Develop and implement an alternative to suspension program for students violating code of conduct.	Students and families participated in student support team meetings, mediations and formal/informal conferences which created an increase in behavior accountability without suspension.		

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 all domains of the Instructional Framework to support teaching and learning. Inhouse collaboration and sharing of best practices occurred in weekly PLC meetings. Teachers received training and support in new reading intervention program at both sites.

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

Supports for behavior were effective, resulting in a suspension rate of 4%. Supports for teachers were effective, however work will need to continue into the next school year. Change from Instructional Focus training to just supporting teachers in the learning of the Framework resulted in less focus on reading instruction in professional development than was planned. As results from Star Enterprise continue to indicate, a schoolwide focus on reading is necessary next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Realignment of the training for teachers to implement Instructional focus in the upcoming year
With the cancellation of the trainings offered staff participation in ELA and Math will be scheduled for the next school year
Professional Development opportunities and Conferences were attended by additional staff in regards to Common Core State Standards, teaching strategies and leadership

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.

The following changes were made from this year to the next year. The corresponding changes for the next year can be found in the Goals/Actions/Services sections, identified below:

1. Instructional Focus was moved to the 19/20 school year so that faculty could focus on learning about the Instructional Framework during this year. Actions related to the implementation of a schoolwide instructional focus can be found in Goal 2.
2. Trainings on reading strategies will be incorporated into schoolwide instructional focus and can be found in Goal 2.
3. Training for math teachers on dialog in math classes was not held outside of schoolwide training on collaboration. Research will continue on training/observations of other math programs, as found in Goal 2.

4. Restorative practices training was moved to the 19/20 school year and can be found in Goal 2
5. Continued training on using Instructional Planning reports in STAR Enterprise will continue into next school year and can be found in Goal 2.

Annual Update

LCAP Year Reviewed: 2018-19

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 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: Data driven decision making

Annual Measurable Outcomes

Expected	Actual
Full implementation of new history framework in middle school and high school world history course.	All students received instruction aligned to the new HSS framework in middle school and high school World History course
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	Students were appropriately placed into interventions and exited as appropriate. 66% of students received As and Bs in Literacy Prep and only 7% of students failed. 5 students were exited out of Literacy Prep due to gains made in the course. In high school 30% of tier 4 students made gains in reading and 50% in math, indicating a continued need to support reading growth.
Curricular modifications will be made to best meet students needs based on input from all departments	PLCs met weekly to evaluate curriculum and recommend modifications as needed with input from Education Specialists
Students will be appropriately placed in curriculum so more students have access to A-G approved courses	The number of students enrolled in Foundations courses stayed low in ELA and Science courses and dropped in

	the World History course. This is due to extra support provided though the new curriculum.
Improve retention rates for students	Retention of students continue to improve (from 252 in 2018 to 297 in 2019)

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
Provide staff training in new HSS curriculum	All staff trained in new framework and new World History course. Will continue training for new Civics course to launch Aug. 2019	3,932 Administration Budget 62-00-0000-5800/ 5900	\$ 3,226 Administration Budget 62-00-0000-5800/ 5900
Monitor implementation of World History course and make appropriate modifications as needed.	See above	14,378 Curriculum Budget 62-00-0000-4300/ 5800	\$59,746 Curriculum Budget 62-00-0000-4300/ 5800
Implement new Student Information System for better data collection and reports.	Decision made to switch to Infinite Campus. Expected launch date August 2019	792,987 Personnel Budget 62-00-0000 & 1400/ 1100/1200/1300/ 3000's	\$933,574 Personnel Budget 62-00-0000 & 1400/ 1100/1200/1300/ 3000's
Develop progress monitoring and exit criteria for middle school intervention courses.	Teachers and admin received training on data analysis for iLit reading intervention. Will continue to develop progress monitoring for math interventions		
Provide targeted intervention in math and language arts intervention periods middle school.	Intervention groups were created for middle school math and language arts courses		

Continue analysis of end of semester grades in subject and cross curricular PLCs	PLCs and administration evaluates semester grades 2x per year and SBAC data annually to inform curricular and instructional decisions.		
Continue to train teachers in appropriate placement in curriculum and use of course modifications.	Ongoing training in curriculum and course modifications occurs through curriculum committee and PLC Leads.		
Continue to monitor progress and adjust instruction in math and reading based on STAR Enterprise assessments.	Students were placed in appropriate curriculum and intervention groups and tested periodically throughout the year.		
Track passing rates for students in all courses	PLCs and administration evaluates semester grades 2x per year and SBAC data annually to inform curricular and instructional decisions.		
Revise disenrollment process	Process has been revised and all students are given the 5 day notice as required by law.		
Develop and implement an internal Special Education department to appropriately service students with special needs.	Internal SPED department created with 4 Resource Specialist positions and 1 School Psychologist. Contracted services for APE, Speech, OT		

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 met and collaborated weekly to review student performance in each subject. There was a focus on student understanding of new framework in social science and implementation of reading intervention programs in ELA. Staff reviewed data from intervention courses and programs to determine effectiveness of the interventions.

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

Student grades improved in World History as a result of the implementation of the new curriculum. Interventions continue to be an area of struggle. In the next school year, PVCS will require that credentialed teachers are the ones running intervention groups as opposed to aides and support staff as the highest growth was seen for students whose intervention courses were taught by their teacher.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Personnel- Internal Special Education Department created with Resource teachers, Instructional Aides with contracted Speech, OT, APE. For next year we have hired a permanent Speech Pathologist and are going to hire a Special Education Coordinator
Curriculum - Purchase of a new LMS - Infinite Campus for SIS and HR

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.

The following changes were made from this year to the next year. The corresponding changes for the next year can be found in the Goals/Actions/Services sections, identified below:

1. Switch to a new student information system will not occur until 19/20 and data collection methods will not be fully understood until this time. New actions will be developed based on the new system and will appear in Goal 3.
2. Analysis of effectiveness of and placement in interventions will continue into next year with more oversight by administration and will be identified in Goal 3.
3. Internal SPED department will continue to grow and more input by that staff will be required on data analysis in the next school year, which will be found in Goal 3.

Annual Update

LCAP Year Reviewed: 2018-19

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 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: Access to curriculum, improve graduation rates

Annual Measurable Outcomes

Expected	Actual
Students will be taught by qualified California credentialed teachers	All core courses taught by credentialed teachers.
Increase number of Math 3 classes offered.	Doubled the number of math 3 courses taught in the school year.
Increase instructional support in math and reading for grades 6-12	Support was increased through additional intervention periods as well as additional tutoring.
Maintain a clean and safe facility	Facility is clean and safe. More information about this outcome is addressed in Goal #1.
Students have exposure to a full range of post-secondary options.	Increased services including field trips, counseling sessions and college and career presentations resulted in more students having exposure to post-secondary opportunities.

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
Hire only California credentialed teachers for core subject	All teachers are appropriately credentialed	858,548 Administration Budget 62-00-0000-000-3212/3501/4300/5200/5300/5800/5900	\$723,922 Administration Budget 62-00-0000-000-3212/3501/4300/5200/5300/5800/5900
Send school Counselor to training on college admissions and financial aid for students	Counselor attended 3 conferences on college admissions and financial aid	149,491 Curriculum Budget 62-00-0000/4100/4300/5200	\$120,486 Curriculum Budget 62-00-0000/4100/4300/5200/5800
Continue to conduct financial aid workshop for families and individual counseling by appointment	Financial Aid & FAFSA information is provided to all seniors and early graduates on an individual appointment basis. 1 Financial Aid presentation in MV and 1 Financial Aid presentation in Oside conducted in Fall	3,043,535 Personnel Budget 62-00-0000 & 1400/1100/1200/1300, 3000's	\$3,184,342 Personnel Budget 62-00-0000 & 1400/1100/1200/1300, 3000's
Conduct resume writing and interview workshops for students	Students complete resume and interview assignments in Careers class and two workshops were held.	75,279 MIS Budget 62-00-0000/4300/5200/5800/5900	\$71,165 MIS Budget 62-00-0000/4300/5200/5800/5900
Increase the number of Math 3 courses offered each year	The number of Math 3 courses has increased each year as more students are prepared for the course. 97 students took Math 3, a 30% increase from last year. .	323,054 Maintenance & Operations Budget 62-00-0000/4300/5200/5800/5900	\$608,971 Maintenance & Operations Budget 62-00-0000/4300/5200/5800/5900
Change reading intervention programs for students grades 6-12 to personalize learning	Reading intervention programs were changed in middle and high school at the beginning of the school year.	16,069 Graduation Budget 62-00-0000/4300/	\$15,626 Graduation Budget 62-00-0000/4300/

		5200	5200/5800090
Increase math intervention services through additional tutoring	3 additional instructional aide positions were created and filled for this school year to increase the amount of tutoring for Math and ELA. Additional math extension period added to the middle school schedule. Additional tutoring provided in Math Readiness courses in high school.		

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.

By hiring California credentialed teachers, all students had access to quality instruction and common-core aligned curriculum. PVCS continues to expose students to a wide range of college and career opportunities by offering onsite presentations, resume and interview workshops and individual counseling with the school counselor.

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

PVCS graduated the largest class of 114 students in 2019. 93% of graduating students left PVCS with a plan for college or career, an increase from 76% in the previous year, indicating that the efforts to prepare students for live after high school have been overwhelmingly successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Replacement and acquisition of high school textbooks for new curriculum
 Polyurethane Spray Foam Roofing System -white cool roof
 21.72 kw 55 Panel Solar Roof mounted system
 Upgraded to 4,5,7.5 10 & 15 ton Carrier HVAC heat pump roof top package units including distech controls throughout the entire Moreno Valley facility

Campus wide LED lighting retrofit for Moreno Valley site
Construction of private counseling office to support School Psychologist at the Oceanside site
Architectural drawings and permits for Oceanside facility expansion
Radios for additional staff
Maintenance and upkeep of security cameras
Comprehensive 5 day per week campus wide janitorial program
ERGO assessments and replacement furnishings for staff offices
Electrical and plumbing maintenance services
Special Education Department staffing- A full-time school psychologist exclusively for Pacific View Charter students, 4-full-time Education Specialist teachers, 3-part-time Special Education Instructional Aides. Additionally vendor provided OT, APE, Speech, Interpreter, Instructional Aides for our Special Ed population

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.

The following changes were made from this year to the next year. The corresponding changes for the next year can be found in the Goals/Actions/Services sections, identified below:

1. There was an increase in the number of resume/interview workshops beyond what was planned through the Careers course. (Goal 4)
2. Math intervention was increased through the addition of a period in the middle school schedule as well as increased instructional aide support as originally planned. (Goal 2)

Stakeholder Engagement

LCAP Year: 2019-2020

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?

Parents play an active role at Pacific View Charter School. Parents attend the weekly (or bi-weekly) meetings with their student and supervisory teacher to track student progress. This is also a time for parents to share input on the activities and services in place at the school and teachers are directed to seek parent input in the functions of the school when parents do not voice them directly. This year, PVCS also held a LCAP informational meeting for families in conjunction with Open House with approximately 25 families in attendance. Twice a year, PVCS sends a survey to parents, staff and students, requesting feedback on the running of the school programs and satisfaction with the education of students. Results from the spring survey are as follows:

Parent Survey: Survey results indicated that parents of PVCS students continue to be satisfied with the education that their child is receiving. 97% of parents rated themselves as satisfied and very satisfied with the school in general which is an increase of 10% from last year and 98% rated their child's experience with their Supervisory Teacher as Good or Great, which is also higher than the previous year's results. 93% believe that their students are receiving appropriate instructional support at PVCS 88% of families believe that PVCS is preparing their students for life beyond high school, a 13 point increase from the previous year, indicating that PVCS has shown success in sustaining and growing 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 (66%). For the first time this year, PVCS included questions in the parent survey to solicit feedback on the four LCAP goals, in conjunction with the LCAP informational meeting held during open house. These open ended questions allowed parents to contribute ideas directly related to each goal. Some feedback includes text messaging services to remind families of events, more events and clubs on campus and a reading incentive program. As an additional way to engage parents, the school tried to launch a parent committee, the Pacific View Parent Committee, at the beginning of this school year. However, due to lack of parent interest in participation, this program was unable to get started. Some parents have expressed that since they are on campus each week and so much more involved with the school than they would be in a traditional environment, they do not want to participate in other ways or feel that this level of participation is sufficient.

However, PVCS will try again in the next school year and continue to research other ways to solicit parent involvement. PVCS also encourages parent participation through the school board and currently has one parent representative serving on the board.

Staff Survey: 87% of staff at PVCS feel they have the necessary tools to be successful at their jobs, which is slight decrease from last year. This year, only 58% of staff stated that they feel that the professional development offered provided useful information that helped them perform better at their jobs, which is a decrease from the previous year. 83% of staff feel that they are effectively monitoring the needs of special education/504 students, which is a dramatic increase from the previous years, indicating that the incorporation of an internal sped department has been beneficial to staff being able to collaborate on serving students with special needs. 83% of staff members stated that they were satisfied with their positions at PVCS, a decrease from 100% from the previous year, but still better than the two years' prior. In addition to the biannual surveys, PVCS seeks input from staff through weekly PLC meetings where departments examine individual assessment and semester grade data. These data meetings help departments refine the curriculum to best suit students. A considerable amount of time this year has also been devoted to learning the new Instructional Framework and exploring how each domain is incorporated into each content department. PLCs examine the LCAP planned actions and services and develop department goals aligned to the LCAP goals. These goals are monitored by the PLCs and reviewed twice per year in Curriculum Committee to track progress on goals and adjust as needed. Information from the PLC meetings are presented at the Curriculum Committee, composed of the Director of Curriculum and the PLC Lead teachers from each department. Plans and suggestions are then taken to the school leadership team for final approval. School leadership meets weekly in an Advisory council to discuss student progress, school programs and progress towards LCAP/Schoolwide Action Plan goals. Adjustments are made frequently during the school year as the examination of data and recommendations from stakeholders warrants.

Student Survey: There were many new questions added to this year's survey to better understand how students access and use the resources at PVCS. 81% of responding students rated their overall satisfaction with the school as good to great, slightly lower than the previous year's results. 95% of students feel supported by their teachers and that they received sufficient help with their school work and 94% state that the feedback they get from their teachers on their schoolwork is meaningful and helpful. 66% of students reported that they have created a plan for graduation and 78% of students said they felt that PVCS was preparing them well for life beyond high school, which is a slight increase from last year. 90% of students feel supported in overcoming difficulties and 70% feel that staff takes bullying seriously on campus, while only 3% reported feeling unsafe on campus. Over 60% of students attend presentations and events at PVCS, which may be due to the increase in opportunities offered in middle school this year. Students would like to have more clubs, sports and field trips, including college trips.

Impact on LCAP and Annual Update

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

The following actions were implemented as a result of stakeholder input:

- Purchase of a new SIS, which includes a messaging feature for further communication with families (Goal 3)

- Restructuring of PLCs to allow for more teacher planning and collaboration (Goal 3)
- Hiring of campus security to increase awareness of events on campus (Goal 1)
- Hiring of additional SPED staff (Goal 3)
- Hiring of additional ELA teacher (Goal 2)
- Additional trainings for paraeducators (Goal 3)
- Increase Math and ELA workshops by ½ hour (Goal 2)
- Provide time for increased collaboration between Education Specialists, Gen Ed Teachers and Instructional Aides (Goal 3)

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: School Climate, Engagement

Identified Need:

- School growth
- Increases in student performance
- Increases in student retention
- Maintain a safe environment for all students
- Maintain low suspension rates

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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<p>Students will increase knowledge of post secondary options and build relationships local businesses</p>	<p>zero students participate in school internships.</p>	<p>1 staff member oversees work experience and work permits. 15 students were issued work permits to be Students will increase knowledge of post-secondary options. 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.</p>	<p>Students will increase knowledge of post-secondary options.</p>	<p>Moved to goal 4 for 19/20 LCAP</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 Six presentations were held onsite 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>Moved to goal 4 for 19/20 LCAP</p>
<p>Increase in number of students participating in student leadership and continuing to build positive relationships with staff, parents and other students to maintain low suspension rates and to continue to develop alternatives to suspension</p>	<p>25 students participated in 3 clubs</p>	<p>Increased number of high school student clubs to six One middle school clubs established Program for peer mentoring through playground buddy program</p>	<p>Students will continue to build positive relationships through a peer mentoring program.</p>	<p>Students will continue to build positive relationships with staff and other students, based on the schoolwide Code of Conduct, as measured by number of mediation meetings held and low suspension rates.</p>

			Students will be recognized for positive relationship building and following school code of conduct	See above
			Students will have an alternative to suspension	Uphold schoolwide commitment to utilizing restorative practices to support social and emotional growth of students as measured by low suspension rates.
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	Moved to goal 4
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	Staff and students will be better prepared for potential armed intruder situations and threats to student safety
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	There will be a decrease in unsafe activity on campus
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 issue	All staff prepared through professional development	Staff is prepared to intervene and react appropriately to student mental health issues	Moved to Goal 1

Maintain low suspension rate	Suspension rate is less than 5%	Suspension rate maintained at 9.7%	Maintain low suspension rate	Moved to Goal 1
			Increase student motivation and success through implementation of instructional framework and instructional focus.	Increase student motivation and success as measured through fewer failing grades in courses.
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	Maintain a clean and safe facility
				Students will continue to build a connection to school through participation in student clubs and events.

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 - NOTE: The following action has been moved to Goal 4 and will be addressed in that section of the LCAP for consistency.

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	Modified	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop partnerships with businesses to create internship and volunteer opportunities for students	Develop plan for teaching students in grades K8 about post-secondary options.	Moved to goal 4

Action - 2 NOTE: The following action has been moved to Goal 4 and will be addressed in that section of the LCAP for consistency.

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	Modified	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop partnerships with businesses to create internship and volunteer opportunities for students	Develop and host resume building and interview skills workshops for students	Moved to Goal 4

Action - 3 NOTE: The following action has been moved to Goal 4 and will be addressed in that section of the LCAP for consistency.

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	Modified	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to host college and career presentations and expand to K-4 and increase number in Moreno Valley.	Continue to host college and career presentations and expand to 6-8 and increase number in Moreno Valley.	Moved to Goal 4

Action - 4 NOTE: The following action has been moved to Goal 4 and will be addressed in that section of the LCAP for consistency.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Increase number of presentations on certificate programs offered by local	Moved to Goal 4

organizations and explore the possibility of offering credit for programs.
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Action - 5 NOTE: The following action has been moved to Goal 4 and will be addressed in that section of the LCAP for consistency.

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
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New	Modified	
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2017-18 Actions/Services

Increase the number of visits to public and private colleges.

2018-19 Actions/Services

Increase the number of visits to public and private colleges with an emphasis on particular program visits.

2019-20 Actions/Services

Moved to Goal 4

Action 1 - Positive Relationships

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	Limited to English Learners	All Schools
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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
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n/a	N/a	New
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Increase engagement of Spanish speaking families by ensuring all schoolwide communications are released in Spanish as well as English

Action 2 - Positive Relationships

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)
Low Income	LEA-wide	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
N/A	N/A	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Increase family awareness of supports offered through Student Services Office including access to community resources, college/career planning and social/emotional counseling

Action 3 - Positive Relationships

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 Students	High School and Middle Grades
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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
N/A	N/A	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Revitalize Playground Buddy program for high school students to work on social skills with middle school students

Action 4 - Positive Behavior

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)
Foster and Low Income Youth	LEA-wide	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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Hold a schoolwide training in Restorative Practices to assist staff in working with students to promote positive relationships

Action 5 - Positive Behavior

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 Students

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase opportunity for students to collaborate in classroom activities to promote positive social interaction

Action 6 - Positive Behavior

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):

Students with Disabilities

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Education Specialists will conduct staff training on classroom behavioral supports for students with special needs.

Action 7 - Positive Behavior

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)

Low Income/Foster Youth

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

All staff will be trained in student mental health awareness, suicide awareness and trauma informed care

2018-19 Actions/Services

In house review of student mental health needs to ensure students are receiving appropriate support.

2019-20 Actions/Services

In house review of student mental health needs to ensure students are receiving appropriate support.

Action 8 - Positive Behavior

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

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	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to implement research-based alternatives to suspension	Develop and implement an alternative to suspension program for students violating code of conduct.	Students and families will participate in student support team meetings, mediations and formal/informal conferences to create an increase in behavior accountability without suspension.

Action 1 - Threats to Student Safety

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 Students	All Schools
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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	Modified	Modified
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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	Conduct annual safety and crisis and response training for all staff and increase frequency of lock down drills throughout the school year
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Action 2 - Threats to Student Safety

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

Increase frequency and effectiveness of lock down drills

2018-19 Actions/Services

Research current trends in school safety and preparedness and continue to collaborate with law enforcement

2019-20 Actions/Services

Research current trends in school safety and preparedness and continue to collaborate with law enforcement

Action 3 - Threats to Student Safety

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):

Oceanside campus

Actions/Services

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

New

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

New

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

Modified

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.	Continue to utilize and monitor student activity through security camera footage
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Action 4 - Threats to Student Safety

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	Moreno Valley campus
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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	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to have monthly detection dogs on campus to ensure student safety	Continue to have monthly detection dogs on campus to ensure student safety and expand to Moreno Valley	Continue to have monthly detection dogs on campus and increase frequency of visits at Moreno Valley campus
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Action 5 - Threats to Student Safety

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	Oceanside campus
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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
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Hire on-campus security guard in Oceanside to monitor campus activity and ensure student safety

Action 6 - Threats to Student Safety

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
-----	-------------

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
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Monitor and refine sign in/out procedure for students and visitors with input from campus security staff

Action 1- School Connections

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

Students to be Served:

Location(s):

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

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

All	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	Unchanged	Modified
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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.	Expand the number of students participating in student clubs in the middle school
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Action 2 - School Connections

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/Low Income	Schoolwide	Moreno Valley grades 7-8
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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	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	Expand middle school schedule in Moreno Valley to include Enrichment and Intervention	Expand middle school schedule to include an intervention/extension period for both math and ELA and add support staff to each period
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Action 3 - School Connections

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	High school students
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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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expand field trip offerings for High School students to include academic enrichment

Action 1 - Academic Motivation

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)

Low Income

LEA-wide

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

Modified

Unchanged

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	Embed growth mindset activities in intervention courses in grades 6-12
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Action 2 - Academic Motivation

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)
Low Income and English Learners	LEA-wide	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	Modified

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

Focus instructional framework training on Engagement Domain to assist teachers in building student motivation

Action 4 - Academic Motivation

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 Students	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
--	--	-----

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		Teachers will use the Instructional Planning Reports from STAR Enterprise to drive instruction in Math and ELA
--	--	--

Action 5 - Academic Motivation

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 Students	All Schools
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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
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		Retrain teachers and aides in the administration of STAR Enterprise tests and how to utilize the results to inform instructional practices
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	14,515	15,819	22,425
Source	Administration Budget	Administration Budget	Administrative Budget
Budget Reference	62-00-0000-4300/5800	62-00-0000-4300/5200/5800	62-00-0000-4300/5200/5800/5900

Year	2017-18	2018-19	2019-20
Amount	14,362	19,135	17,660
Source	Curriculum Budget	Curriculum Budget	Curriculum Budget
Budget Reference	62-00-0000-4300/5800	62-00-0000-4300/5800	62-00-0000-4300/5800

Year	2017-18	2018-19	2019-20
Amount	7,500	8,310	11,000
Source	Management Information Systems Budget	Management Information Systems Budget	Management Information Systems Budget
Budget Reference	62-00-0000-4300	62-00-0000-4300	62-00-0000-4300

Year	2017-18	2018-19	2019-20
Amount	11,490	32,472	100,041
Source	Maintenance & Operations Budget	Maintenance & Operations Budget	Maintenance & Operations Budget
Budget Reference	62-00-0000-4300/5800	62-00-0000-4300/5800	62-00-4300-5800

Year	2017-18	2018-19	2019-20
Amount	93,699	91,805	125,152
Source	Personnel Budget	Personnel Budget	Personnel Budget
Budget Reference	62-00-0000/1300/2300/2400 & 3000's	62-00-0000 & 1400/1100/1200/1300/2100/ 2300/2400 & 3000's	62-00-0000 & 1400/1100/1200/1300/2100/ 2300/2400 & 3000's

Year	2017-18	2018-19	2019-20
Amount	10,705	11,006	5,426
Source	Marketing Budget	Marketing Budget	Marketing Budget
Budget Reference	62-00-0000-5800	62-00-0000-5800	62-00-0000-4300/5800

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 128,606

10%

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.

PVCS students who are low income and/or foster youth often come to school with social/emotional issues that create barriers to learning. Training our teachers in growth mindset, restorative practices and mental health issues will allow them to better assist with their students' social/emotional needs so that they can perform better in their classes. This will be measured by the number of suspensions these students receive in comparison to the whole school population. As 80% of the EL population is placed in interventions, providing an expanded intervention schedule will benefit these students not only in language acquisition but also in assistance with developing grade level competency in math and ELA. EL students and families will benefit from an increase in communications in home language as detailed below.

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).

Low Income and Foster:

- Schoolwide training in Restorative Practices to assist staff in working with students to promote positive relationships
- In house review of student mental health needs to ensure students are receiving appropriate support

Low Income and English Learners :

- Focus instructional framework training on Engagement Domain to assist teachers in building student motivation.
- Expand middle school schedule to include an intervention/extension period for both math and ELA and add support staff to each period

Low Income:

- Embed growth mindset activities in intervention courses in grades 6-12
- Increase family awareness of supports offered through Student Services Office including access to community resources, college/career planning and social/emotional counseling

English Learners:

- Increase engagement of Spanish speaking families by ensuring all schoolwide communications are released in Spanish as well as English

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

Goal 2

Improve instructional practices for teaching common core curricula in order to meet the diverse learning needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities: Student performance

Identified Need:

- Students continue to struggle to make gains in reading as measured by Star Enterprise
- Need for increased instructional support in reading for LTELs and SPED students in grades 9-12
- Need for increased independent and collaborative practice in math classes in grades 6-12

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of integrated eld strategies across the	ELD was taught in intervention courses	ELD strategies have been implemented in science, reading and	Implementation of targeted reading strategies and	Improve passing rates of students enrolled in

curriculum school-wide		math intervention courses	vocabulary development for below grade level readers.	Foundational-level English courses.
				Teachers will have better understanding of strategies to teach reading through training on a schoolwide Instructional Focus centered around reading.
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	Increase in student participation and engagement in math courses
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	Moved to Goal 1
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	Students will make gains in reading intervention courses as measured through intervention assessment tools.
Staff is prepared to intervene and react appropriately to	Staff is somewhat prepared to intervene and react appropriately to	All staff prepared through professional development	Staff is prepared to intervene and react appropriately to	Moved to Goal 1

student mental health issues	student mental health issue		student mental health issues	
Maintain low suspension rate	Suspension rate is less than 5%	Suspension rate maintained at 9.7%	Maintain low suspension rate	Moved to Goal 1

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

Location(s):

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

All Schools

Actions/Services

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

New

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

New

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

Unchanged

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

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

Action 2

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

Students to be Served:

Location(s):

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

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

All	All Schools
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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	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ELA teachers will attend training in CCSS and ELD instructional strategies	Provide schoolwide training from SDCOE in ELA strategies.	Research professional development opportunities for ELA department teachers
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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
-----	-------------

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	Modified	Modified
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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.	Support teachers in identifying areas of growth within Instructional Framework domains and provide coaching in those areas.
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Action 4

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

Location(s):

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Expand ELA department to include an additional teacher

Action 5

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)

EL and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

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

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Train teachers to use Star Enterprise instructional planning reports to target student gaps in learning and provide intervention in classes and meetings.

Train teachers to use Star Enterprise instructional planning reports to target student gaps in reading and provide reading instruction in all classes and the weekly meetings

Action 6

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

LEA-wide

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

2017-18 Actions/Services

Math teachers will attend training in implementing common core teaching strategies

2018-19 Actions/Services

Send teachers to training on math talk

2019-20 Actions/Services

Provide additional support from Education Specialist for ELL and SPED students in reading intervention courses

Action 7

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

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 2018-19 selection here]	[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	Provide coaching to teachers on how to create and teach collaborative learning activities

Action 8

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
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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	Modified	Modified
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.	Research professional development opportunities for math department

Action 9

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

Students to be Served:**Location(s):**

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

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

All	High School students
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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
--	--	-----

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.	Increase length of math workshops by ½ hour each class.
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Action 6 - Moved to Goal 1

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	Moved to Goal 1
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Action 8 - Moved to Goal 1

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.	Moved to Goal 1
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Action 9 - Moved to Goal 1

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to implement research-based alternatives to suspension	Develop and implement an alternative to suspension program for students violating code of conduct.	Moved to Goal 1
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,539	8,092	10,064
Source	Administration Budget	Administration Budget	Administration Budget
Budget Reference	62-00-0000-5200	62-00-0000-5200	62-00-4300/5200

Year	2017-18	2018-19	2019-20
Amount	95,864	81,823	69,128
Source	Curriculum Budget	Curriculum Budget	Curriculum Budget
Budget Reference	62-00-0000/4300/5200	62-00-0000-4300/5200/5800	62-00-0000-4300/5200/5800

Year	2017-18	2018-19	2019-20
Amount	144,362	429,834	525,326
Source	Personnel Budget	Personnel Budget	Personnel Budget
Budget Reference	62-00-0000 & 1400-1100/1200/1300/ 2300/2400/3000's	62-00-0000 & 1400-1100/1200/1300/3000's	62-00-0000 & 1400-1100/1200/1300/2100/2300/2400 & 3000's

Year	2017-18	2018-19	2019-20
Amount	0	0	119,413
Source	Special Education Personnel Budget	Special Education Personnel Budget	Special Education Personnel Budget
Budget Reference	Sponsoring Agency provided Spec Ed	Sponsoring Agency provided Spec Ed	62-00-6500-1100/1200/2100 & 3000's

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
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\$51,443	4%
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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.

Low income and English Learners consistently perform at the same or below the levels of other students on standardized reading tests. Providing training for teachers on using the instructional planning reports to target reading instruction for these students both in the classroom and in the weekly meetings should result in improvements in passing rates in foundational courses and on standardized assessments. Providing additional instructional support for English Language Learners will directly impact their ability to improve reading comprehension within the intervention courses.

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).

Low Income and English Learners:

- Train teachers to use Star Enterprise instructional planning reports to target student gaps in reading and provide reading instruction in all classes and the weekly meetings

English Learners:

- Provide additional support from Education Specialist for ELL and SPED students in reading intervention courses

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 3

Continue to collect and analyze student performance data to guide instruction and support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities: student performance and teaching effectiveness

Identified Need:

-Staff needs additional support and collaborative time to review performance data in order to make the necessary adjustments to instruction.

- There is a need collaborative time for general and special education teacher to review student data and plan appropriate supports.

-There is a need collaborative time for special education teachers and aides to plan supports for special education students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Develop a plan for monitoring and evaluating academic performance in science and social studies	do not have a plan for monitoring science and social studies performance	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.	Students will be prepared to be successful on the CAST Science test
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	Students will receive appropriate instruction and behavior support in intervention courses
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	Curricular modifications will be made to best meet students' needs based on input from all departments
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	Students will be appropriately placed in curriculum so more students have access to A-G approved courses	Special Education education staff will support the diverse learning needs of SPED students.

		have access to A-G courses.		
Improve retention rates for students	Data is not currently tracked.	Data is not currently tracked	Improve retention rates for students	Teachers will more effectively use data to plan lessons and differentiate instruction

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 - CAST Preparation

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

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	New
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Research ways to assess student ability to apply science and social science knowledge to specific content.	Provide staff training in new HSS curriculum	Teachers will use 18/19 CAST test result data to drive instruction in science courses.
--	--	--

Action 2 - CAST Preparation

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 Students	Middle School Students all schools
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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	New	New
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Research ways to assess student ability to apply science and social science knowledge to specific content.	Monitor implementation of World History course and make appropriate modifications as needed.	Purchase NGSS-aligned curriculum and teacher training for students in grades 6-8
--	--	--

Action 3 - Use of Data

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
-----	-------------

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	Unchanged
--	-----	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

Action 4 - Use of Data

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)

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

2017-18 Actions/Services

Track passing rates for students in math and ELA courses

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

2018-19 Actions/Services

Track passing rates for students in all courses

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

2019-20 Actions/Services

Track passing rates for students in all courses

Action 5 - Use of Data

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

Location(s):

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

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
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Restructure PLC time to allow an additional hour for lesson planning and collaboration

Action 6 - Support in Interventions

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)

Low Income/English Learners	LEA-wide	All Schools
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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	Modified	Modified
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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.	Continue to monitor progress for students in interventions and ensure that those that meet exit criteria are exiting

Action 7- Support to Interventions

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)

Low Income/English Learners	LEA-wide	[All schools
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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	New	Modified
-----	-----	----------

2017-18 Actions/Services

Develop entrance and exit criteria for middle school intervention courses.

2018-19 Actions/Services

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

2019-20 Actions/Services

Continue to provide intervention in Math and ELA and provide time for teachers/Ed Specialists/Instructional Aides to evaluate progress of students and adjust instruction.

Action - 8 - Supports to Intervention

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):

Students with Disabilities	All Schools
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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
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2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

		Ed Specialists will observe student behavior and learning in intervention classes to assist with behavioral and academic support
--	--	--

Action 9 - Curricular Modifications

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

Location(s):

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

All Schools

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue analysis of end of semester grades in subject and cross curricular PLCs

2018-19 Actions/Services

Continue analysis of end of semester grades in subject and cross curricular PLCs

2019-20 Actions/Services

Continue to analyze of end of semester grades in subject and cross curricular PLCs

Action 10- Curricular Modifications

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

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	Unchanged	Unchanged
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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.	Continue to train teachers in appropriate placement in curriculum and use of course modifications.
--	--	--

Action 11- Curricular Modifications

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):

Students with Disabilities	All Schools
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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	Modified	New
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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.	Hold regular meetings between Director of Curriculum, Ed Specialist and Supervisory Teacher to review curricular modifications for individual SPED students.
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Action 12 - Special Education

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):

Students with Disabilities

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

[Add 2017-18 selection here]

New

Modified

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.

Hire SPED Coordinator who will oversee SPED department and monitor IEP compliance and tracking of service minutes

Action - 13 - Special Education

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):

Students with Disabilities

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
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Send Paraeducators and Ed Specialists to training academies offered by the El Dorado Selpa

Action 11 - Moved to Goal 1

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.	Moved to Goal 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,484	3,932	8,589
Source	Administration Budget	Administration Budget	Administration Budget
Budget Reference	62-00-0000-5800/5900	62-00-0000-5800/5900	62-00-0000-4300/5900

Year	2017-18	2018-19	2019-20
Amount	7,586	14,378	22,033
Source	Curriculum Budget	Curriculum Budget	Curriculum Budget
Budget Reference	62-00-0000-4300/5800	62-00-0000-4300/5800	62-00-0000-4300/5200/5800

Year	2017-18	2018-19	2019-20
Amount	276,852	792,987	1,031,124
Source	Personnel Budget	Personnel Budget	Personnel Budget
Budget Reference	62-00-0000 & 1400/1100/1200/1300/2100/2300/2400/3000's	62-00-0000 & 1400/1100/1200/1300/3000's	62-00-0000 & 1400/1100/1200/1300/2100/2300/2400 & 3000's

J

Year	2017-18	2018-19	2019-20
Amount	0	0	261,884
Source	Special Education Personnel Budget	Special Education Personnel Budget	Special Education Personnel Budget
Budget Reference	Sponsoring Agency provided Special Ed	Sponsoring Agency provided Special Ed	62-00-6500-000-1100/1200/2100 & 3000's

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
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\$38,582	3%
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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.

Tracking passing rates for students will primarily benefit low income students who are at a greater risk of failing courses and will allow teachers to intervene while there is still time for these students to improve grades. Low income and ELL students are primarily placed in reading intervention courses and will benefit from better monitoring of those interventions and from the additional support that will come from the collaboration between all instructors (Instructional Aides, Ed Specialists and Gen Ed teachers)

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).

Low Income:

- Track passing rates for students in all courses

Low Income/ELL:

- Continue to monitor progress for students in interventions and ensure that those that meet exit criteria are exiting

- Continue to provide intervention in Math and ELA. Provide time for teachers/Ed Specialists/Instructional Aides to evaluate progress of students and adjust instruction.

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

Goal 4

Prepare all students to graduate with the tools necessary to enter into community colleges, universities and the workforce.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities: Improve graduation rates, prepare students for life after high school

Identified Need:

- Improve graduation rate
- Increase oversight of students' path towards graduation
- Increase number of students accessing school counselor for academic as well as college/career planning

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students will be taught by qualified California credentialed teachers	Students are taught by Ca credentialed teachers	Students will be taught by qualified California credentialed teachers	Students will be taught by qualified California credentialed teachers	Students will be taught by qualified California credentialed teachers

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.	Increase number of students enrolled in Math 3 sessions.
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	Moved to Goal 2
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	Moved to Goal 1
			Students have exposure to a full range of post-secondary options.	Students have exposure to a full range of post-secondary options.
Students will increase knowledge of post secondary options and build relationships local businesses	zero students participate in school internships.	1 staff member oversees work experience and work permits. 15 students were issued work permits to be Students will increase knowledge of post-secondary options. All graduating students met with school counselor to discuss post-secondary options Increased the	Students will increase knowledge of post-secondary options.	Convert to DASS system for more accurate accounting of graduation

		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	grades 7-12 have access to college and career presentations 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	All students have access and exposure to college and career presentations and field trips	Decrease the number of students taking Foundation-level English 11 and 12
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	More students and parents will receive assistance in applying for colleges, job applications and financial aid

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 - Teacher Credentialing

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 Students

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Hire only California credentialed teachers for core subject

Hire only California credentialed teachers for core subject

Hire only California credentialed teachers for core subject

Action 2 - Math 3 Enrollment

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

LEA-wide

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

Modified

Modified

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

Through meeting with the counselor, encourage students to take Math 3 as opposed to

		Business Math to fulfil graduation requirements
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Action 3 - Math 3 Enrollment

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Through teacher placement, math 3 classes will be filled to capacity each session

Action 4 - Post-Secondary Options

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 Students	Middle school students both sites

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop partnerships with businesses to create internship and volunteer opportunities for students	Develop plan for teaching students in grades K8 about post-secondary options.	Increase exposure to college and career planning for middle school students

Action 5- Post-Secondary Options

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 Students	All Schools
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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	Modified	Modified
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to host college and career presentations and expand to K-4 and increase number in Moreno Valley.	Continue to host college and career presentations and expand to 6-8 and increase number in Moreno Valley.	Continue to host college and career presentations at both sites.

Action 6 - Post-Secondary Options

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)

Low Income	Lea-wide	All Schools
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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	Modified
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.	Continue to explore the possibility of offering credit for certificate programs offered by local community colleges.

Action 7 - Post-Secondary Options

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 students

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

Modified

Modified

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.

Continue to send students on field trips to public and private colleges and universities including Moreno Valley College

Action 8 - Post-Secondary Options

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

Students to be Served:

Scope of Services:

Location(s):

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

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

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

Low Income	Lea-wide	All Schools
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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
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		School counselor will target individual students to attend field trips and presentations based on their identified college/career interests.
--	--	--

Action 9 - DASS System

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)

Low Income/Foster	Unduplicated groups	All Schools
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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
--	--	-----

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		Research requirements for DASS eligibility
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	684,324	858,548	917,118
Source	Administration Budget	Administration Budget	Administration Budget
Budget Reference	62-00-0000-000-3501/4300/5200/5300/5800/5900	62-00-0000-000-3212/3501/4300/5200/5300/5800/5900	62-00-0000 & 1400/3501/4300/5200/5300/5800/5900

Year	2017-18	2018-19	2019-20
Amount	220,358	149,491	277,680
Source	Curriculum Budget	Curriculum Budget	Curriculum Budget
Budget Reference	62-00-0000/4100/4300/5200/5800	62-00-0000/4100/4300/5200	62-00-0000/4100/4300/5200/5800

Year	2017-18	2018-19	2019-20
Amount	3,184,342	3,043,535	3,571,661
Source	Personnel Budget	Personnel Budget	Personnel Budget
Budget Reference	62-00-0000 & 1400/1100/1200/1300/2100/2300/2400/3000's	62-00-0000 & 1400/1100/1200/1300, 3000's	62-00-0000 & 1400/1100/1200/1300, 2100/2300/2400 & 3000's

Year	2017-18	2018-19	2019-20
Amount	176,875	75,279	186,357

Source	Management Information Systems Budget	Management Information Systems Budget	Management Information Systems Budget
Budget Reference	62-00-0000/4300/5800/5900	62-00-0000/4300/5200/5800/5900	62-00-0000/4300/5200/5800/5900

Year	2017-18	2018-19	2019-20
Amount	342,375	323,054	877,542
Source	Maintenance & Operations Budget	Maintenance & Operations Budget	Maintenance & Operations Budget
Budget Reference	62-00-0000/4300/5500/5800	62-00-0000/4300/5500/5800	62-00-0000/4300/5500/5800

Year	2017-18	2018-19	2019-20
Amount	14,055	16,069	18,568
Source	Graduation Budget	Graduation Budget	Graduation Budget
Budget Reference	62-00-0000/4300/5800	62-00-0000/4300/5800	2-00-0000/4300/5800/5900

Year	2017-18	2018-19	2019-20
Amount	0	0	262,255
Source	Special Education Personnel Budget	Special Education Personnel Budget	Special Education Personnel Budget
Budget Reference	Sponsoring Agency provided Special Education	62-00-0000/4300/5800	62-00-6500-1100/1200/2100 & 3000's

Action 10 - DASS System

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

Location(s):

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Ensure that students who leave the school are coded properly in SIS

Action 11 - DASS System

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

Location(s):

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

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
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Explore how intersession is calculated in graduation rates

Action 12 - Foundations English

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

Location(s):

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

All Schools

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

New

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

Modified

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

Modified

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	Monitor effectiveness of reading intervention courses

Action 13 - Foundations English

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

Scope of Services:

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

LEA-wide

Location(s):

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

High school students

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
--	--	-----

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		Increase instructional support in reading by restructuring writing workshops to include reading instruction and by increasing time to 2 hrs per session
--	--	---

Action 14 - Assistance with Applications

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 Students	High School students all sites
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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	New	Modified
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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	Increase the number of resume writing and interview workshops
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Action 15- Assistance with Applications

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)

Low Income

Scope of Services:

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

Lea-Wide

Location(s):

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

High school students both site

Actions/Services

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

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

Unchanged

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

[Add 2019-20 selection here]

2017-18 Actions/Services

Continue to conduct financial aid workshop for families and individual counseling by appointment

2018-19 Actions/Services

Continue to conduct financial aid workshop for families and individual counseling by appointment

2019-20 Actions/Services

Continue to conduct financial aid workshop for families and individual counseling by appointment

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$ 12,861

Percentage to Increase or Improve Services

1%

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.

EL students are often placed in Business Math, an independent study math course. Through meeting with the counselor, these students will be guided to enroll in Math 3 instead to fulfil graduation requirements, thus preparing them for the rigours of college math while also allowing them the opportunity to strengthen oral language skills in the classroom setting. Increasing the time and the amount of instruction on reading strategies will provide EL students increased time to develop language skills.

Low Income students will be the primary recipients of the benefits of offering credit programs for certificate programs as these programs currently require fees that cannot be paid through waivers for low income families. A high school credit program would give them equitable access to the programs without the burden of cost. Targeting students to attend field trips and presentations will ensure that low income students are able to access the same college/career exposure opportunities that are often provided to wealthier students by their families. Becoming a DASS school will ensure that Low Income/Foster Youth are counted appropriately in all data requirements for the state reporting system and are not penalized for life circumstances that affect their progression towards graduation. By providing counseling sessions on financial aid, low income and foster youth will be better prepared to take advantage of the available funds for post-secondary education.

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).

English Learners:

- Through meeting with the counselor, encourage students to take Math 3 as opposed to Business Math to fulfil graduation requirements
- Increase instructional support in reading by restructuring writing workshops to include reading instruction and by increasing time to 2 hrs per session

Low Income:

- Continue to explore the possibility of offering credit for certificate programs offered by local community colleges.
- School counselor will target individual students to attend field trips and presentations based on their identified college/career interests.

Low Income/Foster:

- Research requirements for DASS eligibility

-Continue to conduct financial aid workshop for families and individual counseling by appointment