**Introduction:**

**LEA: Pacific View Charter K-12 School   Contact: Virginia Hall, Assistant Director     vhall@humboldt.k12.ca.us   (707)269-9490          LCAP Year: 2013-14**

## *Local Control and Accountability Plan and Annual Update Template*

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

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

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

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

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

*For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be*

*consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## *State Priorities*

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

*A. Conditions of Learning:*

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

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

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

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

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

*B. Pupil Outcomes:*

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

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

*C. Engagement:*

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

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

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

## Section 1:  Stakeholder Engagement

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

1) The Local Control Accountability Plan (LCAP) was discussed at the PVCS staff meeting on February 12, 2014, the WASC Leadership Team on February 12, 2014 and the PVCS Board of Director's Meeting on February 11, 2014.  The goal setting process was discussed at all three meetings.
2) The LCAP Parent Survey was sent home with the March newsletter on March 5, 2014.  Included within the newsletter was a detailed overview of the 8 statewide priorities.  Parents were asked to send comments by March 19, 2014 in person, mail, email or phone. Follow up will take place at parent/teacher conferences April 28-May 2.  A public hearing is scheduled for May 20, 2014.
3) The PVCS Board of Directors will provide input at the March and April, 2014 Board meetings.  The focus will be final approval of the LCAP by June 10, 2014.
4) Sign-in sheets provided for participating stakeholders at Staff, Leadership and Board meetings.
5) The K-12 staff discussed and agreed that a School-Wide Technology survey will be developed to demonstrate to all stakeholder groups the use of technology resources for all students.
6) PVCS K-12 stakeholders contribute invaluable feedback for the continuous school improvement, mindful of academic and social well-being for the entire PVCS school community.
7) PVCS K-12 goals were established in a collaborative environment with all stakeholders.  Included in this collaborative review was alignment with the SPSA, LEAP, Con-App, WASC/CDE Focus on Learning, SARC, CESS and State Assessment Models.

8) Within the PVCS K-12 Academic/Social goals and objectives, there will be a very close focus on tracking student achievement and utilizing all assessment resources.  Within the focus areas a key environment will be the support for CCSS, including the 2014-2015 ELA and Math standards.

| Involvement Process | Impact on LCAP |
|---|---|
| • The Local Control Accountability Plan (LCAP) was discussed at the PVCS staff meeting on February 12, 2014, the WASC Leadership Team on February 12, 2014 and the PVCS Board of Director's Meeting on February 11, 2014.  The goal setting process was discussed at all three meetings.<br><br>• The LCAP Parent Survey was sent home with the March newsletter on March 5, 2014.  Included within the newsletter was a detailed overview of the 8 statewide priorities.  Parents were asked to send comments by March 19, 2014 in person, mail, email or phone.  Follow up will take place at parent/teacher conferences April 28-May 2.  A public hearing is scheduled for May 20,2014.<br><br>• The PVCS Board of Directors will provide input at the March and April, 2014 Board meetings.  The focus will be final approval of the LCAP by June 12, 2014.<br><br>• Sign-in sheets provided for participating stakeholders at Staff, Leadership and Board meetings.<br><br>• The K-12 staff discussed and agreed that a School-Wide Technology survey will be developed to demonstrate to all stakeholder groups the use of technology resources for all students. | • PVCS K-12 stakeholders contribute invaluable feedback for the continuous school improvement, mindful of academic and social well-being for the entire PVCS school community.<br><br>• PVCS K-12 goals were established in a collaborative environment with all stakeholders.  Included in this collaborative review was alignment with the SPSA, LEAP, Con-App, WASC/CDE Focus on Learning, SARC, CESS and State Assessment Models.<br><br>• Within the PVCS K-12 Academic/Social goals and objectives, there will be a very close focus on tracking student achievement and utilizing all assessment resources.  Within the focus areas a key environment will be the support for CCSS, including the 2014-2015 ELA/Math priorities. |

<u>**Section 2: Goals and Progress Indicators**</u>

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

| Identified Need and Metric | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? | | | Related State and Local Priorities |
|---|---|---|---|---|---|---|---|---|
| | Description of Goal | Applicable Pupil Subgroup(s) | School(s) Affected | | Year 1: 2013/14 | Year 2: 2014/15 | Year 3: 2015/16 | |
| HCOE Textbook Adoption Committee Sign-in Sheets | Implementation of Common Core Math Textbooks which are supportive to PVCS 9-12 Non-Classroom/Classroom based programs | All | K-12 | January | PVCS teachers attend textbook adoption meetings. | Purchase textbooks/software. Provide Professional Development. | Full implementation of the textbooks/software. Track quality using Assessments, report Cards to reflect Benchmarks. | Basic (1) CCSS Implementation (2) Student Achievement (4) Course Access (7) |
| School Leadership Team, Staff mtg. & Board mtg. Agenda LCAP Surveys | Increase parent involvement & collaboration choices in support of 8 State Priorities. | All | K-12 | Ongoing | Parent Survey to ID 8 State Priorities & level of implementation | Provide Parent/Volunteer Support Workshops for CCSS Implementation. | Parent Educational Meetings based on feedback and identified needs. | CCSS Implementation (2) Parent Involvement (3) Student Achievement (4) School Climate (6) |
| Staff/Parent/Student Survey Results dealing with connection to PVCS Academically and Socially. | Evaluate Capturing Kids Hearts Program for possible adoption. | All | K-12 | Ongoing | Review evaluation, Visit 9-12 school using it model. Select staff to go to training. | Select additional staff to attend training. | Final staff members to be trained if program is selected for implementation. | Pupil Engagement (5) School Climate (6) Other (8) |
| School Schedule | Development/Implementation Of a schedule delivering elective classes utilizing staff, paraprofessionals/volunteers | Grades 9-12 | K-12 | August | Parent/Student Survey to identify elective topics. | Implementation/Evaluation Of Elective classes. | Develop an action plan for sustainable Elective classes. | Pupil Engagement (5) School Climate (6) Course Access (7) CCSS Implementation (2) |
| Daily School Schedule % of students with increased score on rubrics | Increase the percentage of students attaining competency or higher with formal oral language skills using technology to increase skills. | Grades 9-12 | K-12 | August | Teacher/Student collaboration to develop Oral Language Presentations. | Expand Formal Oral Language presentations for grades 9-12 in Math and ELA. Include technology (Power Point, Video Clips). | All on-site and non classroom based students in grades 9-12 will conduct Formal Oral Language in ELA, Math, Science and Social Science. | CCSS Implementation (2) Parent Involvement (3) Student Achievement (4) Student Engagement (5) |
| Student use of Chrome books, High Speed Network | High speed network and wireless expanded to grades 9-12. Notebooks used in grade 8 | All | K-12 | August-March | Install HSN and Server. Purchase 14 Lenovo Think Centre units, Acer Notebooks and Tech Carts | Evaluate tech usage with expansion of Smarter Balanced testing practices in all classrooms. Develop CaliQity course for grades 9-12. | Implement revised tech plan to meet testing and curricula focus areas for grades 9-12 | CCSS Implementation (2) Course Access (7) Other (8) Student Achievement (4) |
| College & Career (Technical) Vocational Readiness expanded | Prepare students for academic/career options focusing on 2-year tech training and 4-year degree options. | All | K-12 | Ongoing | Career inventories taken to identify education required for careers. | Job shadowing and guest speakers utilized to connect students with the world of work. Match students with staff to learn about their jobs in grades 9-12. | Prepare students to enter high school with career choices and courses needed to attend 2-year & 4-year schools. | CCSS Implementation (2) Course Access (7) Other (8) |
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**Section 3:  Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

A.  Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)?  List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

| Goal | Related State and Local Priorities | Actions and Services | Level of Service | Annual Update | What actions are performed or services provided in each year? | | |
|---|---|---|---|---|---|---|---|
| | | | | | **LCAP Year Year 1: 2013-14** | **Year 2: 2014-15** | **Year 3: 2015-16.** |
| All students will have access to CCSS materials and academic support to achieve school success. | 2. CCSS Implementation | Purchase high speed network & server and Accelerated Math and CaliQity online curricula | Schoolwide | Tech – February July Purchase ChromeBooks | Standardized test scores will improve with 75% of all students scoring at proficient or higher in math and language arts. | Standardized test scores will improve with 78% of all students scoring at proficient or higher in math and language arts. | Standardized test scores will improve with 80% of all students scoring at proficient or higher in math and language arts. |
| All students will be 21st century learners and reach high academic standards and be prepared for high school, college and careers. | 4.  Student Achievement | Register Highly Qualified teachers for HCOE & HSU staff development.  CCSS Math & Core Subjects. | HCOE & HSU Implement-ation | Ongoing 2013-2016 | 7405-CCSS Implementation 5210-REAP 5210-Title I | 7405-CCSS Implementation 5210-REAP 5210-Title I | 0105-Regular Ed. 7405-CCSS |

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|---|---|---|---|---|---|---|---|
| All students will have total access to print and online course materials. | 7. Course Access | Purchase Accelerated Math online & State adopted textbooks. CaliQity online courses offered to 9-12th grade classes. | Schoolwide | Ongoing 2013-2016 | 7405-CCSS Implementation, Accelerated Math/CaliQity Math/New math textbooks reviewed | 3010-CCSS Implementation, Math textbooks, Accelerated Math, Title I | 3010-Evaluate Accelerated Math & Textbooks, CaliQity updates<br>7405-CCSS<br>3010-Title I |
| PVCS will provide a safe, healthy, engaging learning environment for all students | 6. School Climate | Selected teachers attend Capturing Kids Hearts training Year 1. CKH and No Bullly programs result in positive school climate. | Schoolwide | August 2014 | $2000 from REAP 5320-4316 | $2000 from REAP 5320-4316 | Evaluate Capturing Kids Hearts 7405-CCSS |

B.  Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

| Goal | Related State and Local Priorities | Actions/Services | Level of Service | Annual Update | What actions are performed or services provided in each year? | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | LCAP Year Year 1: 2013-14 | Year 2: 2014-15 | Year 3: 2015-16 | | | |
| 4. Student Achievement 8. Other Student Outcomes | 2. CCSS 4. Student Achievement 5. Student Eng. 6. School Climate | For low income pupils: | 60% | Ongoing based on stakeholder input. | Expanded tutorial services using technology – CaliQity online courses, Accelerated | Expanded tutorial services using CaliQity, Accelerated Reader/Math. | Tutorial services with Career/Technology courses in CaliQity and Currium courses online. Test prep for Smarter Balanced assessment. | | | |

| | 8. Other Outcomes | | | | Reader/Math | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | For English learners: | 0% | Plan to be updated if EL student enrolls | 0 Students enrolled | Plan to be updated if EL student enrolls | Plan to be updated if EL student enrolls | | | |
| | | For foster youth: | .02% | Ongoing | 3 students (all have current IEP's) Annual goals in IEP to reflect assessed needs. Extra Core Support time for one on one tutorial services. | Continue to assess needs and set goals according to the student's needs. Adjust Core Support time as needed to reach goals. | Continue to assess needs and set goals accordingly. Social/Emotional needs to be assessed in addition to educational assessment. | | | |
| | | For redesignated fluent English proficient pupils: | .007% | Ongoing | 1student enrolled. Student required to spend 1 hour per day with teacher working on English language skills. Extra CAHSEE support required. | Continue with CAHSEE support until student passes ELA portion. Continue working with teacher on reading/writing English skills. | If student has not graduated, continue with additional support for English Language skills that focus on needs acquired from assessment data. Focus on English/Language skills needed for college success. | | | |

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

> With the $43,816 PVCS will receive in the 2014-15 school year from the Supplemental Concentration Grant, the PVCS K-12 leadership and instructional staff will continue to increase tutorial and academic support services for the unduplicated pupils. The K-12 staff will continue to fully utilize the results from analyzing student achievement (STAR-CST Smarter Balanced Assessments, CaliQity assessments, Accelerated Reader/Math, LARS, School-Wise Domains) data to modify instructional interventions (particularly in ELA/Reading/Writing and Math) to determine staff development strategies/allocate funding (REAP, CCSS, Title I & III, LEAP) and move students toward mastery of the Common Core State Standards.

The technology purchased from 2013-2015 (High-Speed Network, Expanded Wireless connectivity, Assignment of Acer Notebooks and Chrome Books to grades 8-12, CaliQity online courses and Accelerated Reading/Math) will provide the Technology Infrastructure required to improve/expand each student's access to Academic Support.

With increased access to high-quality tutorial and academic learning communities, student achievement will increase as underwritten by the improvement measured by the following assessments: 1. Accelerated Reader/Math tests; 2. Smarter Balanced Assessments; 3. CaliQity online testing; 4. Reduction of D/F/No Credit grades; 5. Teacher Assessments; 6. AYP/API scores.  The dollars will be spent so we can focus on Reading Recovery and High School Credit Recovery Programs.

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

Introduction:  The Pacific View Charter School serves a unique and highly at-risk student population in grades K-12.  The enrolled students have not experienced school success in the traditional classroom settings.  Many of the students have attended multiple schools, enrolled in Independent Study programs, attended other Charter schools and lost a great deal of time-on-task learning opportunities.

The transiency rate at PVCS is 30-35% with many students entering at the Below or Far Below Basic levels in the Core Curricula areas.  This creates the "catch up" cycle and in many cases the students may not remain at Pacific View Charter School long enough to attain a Basic or higher level of academic performance.

In addition, many of the enrolled students have active IEP's or a 504 plan in place.  (The SpEd student count within the PVCS ranges from 25-30% versus the state range of 8-10%).  The large SpEd population, 60% low income pupils, Foster youth and high transiency rate presents a very real challenge for the teachers and administration.

Because of these factors and the ongoing instructional collaboration of the staff, the LCAP funding gives us the opportunity of enhance/expand the services offered to all students.

LCAP Implementation – Low Income and Foster Youth

1.  The PVCS K-12 leadership and instructional staff will continue to increase tutorial and academic support/time on task for the low income pupils and foster youth.  The low income pupils (60% of the school's enrollment) and foster youth will have increased access to the following instructional services that will enhance/expand the Targeted Interventions for each student.  PVCS will assign a teacher to these students so we can increase tutorial time for reading and math and increase time for High School Credit Recovery programs by raising support by 8.72%.

2.  A 30% increase in access to Accelerated Reader/Math, CaliQity online courses, and other CCSS resources.  The 30% increase will be the results of the placement of Acer tablets and Chromebooks in grades 9-12 and Acer tablets in grade 8.  Increased access to the Internet, through the new High Speed network, will provide students with greater access to Streaming Video, Zooming, Power Point and additional CaliQity online courses that support/enhance school success in the core curricula areas.

3.  A 20-25% increase in the number of CCSS textbooks and Accelerated Reader/Math resources for English/Language Arts and Math will expand/enhance the instructional options for all low income pupils and foster youth.

4.  There will be a 15-20% increase in test scores for low income pupils/foster youth on the Smarter Balanced assessments.  These students will have expanded access to CaliQity online test prep courses, Accelerated Reader/Math interventions and CCSS textbooks.  Each student will have an Academic Intervention Plan, developed from individual and group assessment scores, with specific interventions in the CORE subject areas.

Comment [VH1]:

1-03-14 [California Department of Education]