§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Mission View Public Charter   **Contact (Name, Title, Email, Phone Number):** Marcio Castro, Principal; mcastro@missionview.org; 661-347-1832   **LCAP Year: 2014**

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.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

Involvement Process	Impact on LCAP
Parents, community members, pupils, school staff, and other stakeholders have been engaged and involved in developing, reviewing and supporting implementation of the LCAP by attending planned meetings content specific to identified stakeholders. The parent meetings were scheduled based on the three specific target groups; low income students, English learners, and foster youth. Mission View is holding staff meetings for all certificated and classified staff members, and the staff and the staff are sharing this information with students during their appointment times. Mission View's school goals were discussed based on the three metrics engagement, conditions of learning, and pupil outcomes. All stakeholders will also be provided with the new LCFF and an explanation of changes from the previous funding formula. All staff	Results of the survey help to guide and define the school goals over the next three years. The LCFF provides greater control to LEA as we strive to build a school and provide programs that effectively meet the needs of the students we serve. In addition, the LCFF assures that low income students, English learners, and foster youth receive

members, certificated and classified, have been provided with a survey regarding Mission View's performance as it relates to the three metric areas. The same survey has been distributed to parents and students.

Scheduled Staff Meetings

AltaMed East LA	3/10/2014	4/7/2014
Citrus	3/3/2014	3/31/2014
Gardena	3/10/2014	4/7/2014
Inglewood	3/10/2014	4/7/2014
North Hills	3/3/2014	3/31/2014
Pacoima	3/3/2014	3/31/2014
PV Jobs	3/10/2014	4/7/2014
Soledad	3/3/2014	3/31/2014
YPI San Fernando	3/3/2014	3/31/2014

Scheduled Parent Meetings/Surveys

AltaMed East LA	Wednesday, April 23 @ 4pm Wednesday, May 21 @ 4pm
Citrus	Monday, April 28 @ 4pm Monday, May 12 @ 4pm
Gardena	Tuesday, April 22 @ 4pm Tuesday, May 20 @ 4pm
Inglewood	Monday, April 21 @ 4pm Monday, May 19 @ 4pm
North Hills	Thursday, May 1 @ noon Thursday, May 15 @ noon
Pacoima	Thursday, May 1 @ 2pm Thursday, May 15 @ 2pm
PV Jobs	Thursday, April 24 @ 3pm Thursday, May 22 @ 3pm
Soledad	Monday, April 28 @ 2pm Monday, May 12 @ 2pm

adequate funding towards additional academic support and resources. Some of the specific areas of concern/suggestions being presented by our stake holders include:

1. Additional academic workshops/labs in all core subject areas
2. Additional CAHSEE ELA and CAHSEE math prep courses throughout the week
3. Specific courses/workshops focused on academic skills (study skills, organizational skills, time management, writing skills, test taking skills, etc.)
4. Accelerated EL workshops for students who want to move through the materials at a faster pace

| YPI San Fernando | Thursday, May 1 @ 4pm | | |
| | Thursday, May 15 @ 4pm | | |

Student Meetings/Surveys

AltaMed East LA, Citrus, Gardena, Inglewood, North Hills, Pacoima, PV Jobs, Soledad, YPI San Fernando

9th Graders	Following PFT tests
10th Graders	Following CAHSEE tests
11th Graders	4/7/2014--Ongoing; following Smarter Balanced tests
12th Graders	3/24/2014--Ongoing
Adult Students	3/24/2014--Ongoing

Section 2: Goals and Progress Indicators

*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.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level

advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 -15	Year 2: 2015-16	Year 3: 2016-17	
Need: Improve student retention rates **Metrics:** Percentage of transiency rates	Goal 1: Increase student retention rates	All pupils	All high school students	(BLANK)	Transiency rates will decrease by 2% Dropout rates will decrease by 2%	Transiency rates will decrease by 2% Dropout rates will decrease by 2%	Transiency rates will decrease by 2% Dropout rates will decrease by 2%	Goal #1, State priorities 4, 5
Need: Improve students' credit completion rates. Metrics: quantity of credits completed	Goal 2: Increase student credit completion	All Pupils	All Pupils		Credit completion averages will increase by 3%.	Credit completion averages will increase by 3%.	Credit completion averages will increase by 3%.	
Need: Improve students' basic skills and computer literacy. Metrics: Successful completion of basic skills and computer skills courses.	Goal 3: Improve computer literacy/basic skills	All pupils	All pupils	(BLANK)	Quantity of students successfully completing basic skills courses will increase by 5% Quantity of students successfully completing computer literacy courses	Quantity of students successfully completing basic skills courses will increase by 5% Quantity of students successfully completing computer literacy courses	Quantity of students successfully completing basic skills courses will increase by 5% Quantity of students successfully completing computer literacy courses	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 -15	Year 2: 2015-16	Year 3: 2016-17	
					will increase by 5%.	will increase by 5%.	will increase by 5%.	
Need: Improve students' preparedness for college and careers. Metrics: Quantity of students successfully completing CTE courses	Goal 4: Students will gain skills for college and career readiness.	All pupils	All high school students	(BLANK)	Quantity of students successfully completing CTE courses will increase by 3%.	Quantity of students successfully completing CTE courses will increase by 3%.	Quantity of students successfully completing CTE courses will increase by 3%.	
Need: Improve involvement from stakeholders, including staff, parents and community members. Metrics: Quantity of stakeholders attending school events.	Goal 5: Increase stakeholder involvement	All pupils	All pupils	(BLANK)	Quantity of stakeholders attending school events will increase by 3%.	Quantity of stakeholders attending school events will increase by 3%.	Quantity of stakeholders attending school events will increase by 3%.	

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.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in 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 (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 -15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Increase student retention rates	State Priorities 3 and 4	• Counselor interventions • Teacher interventions • CWAT	All high school students LEA wide	(blank)	Hire HQ teachers/tutors $3,300,000.00 (B1, B3). Provide ongoing professional development $8,000.00 (B5). Provide adjunct instructors to supervise electives and clubs $69,000.00 (B1, B3).	Add multiple, high-interest electives. Increase number of field trips. Increase number of school activities.	All courses A-G certified. Establish relationship with UC/CSU system for graduating seniors.
Goal 2: Increase student credit completion	State priorities 1 and 7	• Students have access to Student Dashboard to monitor progress. • Academic plans • Parent/teacher conferences • Professional development on CCSS, NGSS and pedagogy • New CCSS curriculum • Counselors supporting college readiness • Focus on ensuring	All high school students LEA wide	(blank)	Provide student/parent portal $23,000.00 (B4). Require participation in parent-teacher conference each semester $5,000.00 (B5). Provide student access to online tutorials $12,000.00 (B4). School will allot time to monitor student credit completion.	Increase parent participation with a parent volunteer group. Parent/student access to online academic plan. Increased utilization of SST for monitoring progress.	All core courses have increased supplemental materials. Online access to all core course material. Hire staff member designated to monitor student credit completion school-wide.

		students are taking at least 2 core courses.					
Goal 3: Improve computer literacy/basic skills	State priorities 2 and 8	• Students take computer course upon enrollment • Provide students with digital devices • Online resources embedded in the curriculum • Students accessing open-source materials • Online diagnostic assessments	All high school students LEA wide	(blank)	Increase number of student computers $65,000.00 (B4). Provide Computer lit. courses $8,000.00 (B4). Provide technology training to teachers and tutoring staff $1,000.00 (B5).	Increase number of technology based courses. Upgrade and maintain current technology. Hire onsite IT. Implementation of online student test data analysis system.	Provide all students with portable digital devices. Continuous and ongoing training of staff on online student test data analysis system.
Goal 4: Students will gain skills for college and career readiness.	State priorities 2 and 8	• Counselor support • CTE courses	All high school students LEA wide	(blank)	Hire one full time counselor $62,000.00 (B1, B3). Schedule on and off site visit from local colleges/businesses.	Increase number of college/career workshops. Utilize career-interest inventory. Hire counseling clerk to assist school counselor and CTE staff member with clerical duties.	Hire designated CTE instructor. Establish relationships with outside agencies for student internships and apprenticeships.
Goal 5: Increase stakeholder involvement	State priorities 5 and 6.	• CWAT • Family nights • Award nights • Partnerships Outreach to community service clubs	All high school students LEA wide	(blank)	Schedule time for Parent-Teacher Conference $2,000.00 (B5). Provide community with school calendar. Plan/schedule academic award ceremony per semester $5,000.00 (B5).	Create a parent volunteer group. Hire tech/IT staff member. Increase community outreach.	Increase and update information regularly on parent/student portal. Increase social media presence.

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 re-designated 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 re-designated 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 (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 -15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Increase student retention rates	State Priorities 3 and 4	For low income students, English learners, and foster youth: counselors and teachers will encourage students to attend and provide resources to help students remain in school.	LEA wide		Provide Bus tokens/passes $4,000.00 (B4). Provide snacks. $6,150.00 (B4). Counselor provides referrals to outside agencies. $22,950.00 (B1, B3). ELD Lead teacher at school site $55,900.00 (B1, B3). ELD curriculum. Teacher training for use of EL curriculum $44,800.00 (B1, B3). EL support staff at school site for identifying, testing, monitoring. Instructors $83,100.00 (B1, B3). Clerical Aids $36,700.00 (B2, B3). Audio/Visual supplemental materials. $20,000.00 (B4) On-site tutoring $47,100.00 (B2, B3).	Increased availability of bus tokens/passes. Establish MOU's with agencies that assist socioeconomically disadvantaged students. Increase number of High quality ELD teachers. Increase number of courses for EL students. Establish MOU's with agencies that assist foster youth. Hire counseling clerk to assist school counselor with clerical duties. Establish clear and consistent procedures for identification and referral of homeless students/families.	Provide breakfast and lunch for all students. Continue working with outside agencies to assist socioeconomically disadvantaged students. Increase number of students who are re-designated. Increase number of students who pass local/state assessments. Establish relationship with local agencies to assist students/families who are homeless with transitional housing.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 -15	Year 2: 2015-16	Year 3: 2016-17
					Increase number of students who are re-designated. Increase number of students who are proficient on/state assessments. LCFF Funding.		
		For re-designated fluent English: counselors and teachers will encourage students to attend and provide resources to help students remain in school.	LEA wide		School liaison for identification/re-designation of EL students $47,000.00 (B2, B3). Ongoing monitoring of academic proficiency levels. LCFF Funds.	Additional curriculum available to support re-designated students. Encourage more re-designated pupils to complete A-G courses.	Increase number of re-designated students in A-G courses. Increase number of re-designated students' enrollment in UC/CSU system.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 -15	Year 2: 2015-16	Year 3: 2016-17
Goal 2: Increase student credit completion	State priorities 1 and 7	For low income students, English learners and foster youth: counselors will support college readiness and teachers will conference with parents/guardians regarding academic	LEA wide		Provide student/parent portal $2,500.00 (B4) Require participation in parent-teacher conference each semester $860.00 (B5) Provide student access to online tutorials $3,100.00 (B4). School will allot time to	Increase parent participation with a parent volunteer group. Parent/student access to online academic plan. Increased utilization of SST for monitoring progress.	All core courses have increased supplemental materials. Online access to all core course material. Hire staff member designated to monitor student credit completion school-wide.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 -15	Year 2: 2015-16	Year 3: 2016-17
		progress. Professional development will include instruction in pedagogy. New curriculum will include scaffolding for EL students.			monitor student credit completion $17,600.00 (B2, B3) LCFF Funding.		
		For Re-designated Fluent English Proficient: teachers will provide academic plans and conference with parents. Professional development will include instruction in pedagogy for English Learners. New curriculum will include scaffolding for RFEP students.	LEA wide		Require participation in parent-teacher conference each semester. Provide student access to online tutorials. School will allot time to monitor student credit completion. Costs included above.	Increase parent participation with a parent volunteer group. Parent/student access to online academic plan. Increased utilization of SST for monitoring progress.	All core courses have increased supplemental materials. Online access to all core course material. Hire staff member designated to monitor student credit completion school-wide.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 -15	Year 2: 2015-16	Year 3: 2016-17
Goal 3: Improve computer	State priorities 2 and 8	For low income students, for EL learners, and for	LEA wide		Digital devices provided to students $90,000.00 (B4)	Continued support of Digital devices provided to students:	Ongoing and monitoring of Digital devices provided to students:

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 -15	Year 2: 2015-16	Year 3: 2016-17
literacy/basic skills		foster youth: Provide students with digital devices and assign students to take a computer course, using school resources, upon enrollment. Online resources will be embedded in the curriculum; students will take online diagnostic assessments. For Re-designated fluent English Proficient students: Online resources will be embedded in the curriculum; students will take online diagnostic assessment.			Teacher salaries for providing support with technology: $34,450.00 (B1, B3) Online courses: $4,500.00 (B4). Subscription cost for online diagnostic assessments: $5,000.00 (B4). Cost for teacher salary providing support with technology $59,100.00 (B1, B3) Online resources $860.00 (B4). Online courses $2,800.00 (B4). LCFF Funding.	Teacher salaries for providing support with technology: Online courses: Subscription cost for online diagnostic assessments: Online resources:	Teacher salaries for providing support with technology: Online courses: Ongoing and monitoring of subscription cost for online diagnostic assessments: Online resources:

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 -15	Year 2: 2015-16	Year 3: 2016-17
Goal 4: Students will gain skills for college and career readiness.	State priorities 2 and 8	For low income students, English learners, and foster youth: counselors and teachers will encourage students to complete CTE courses. Students will use school resources to complete classes requiring internet access.	LEA wide		Full time teacher salary: $68,900.00 (B1, B3) Full time counselor salary: $61,330.00 (B1, B3) CTE course creation: $2,800.00 (B5) Online course subscription: $1,200.00 (B4) LCFF Funding	Continued CTE support and creation of new and innovative courses	Ongoing support and monitoring of CTE course creation, support/training and implementation
		For Re-designated Fluent English Proficient: Counselors and teachers will encourage students to complete CTE courses. Students will use school resources to complete classes requiring internet access.	LEA wide		Full time teacher salary: Full time counselor salary: CTE course creation: Online course subscription: Costs included above.	Continued CTE support and creation of new and innovative courses	Ongoing support and monitoring of CTE course creation, support/training and implementation

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014 -15	Year 2: 2015-16	Year 3: 2016-17
Goal 5: Increase stakeholder involvement	State priorities 5 and 6.	For low income students, English learners, and foster youth: Provide transportation assistance to families who want to attend events, CWAT to increase attendance, create partnerships with community organizations.	LEA wide		Event expenses (programs, awards, flyers): $750.00 (B5) Transportation assistance: $600.00 (B5) CWAT salary: $34,600.00 (B1, B3) Counselor salary: $28,600.00 (B1, B3) Translation: $250.00 (B5) LCFF Funding	Continued services including transportation. Ongoing salaries for support staff and transportation	Ongoing and monitoring of services and salaries Event expenses (programs, awards, flyers): Transportation assistance: CWAT salary: Counselor salary:
		For Re-designated Fluent English Proficient: provide translated invitations to events, CWAT to increase attendance, provide translation services at events, create partnerships with community organizations.	LEA wide		Event expenses (programs, awards, flyers): Transportation assistance: CWAT salary: Counselor salary: Costs included above	Continued services including transportation. Ongoing salaries for support staff and transportation	Ongoing and monitoring of services and salaries Event expenses (programs, awards, flyers): Transportation assistance: CWAT salary: Counselor salary:

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 charter-wide 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.)

Using the FCMAT LCFF calculator, Mission View Public School has calculated it will receive $745,943.00 in Supplemental and Concentration funding under the Local Control Funding Formula. The details of these expenditures are itemized in section 3B of this plan. It includes additional counseling, mentoring, tutoring, and technology upgrades to serve our at-risk and mobile population.

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.

Mission View Public School has calculated it will receive $745,943.00 in Supplemental and Concentration funding under the Local Control Funding Formula.

Their proportional percentage has been calculated at 7.91% and they have demonstrated they have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population as outlined in Section 3B.

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