



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.

LEA Name

Portola Valley School District

Contact Name and Title

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2017-2020 Plan Summary

The Story

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

The Portola Valley School District is a small suburban school district located in San Mateo County, serving 600 students in two schools; Ormondale Elementary (TK-3) and Corte Madera School (4-8). In June, 2018, the Portola Valley School District Board of Trustees adopted the Blueprint for Excellence as our strategic plan and guiding principles. Our Blueprint has three goals that align to the LCAP goals of Student Achievement, Climate and Creative Hands-On Learning. These goals are supported by our vision and mission.

Vision: The PVSD is a diverse community of learners motivated to share their insights, creativity and positive contributions with the world.

Mission: The PVSD nurtures each child's academic, physical, social and emotional growth by providing a comprehensive curriculum, high quality instruction, and personalized support in a collaborative environment that values diverse perspectives and promotes equity.

The PVSD "Way": *Collaboration, Integrity, Respect* are principles that all staff members foster in our students by demonstrating them in their daily dealings with each other, the students, parents and community.

The PVSD provides an excellent education for all students. Capitalizing upon our unique partnership among teachers, support staff, parents, and community, we create powerful learning opportunities that challenge all students to: meet the District's standards of excellence, become ethical leaders in school and community, and make positive contributions to a diverse and changing world. The State Priority areas below demonstrates the PVSD's service to students.

Priorities 1, 2, and 7: Conditions of Learning

The Portola Valley School District ensures teachers are appropriately credentialed for the subject areas and students they are teaching.

The Portola Valley School District provides access to standards aligned materials and curriculum for all students.

The Portola Valley School District maintains facilities in good repair.

Priority 4 and 8: Pupil Outcomes

The Portola Valley School District is implementing state-adopted standards to ensure all students have access to a rigorous academic program that prepares them for high school, college and career.

The Portola Valley School District identifies and supports English Learners with targeted supports to increase English proficiency and access to the state standards.

Priority 3, 5 and 6: Engagement

The Portola Valley School District seeks parent input for school site and district level programs.

The Portola Valley School District engages with families of English Learners (EL), socio-economically disadvantaged (SED), and special needs students.

The Portola Valley School District has a process in place for identifying and supporting Foster Youth. Upon identification we would support a student with a personalized plan that utilizes internal counseling and external community services.

For the purpose of this plan all goals are district-wide and include support for both campuses.

LCAP Highlights

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

Students in PVSD are afforded a challenging academic program that utilizes the latest research-based programs aligned to state standards. PVSD is committed to supporting student achievement, nurturing a positive school climate and culture, and building on students' creativity. The 2019-2020 LCAP is focused on building equity opportunities for all learners. Through PVSD's stakeholder process, priorities were developed around student achievement, climate, and creative hands-on learning to meet the needs of all students and decrease the achievement gap for the districts unduplicated pupils (English Learner, Socioeconomically Disadvantaged, and Special Education students).

Goal 1: Student Achievement

- Objectives were met in English-Language Arts Achievement for all students
- Objectives were met in Math Achievement for all students
- Objectives for Socioeconomically disadvantaged students were met in Math but not in English- Language Arts
- English Learner student objectives were met for students scoring at well-developed on the new state English language test (ELPAC)
- New reclassification guidelines for English Learners was developed but the number of students reclassified did not meet our objective
- New supplemental English Learner curriculum was piloted and implemented
- District administrators and teachers worked with Stanford University on ELD standards, design thinking, and best practices for English Learner students
- All teachers are highly qualified, given opportunities to collaborate, and receive ongoing professional development
- Students reading below grade level received daily small group instruction. Objectives for students reading below grade level

showing a years worth of growth were met.

- Summer School is offered to support student academic achievement in English Language Arts and Mathematics
- Facility master plan and deferred maintenance projects are being completed

Goal 2: School Climate

- Objectives were met in reduction of behavior referrals (175 to 90)
- Objective for Chronic Absenteeism was not met
- Objective for reduction in school suspensions was met
- Objective for reduction in suspension rate for Socioeconomically Disadvantaged students was met
- Emphasis on Positive Behavior Intervention System(PBIS) to improve school climate and culture through the use of Ormondale Honors and Panther Pride tickets
- Counselors at both school sites support social-emotional learning (SEL) in all grades; developing a scope and sequence which includes executive functioning skills
- School assemblies and parent education nights were focused on student health and wellness
- Communication between teachers and parents is a strength
- Communication practices across the district are being reviewed in consultation with Stanford's Graduate School of Business Alumni Consulting Team to analyze best practices
- Increased focus on cultural awareness activities with students in grades 4-8 participating in Global Read Aloud and students in TK-3 participating in Viajando En Espanol
- Equity training was provided to all staff members and will be continued next year

Goal 3: Creative Hands-on Learning

- Objectives were met in ELA and Math Achievement
- Objectives were met for MARS target
- Implemented a MakerFaire, Design challenge (Cardboard Challenge) and STEM Fair; 62% of students participated which was below the target objective
- Makerspace coach was provided at both school sites and utilized on a regular basis by teachers
- Continued focus on interest-based activities through Project Based Learning opportunities. Teachers implemented at least 2 units throughout the year
- Robotics and Makerspace club were offered twice a week at Corte Madera
- Developed a K-8 Digital Portfolio to showcase student projects
- Increase focus on Visual and Performing Arts with two performances per year at each school site
- General Obligation Bond was passed to modernize learning environments and support new STEAM learning environments

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

The Portola Valley School District has met Annual Measurable Objectives in most state priority areas and aligns these with local goals in three areas: Student Achievement, Climate, and Creative Hands-on Learning. Student achievement is supported by high student performance in English Language Arts and Math (Priority 4), effective implementation of State Standards (Priority 2), and teaching by highly qualified and credentialed teachers (Priority 1). PVSD has been focused on supporting teachers in all curricular areas in order to provide innovative learning experiences for all students. Emphasis has been placed on providing ongoing professional development by in-house leadership teams. There is strong alignment within the K-5 Literacy program, K-8 Math Curriculum, Physical Education, Visual and Performing Arts, and World Languages Programs. PVSD continues to provide push-in and pull-out English Language, reading and math support programs for English Learners and students reading below grade level. Progress is measured not only by state testing but also by local benchmark assessment in reading and math. School climate (Priority 6) continues to be a strength at both school sites through the investment in and continued use of a Positive Behavior Intervention System(PBIS) and collaboration with Stanford University on the Challenge Success program. Each school site has a robust Social Emotional Learning program led by school counselors focused on

mindfulness, inclusion, and celebrating diversity. Parent engagement (Priority 3) is high among many aspects of school and district involvement. Parents participate in leadership roles through the Parent Teacher Organization(PTO), the Portola Valley School Foundation, the District Leadership Team as well as many volunteer opportunities at both schools including classroom, lunchtime and recess volunteers and field trip drivers. This parent support helps all our student groups.

The district continues to develop student creativity by engaging learners in authentic learning experiences. Students of all subgroups perform better academically by increasing positive perceptions of school climate and opportunities to personalize learning based upon students interests and learning modalities. The Makerspace and Project Based Learning approaches allow students in all subgroups an opportunity for innovative, hands-on experiences that engage and personalize learning (Priority 5). Students also have access to a broad course of study (Priority 6) at both school sites. 100% of all students, including unduplicated student groups, in K-5 classrooms, were enrolled in ELA, Math, Science, Social Studies, Art, Health, PE, Music, and Foreign Language Classes. Students in grades 6-8 are enrolled in all core courses and are offered choice in classes through elective offerings in Computer Science, Visual and Performing Arts, and Foreign Language.

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

The district does have some needs in meeting Annual Measurable Objectives in some state priority areas: Chronic Absenteeism (Priority 5) and Suspension Rate (Priority 6). Chronic Absenteeism among all student groups increased last year by 2.5%. This also increased in many of our subgroups including students with disabilities(0.8%), Hispanic(1.3%), Two or More Races(6.8%), and White(1.4%) student groups. The district is taking steps to educate parents on the importance of attendance. The district is committed to working with parents to ensure that students attend school on a regular basis. Newsletters sent out by both the Superintendent and Principals have addressed this important topic and it will be included in all back to school presentations in the fall. Teachers, administrators, and counselors are also continuing to work with students on feeling connected and supported by adults at school by providing them access to a Flex period at our 4-8th-grade school.

Suspension rate also increased last year by 2.3% among all student groups. There were also increases in several subgroups including socioeconomically disadvantaged students(4.7%), students with disabilities(5.4%), and White students(2.7%). Our counselors at both school sites received additional coaching in Positive Behavioral Intervention Supports (PBIS) and trained the staff in using additional supports in the classroom. Both counselors in addition to the middle school assistant principal have received threat assessment training. Students and parents in 7th and 8th grade received anti-vaping health education focusing on prevention which has eliminated disciplinary actions based on the use of tobacco products. One policy change implemented this year was to eliminate the use of cell phones during the school day at Corte Madera. Teachers are also more vigilant in overseeing the use of students devices during classroom instruction. This has reduced the number of instances of cyberbullying, harassments, and/or threats to other students. The district is providing mentorships at Corte Madera for students to build relationships with coaches at the school to support academic achievement. We are also continuing to work with parents and students on building connections between PVSD and the Voluntary Transfer program students and parents. PVSD is also committed to working with special education students to create effective designated supports and accommodations to minimize anxiety and opportunities for negative behavior. This is not a habitual problem and typically our suspension rate is below 1%. The actions and services put in place help support all students and should decrease the suspension rate among all student groups.

There are also some academic needs among two subgroups in terms of performance in math. These include socioeconomically disadvantaged students and students with disabilities. The district is continuing to partner with teachers and paraprofessionals to provide additional support in the classroom or in small group math instruction tailored to specific areas of weakness for students who are performing below grade level. In addition, teachers are using computer adapted programs to reinforce skills. At Corte Madera, the classes at each grade level are held at the same time which allows for tailored personalized instruction when needed.

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

As identified in previous years LCAP's, performance gaps in academic performance for SED students and students with disabilities are still evident. Both student groups remain three levels below all student performance (orange level compared to blue) in math and two levels below all student performance (yellow level compared to blue) in English-Language Arts. PVSD is working to decrease this achievement gap. The Smart Bus program provides devices and access to online reading materials so Voluntary Transfer students can continue to access academic work and build a culture of learning while on the bus. They also have access to these devices at home to provide home to school continuity. We have partnered with a professor at Stanford to study how to best use the long periods of time that students spend on the bus to maximize learning time. Through the districts Reading Recovery program in K-1 and Leveled Literacy program in 2-3, we hope to minimize the number of students who come into the upper-grade levels below grade level in reading. PVSD does also provide reading intervention in grades 4-8 for those students that need it in addition to a Power Up elective which focuses on front-loading vocabulary specific to course content and academic skill building with IEP goals in mind. The district's K-6 ELA program focuses on differentiated supports and leveled reading through Reader's and Writer's workshop. This program will be implemented across all grades K-8 next year and a middle school scope and sequence aligned with K-5 has been created. In-house professional development and coaching opportunities and attendance at New York Teacher's College summer institutes help to refine teacher practices and strategies used in the classroom to meet the needs of all learners. Part of the state's Low Performing Student Block Grant will also be used to support sending one additional teacher to be trained in Reader's and Writer's workshop at the Teacher's College in New York each year for the next three years.

In addition, PVSD also implements math support for students in all grades. Students in grades 1-3 are provided with push-in or pull-out math intervention services. In grades 4-5, middle school math teachers push-in to support students and refine the practice of teachers. In middle school, teachers use a co-teaching model to deliver instruction allowing for fluid groupings in each unit. In addition, students in grades 6-8 take math at the same time to allow for flexibility in an individual's schedule should he or she need it. PVSD also supports ongoing professional development of all teachers to support personalized learning and effective implementation of instructional strategies. There was an increased focus on mathematical practice standards through the use of MAC/Mars tasks to help students better understand how to explain their thinking when doing multi-step problem solving.

As noted above, student suspension rate and chronic absenteeism is being addressed across all student groups by increased use of PBIS and SEL supports to engage students in the learning environment.

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.

This section is not applicable. Neither of our schools have been identified for CSI.

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.

This section is not applicable.

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.

This section is not applicable.

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

Goal 1: Students will perform at high levels of achievement in the core instructional program as indicated by the California School Dashboard. At-risk students will be identified and receive strategic intervention.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:
- Strategic Plan: 1, 2, 3

Annual Measurable Outcomes

Expected	Actual
<div><div>Metric/Indicator</div><div><ul style="list-style-type: none">Proficiency on meeting or exceeding standard in ELA and Math on CAASPP</div><div>18-19</div><div>80%</div><div>-80%</div><div>-50%</div><div>-40%</div></div>	<div>84% of students met or exceeded standard on CAASPP in ELA - Objective Met 85% of students met or exceeded standard on CAASPP in Math- Objective Met 44% of Socioeconomically Disadvantaged students met or exceeded standard on CAASPP in ELA - Objective Not Met 47% of Socioeconomically Disadvantaged students met or exceeded standard on CAASPP in Math - Objective Met</div> <div>Note: All CAASPP data representing 2017-2018 School Year</div>

Expected

Baseline

- 80% Proficient ELA
- 80% Proficient Math
- 50% of Socioeconomically Disadvantaged students meet or exceed standard in ELA
- 35% of Socioeconomically Disadvantaged students meet or exceed standard in Math

Metric/Indicator

-English Learners measurement will be measured via state testing via the CELDT and ELPAC (note: the performance is not reported in the California School Dashboard as the number of students is less than 30 in this subgroup)

18-19

- 65%
- 35%

Baseline

60% of English Learners make annual progress in learning English (note: the performance is not reported in the California School Dashboard as the number of students is less than 30 in this subgroup thus performance level is not indicated)

-35% of English Learners are reclassified as fluent English proficient

Metric/Indicator

-Reading Scores using running record protocols for K-5 and Scholastic Reading Inventory (SRI) will be used to for students below grade level

18-19

- 75%

Baseline

-66% of students below grade level in reading make at least one year's growth.

Metric/Indicator

-California School Dashboard local reflection tool

18-19

- Maintain **MET**

Baseline

-No baseline data available in 16-17

-Baseline data established in 17-18 at **MET** for all priorities:

Priority 1: Basics (Teachers, Instructional Materials, Facilities)

Priority 2: Implementation of Academic Standards

Actual

Due to a delay in score reporting of 2019 ELPAC results, the percentage of students making annual progress cannot be calculated. On the spring of 2018 ELPAC test, 67% of students scored at well developed.

32% of students were reclassified as Fluent English Proficient - **Objective Not Met**

Note: We expect to have 2019 ELPAC results by the end of June 2019.

85% of students reading below grade level showed a year's worth of growth - **Objective Met**

All local indicators were MET using the California School Dashboard Reflection Tool - **Objective Met**

Expected	Actual
Priority 3: Parent Engagement Priority 6: School Climate	
Metric/Indicator Williams Reports and Inventory 18-19 100% Baseline 100% of pupils have access to standards-aligned instructional materials	100% of pupils had access to standards-aligned instructional materials - Objective Met
Metric/Indicator Teacher assignments and Master Schedule 18-19 100% Baseline 100% of teachers are appropriately assigned and fully credentialed	100% of teachers were appropriately assigned and fully credentialed - Objective Met
Metric/Indicator Facilities Inspection Tool (FIT) 18-19 75% Baseline 100% of School facilities are maintained and in good repair	84% of school facilities are maintained and in good repair - Objective Met

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
BASE INSTRUCTIONAL PROGRAM FOR ALL STUDENTS 1.1 All students will receive high quality instruction by highly qualified and credentialed teachers, administrators, and	1.1 All students received high quality instruction by highly qualified and credentialed teachers, administrators, and support staff. 1.2 All teachers received	1.1, 1.8, 1.14, 1.19, 1.24 Credentialed Teachers and support staff 1000,3000 Certificated Salaries & Benefits Base \$4,877,636	1.1, 1.8, 1.14, 1.19, 1.24 Credentialed Teachers and support staff 1000,3000 Certificated Salaries & Benefits Base \$4,895,507

support staff.	professional development through Professional Development Days and Collaboration Time. The focus for PD was on equity for students, technology integration, Social Studies Framework and adoption, Digital Citizenship training, EL support, and use of data and assessments. Coaches continued to support teachers in implementation of Reader's and Writer's Workshop. Teachers attended conferences focused on Reader's/Writer's Workshop, Foreign Language, Technology, and PE.	1.1 Credentialed Teachers and support staff 1000,3000 Certificated Salaries & Benefits Local Foundation Grant \$782,311	1.1 Credentialed Teachers and support staff
1.2 All teachers will receive ongoing professional development/coaching (at least 3 times throughout the year) relevant to their content areas with focus in Readers/Writer's Workshop, Math curriculum support, Next Generation Science Standards, Differentiation, technology integration, and effective use of data and assessments. Next Generation Science standards will begin comprehensive curricular review at the K-6 levels.			1000,3000 Certificated Salaries & Benefits Local Foundation Grant \$387,106
1.3 All students will have access to district-adopted curricular resources that include print and online supplemental material in class and at home.	1.3 All students had access to district-adopted curricular resources that included print and online supplemental materials in class and at home. The District adopted a new Social Studies Curriculum, TCI, for grades K-8.	1.1 Credentialed Teachers and support staff 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$713,922	1.1 Credentialed Teachers and support staff 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$599,019
1.4 Teachers will participate in 5 collaboration events to work in departments and grade-level teams to align curriculum, assessments, review standard scope and sequence and discuss student work.	1.4 Teachers collaborated in more than 5 leadership team or grade level / department meetings to align curriculum, assessments, review scope and sequence, and discuss student work.	1.2 Professional Development for Teachers 5000-5999: Services And Other Operating Expenditures Base \$25,000	1.2 Professional Development for Teachers 5000-5999: Services And Other Operating Expenditures Base \$29,206
1.5 A 1:1 Chromebook take-home program will be continued for 5-8 grade students to provide increased access to online and digital-based curriculum. 1st-4th grade students will have access to 1:1 Chromebooks and/or iPads.	1.5 A 1:1 Chromebook take-home program was continued for grades 5-8 to provide increased access to online and digital based curriculum. 1st-3rd grade students had access to 1:1 Chromebooks or iPads in the classroom.	1.3 Supplemental Teaching materials 4000-4999: Books And Supplies Base \$380,000	1.3 Supplemental Teaching materials 4000-4999: Books And Supplies Base \$337,989
1.6 At least five times throughout the year teachers will utilize the	1.6 Teachers utilized the Illuminate data assessment system	1.4 Collaborative Days for Teachers 1000,3000 Certificated Salaries & Benefits Base \$25,000	1.4 Collaborative Days for Teachers 1000,3000 Certificated Salaries & Benefits Base \$25,000
		1.5 Chromebooks and Devices for students 4000-4999: Books And Supplies Base \$60,000	1.5 Chromebooks and Devices for students 4000-4999: Books And Supplies Base \$42,644
		1.6 Illuminate Assessment 4000-4999: Books And Supplies Base \$14,000	1.6 Illuminate Assessment 4000-4999: Books And Supplies Base \$19,264
		1.7 Literacy, Technology/Data and Science Meetings 1000,3000 Certificated Salaries & Benefits Base \$17,035	1.7 Literacy, Technology/Data and Science Meetings 1000,3000 Certificated Salaries & Benefits Base \$17,035

Illuminate assessment system to view student data and make informed decisions on instruction and support. Teachers will utilize the NY Reading Assessments in K-5, Scholastic Reading Inventory in 6-8 and Common Core aligned math benchmarks in K-8.

1.7 Literacy, Math, History, Technology/Data, and Science leadership teams will meet at least twice throughout the year to support increased success of these programs and develop common scope and sequences and provide enrichment programs.

1.8 Teachers will integrate at least two Project-Based Learning Units that incorporates technology and authentic real-world issues.

1.9 The district will partner with community members to bring-in experts in the field and content areas for guest presentations at least once during the year.

1.10 The district will provide Spanish instruction at least one-time a week for K-5 students.

1.11 School facilities are maintained and in good repair and will include a pilot of update core teacher technology tools. The district will also finalize its Facilities Master Plan to provide a plan to update learning environments

more than 5 times this year to enter data and create reports to drive instruction. Teachers continued to use the New York Teacher's College Reading Assessments (K-3), Literably Assessment (4-5), Scholastic Reading Inventory (6-8) and Common Core aligned math benchmarks assessments(K-8) at least 3 times this year.

1.7 Literacy, Math, History, Technology/Data, and Science leadership teams met at least twice each and up to five times throughout the year to review scope and sequences, discuss differentiation, subject matter topics so as to support the success of these programs.

1.8 Teachers continued to integrate Project-Based Learning Units that align with Common Core Standards and that incorporate technology and authentic real-world issues.

1.9 The District partnered with community members to bring in experts in content areas at least 3 times this year for presentations either in individual classrooms, grades, or in whole school assemblies.

1.10 The district provided Spanish instruction twice a week for K-3 and once a week for 4-5.

1.11 School facilities are repaired

1.10 Spanish 1000,3000
Certificated Salaries & Benefits
Local Foundation Grant \$146,677

1.11 Maintenance of Facilities
1000-5000 Salaries, Benefits &
Non-Personnel Costs Base
\$1,000,388

1.10 Spanish 1000,3000
Certificated Salaries & Benefits
Local Foundation Grant \$133,207

1.11 Maintenance of Facilities
1000-5000 Salaries, Benefits &
Non-Personnel Costs Base
\$1,035,994

relevant to modern and effective student achievement.

and in fair condition. A general obligation bond was passed to modernize learning environments.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
INCREASED or IMPROVED SERVICES for TARGET STUDENTS	1.12 Identified students attended a district-sponsored summer school program for four weeks that focused on reading and math support.	1.12 Summer School 1000,2000,3000 Certificated, Classified Salaries & Benefits Supplemental \$66,032	1.12 Summer School 1000,2000,3000 Certificated, Classified Salaries & Benefits Supplemental \$42,863
1.12 Identified students meeting district criteria will be asked to attend district-sponsored summer school programs that focus on reading and math support.	1.13 EL students were identified, appropriately grouped for instruction, and received both integrated and designated ELD on a daily basis.	1.13 ELD Intervention 1000,3000 Certificated Salaries & Benefits Supplemental \$62,043	1.13 ELD Intervention 1000,3000 Certificated Salaries & Benefits Supplemental \$141,566
1.13 EL students will be identified, appropriately grouped for instruction, and received both integrated and designated ELD on a daily basis.	1.14 Results of ELPAC assessments were used to group EL students appropriately for designated ELD instruction.	1.15 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$1,750	1.15 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$1,300
1.14 Results of state assessments will be used to group EL students appropriately for designated ELD instruction.	1.15 Professional Development was provided to all teachers at an in-service day. District administrators and select teachers continued to work with Stanford University on the ELD standards, design thinking and best practices for EL students. The District purchased the Rosetta Stone program to use as a supplementary support for newly designated EL students.	1.17 Mobile access and devices and transportation 4000-4999: Books And Supplies Supplemental \$97,000	1.16 All EL students were provided with materials, strategies, and groupings that support their learning of academics. 4000-4999: Books And Supplies Supplemental \$6,177
1.15 Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum.	1.16 All EL students were provided with materials, strategies, and groupings that support their learning of academics.	1.20 Literacy Intervention 1000,3000 Certificated Salaries & Benefits Supplemental \$248,997	1.17 Mobile access and devices and transportation 4000-4999: Books And Supplies Supplemental \$90,612
1.16 All EL students will be provided with materials, strategies and groupings that support their learning of the academics.	1.17 Voluntary Transfer students received Chromebooks to be used	1.21 Math Support 1000,3000 Certificated Salaries & Benefits Supplemental \$25,340	1.18 A supplementary ELD curriculum, Rosetta Stone, was researched and purchased. 4000-4999: Books And Supplies Title II \$2,872
1.17 East Palo Alto students will receive access to Chromebooks to be used during their travel to and			

<p>from school as well as at home. Internet will also be provide on the bus and students without Internet at home will be provided checkout LTE hotspots.</p> <p>1.18 ELD curriculum will be researched and developed.</p> <p>1.19 Individual Learning Profiles of all ELs will be provided to teachers identifying academic interests/concerns, home life experiences, and general interests to better serve each EL.</p> <p>1.20 Student reading below grade level will be identified and receive strategic intervention in Leveled Literacy Intervention for grade 3-8 and Reading Recovery in K-2.</p> <p>1.21 Math support will be provided to students in 1-5 (.17 FTE at Ormondale and .34 at Corte Madera) who are below grade level in math skills.</p> <p>1.22 Families will be advised during at least 2 parent events in East Palo Alto on effective strategies to support their students and ways to obtain low-cost instructional resources including digital devices and broadband Internet.</p> <p>1.23 Counselors and study skills teachers will collaborate to review scope and sequence for executive functioning skills.</p>	<p>during their travel to and from school and at home. They also had Internet provided on the bus.</p> <p>1.18 A supplementary ELD curriculum, Rosetta Stone, was researched and purchased.</p> <p>1.19 Individual Learning Profiles of all ELs were shared with all teachers identifying academic interests/concerns, home life experiences, and general interests.</p> <p>1.20 Students reading below grade level were identified and received Reading Recovery daily in grades K-1 and Leveled Literacy Intervention 2-4 times a week in grades 2-8.</p> <p>1.21 Math support was provided to students who are below grade level in grades 1-5.</p> <p>1.22 Parent events were held in East Palo Alto for VTP families, topics focused on student wellness, effective strategies to support students, and the use of Chromebooks at home.</p> <p>1.23 Counselors began developing a scope and sequence for social-emotional learning which includes executive functioning skills.</p> <p>1.24 Coaches at Corte Madera provided mentorship support to students by providing strategies in the classroom to support engagement in order to effectively</p>	<p>1.22 Family Events 5000-5999: Services And Other Operating Expenditures Supplemental \$5,330</p> <p>1.25 Books to support engagement 4000-4999: Books And Supplies Supplemental \$7,500</p> <p>1.16 EL Materials 4000-4999: Books And Supplies Supplemental \$4,660</p>	<p>1.20 Literacy Intervention 1000,3000 Certificated Salaries & Benefits Supplemental \$217,034</p> <p>1.20 Literacy Intervention 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$148,474</p> <p>1.21 Math Support 1000,3000 Certificated Salaries & Benefits Supplemental \$75,893</p> <p>1.22 Family Events 1000-5000 Salaries, Benefits & Non-Personnel Costs Local Foundation Grant \$6,000</p> <p>1.25 Books to support engagement 4000-4999: Books And Supplies Supplemental \$16,135</p>
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<p>1.24 A mentorship/tutoring program will be researched to support students from East Palo Alto in effective acquisition of content.</p> <p>1.25 Audiobooks, read-along books, and ebooks will be provided to students to support engagement in reading and increase reading fluency and comprehension.</p> <p>1.26 Identify and supporting Foster and Homeless Youth Upon identification we would support a student with a personalized plan that utilizes internal counseling and external community services.</p>	<p>acquire content.</p> <p>1.25 Students were able to access audiobooks, read-along books, and ebooks through the Sora App which can be accessed both at school and at home.</p> <p>1.26 There were no foster or homeless youth enrolled during this school year. There is a plan in place to support students if it is needed.</p>
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES</p> <p>1.27 Provide targeted, individualized, instruction by qualified, credentialed teachers in all grades.</p> <p>1.28 Assign specific supports, accommodations and modifications during the Individualized Education Plan (IEP) process that address voice and choice so as to support access to general education curriculum and demonstration of content learning.</p>	<p>1.27 All students received targeted, individualized instruction provided by qualified, credentialed teachers in all grades.</p> <p>1.28 General education teachers worked closely with special education staff to provide supports and accommodations that are identified in the IEP around student voice and choice.</p>	<p>1.27, 1.28, 1.29 Special Ed credentialed teachers 1000,3000 Certificated Salaries & Benefits Special Ed Resource 6500 \$743,147</p> <p>1.30 NPS or other local districts 5000-5999: Services And Other Operating Expenditures Special Ed Resource 6500 \$326,550</p>	<p>1.27, 1.28, 1.29 Special Ed credentialed teachers</p> <p>1000,3000 Certificated Salaries & Benefits Special Ed Resource 6500 \$468,485</p> <p>1.30 NPS or other local districts 5000-5999: Services And Other Operating Expenditures Special Ed Resource 6500 \$249,984</p>

1.29 Align academic goals and instruction with Common Core State Standards.

1.30 Provide instruction through other local districts and/or local non-public schools for special education students with unique needs that cannot be met by district services

1.29 All academic goals and instruction were aligned with Common Core State Standards. This was embedded as part of the IEP process.

1.30 Students whose needs cannot be met within PVSD were placed in neighboring school districts in appropriate programs to best meet their needs.

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.

Actions and services for this goal were implemented as planned. Leadership teams in all content areas continue to support the success of all academic programs and included the adoption of a new History-Social Studies in grades K-8 and Science curriculum in grades 6-8. Teachers continue to make informed decisions to support students with appropriate strategies in the classroom including integrating PBL units throughout the year. In addition, reading and math support services are provided. The effectiveness of our academic programs led to over 84% of students meeting or exceeding standards on the CAASPP in both ELA and Math. The Chromebook program continues to be rolled out providing 1:1 access to devices for all students in grades 1-8 to allow access to online curriculum and educational technology apps. Teachers received digital citizenship training so that the devices could be used responsibly in the classroom. Students in the VTP program used the devices at home and a parent education night was held to support parents with appropriate strategies to use with technology. A significant focus this year was on the English Learner program. All staff received professional development on strategies for working with English Learners. The district also continues to collaborate with Stanford University on using effective strategies with English Learners including additional training in design thinking. ELPAC results were used to guide small group instruction with over 67% of our students scoring as well developed. A new supplemental curriculum was purchased to support newcomers to the district. Guidelines for reclassifying students as Fluent English Proficient were aligned to state guidelines and this resulted in 32% of students being reclassified. This number did not meet our goal for this year but with the added focus on EL support this year, we hope to see this increase next year.

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

PVSD continues to focus on creating a culture of collaboration among teachers and students to provide a challenging academic program that allows students to thrive. PVSD is committed to supporting ALL students through personalized approaches that are relevant and authentic. Achievement gaps still exist among some of our student populations and these will continue to be a focus for our district: 44% of SED students were proficient in ELA and 47% in Math; 42% of EL students were proficient in ELA and 53% in math;

42% of SPED students were proficient in ELA and 35% in math. This is still lower than our overall student population of 84% of students meeting or exceeding in ELA and 85% of students meeting or exceeding in Math. All targeted student groups including EL, SED, and SPED showed positive gains in CAASPP results from the previous year. We continue to work on reducing this achievement gap by continuing to personalize instruction for students based on their interests, create a collaborative culture among our teachers, and provide small group math and reading instruction.

Individualized support for targeted students is being provided through small group reading instruction. The target for students meeting a one-year's worth of growth is 75%. This year 85% of our students reading below grade level showed one year's growth in reading. This is due to our strong reading intervention and support program focused on Reading Recovery in grades K-1 and Leveled Literacy for grades 2-8.

Facility improvements still need to be made at both campuses as only 84% of school facilities are maintained and in good repair according to the Facility Inspection Tool. The district is committed to making improvements in this area and has recently passed a \$49.5 million bond that will allow for structural improvements of current buildings as well as new construction on both campuses. As a result of the passage of the bond and looking closely at the results of our FIT report, the District hired a Director of Facilities to oversee daily maintenance, deferred maintenance projects and the bond construction work.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures for salaries are reclassified in Goals 2 & 3; also from the unfilled position of Director of Curriculum & Technology, replaced with Teachers on special assignment. Increased services for targeted student groups in goal 1.13. Psychologist salary & benefits accounted for from Goal 1.

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.

Since SED CAASPP proficiency scores did not meet the goal for ELA proficiency, metrics have been updated in Goal 1 for 19-20. New metrics will be 45% SED students will meet or exceed standards for ELA and Math. All other goals and metrics remain unchanged.

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

Goal 2: School climate Students will: a) Develop personal responsibility, self-awareness and individual voice.

b) Engage in learning experiences that promote perseverance, risk-taking and resiliency.

c) Contribute to a shared purpose within the classroom, school and larger community.

d) Respect other cultures and points of view.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic Plan: 2, 3, 4

Annual Measurable Outcomes

Expected

Metric/Indicator

-Number of Behavior Referrals

18-19

-Maintain or decrease

Actual

81 Behavior Referrals at Corte Madera and 9 Behavior Referrals at Ormondale - **Objective Met**

Expected

Baseline

- 175 behavior referrals

Metric/Indicator

-Midyear student climate survey (4-8 school only) *Question: I have an adult at school whom I can talk and will listen*

18-19

-66%

Baseline

-65% of students report that they have any adult at school whom they can talk to and will listen.

Metric/Indicator

-School site (local) Climate surveys

18-19

-Maintain or increase

Baseline

-80% of parents feel comfortable communicating with school district stakeholders

Metric/Indicator

-Attendance rates via local measures

18-19

-Maintain or increase

Baseline

-95% daily attendance rate

Metric/Indicator

-Enrollment rates via local measures

18-19

-0%

-0%

Actual

67% of students report that they have an adult at school whom they can talk to and will listen - **Objective Met**

90% of parents feel comfortable communicating with School District Stakeholders (Teachers, Administrators, District Office, and School Board Members) - **Objective Met**

95% Daily Attendance Rate - **Objective Met**

0% Middle School Dropout Rate - **Objective Met**

0% Expulsion Rate - **Objective Met**

4.0% Chronic Absenteeism Rate - **Objective Met**

* PVSD is a K-8 district so there are no HS dropout or graduation rates to report

Expected

-5%
-PVSD is a K-8 district so there are no HS dropout or graduation rates to report`

Baseline

-0% of middle school students dropout rate
-0% expulsion rate
-4% Chronic absenteeism
-PVSD is a K-8 district so there are no HS dropout or graduation rates to report`

Metric/Indicator

Suspension Rate
Suspension Rate via California School Dashboard for
Socioeconomically Disadvantaged students

18-19

-2%
-5%

Baseline

-1% Suspension rate
-5.5% Suspension rate for Socioeconomically Disadvantaged students

Metric/Indicator

Special Education Participation Rate in CAASPP

18-19

-95%

Baseline

-92.11%

Actual

1% Suspension Rate for all Students - **Objective Met**
3.92% Suspension Rate for Socioeconomically Disadvantaged Students -
Objective Met

98.89% Special Education participation rate - **Objective Met**

* Based on 2017-2018 CAASPP

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

<p>BASE INSTRUCTIONAL PROGRAM FOR ALL STUDENTS</p> <p>2.1 Review curriculum and provide direct instruction to facilitate Social Emotional Learning (SEL) in all grades at least monthly that includes suicide prevention strategies.</p> <p>2.2 Train staff leaders in Positive Behavior Intervention System (PBIS).</p> <p>2.3 Administer school climate surveys to stakeholders twice throughout the year.</p> <p>2.4 Conduct at least 4 assemblies focused on positive climate and/or acknowledging student success.</p> <p>2.5 Implement digital citizenship and wellness curriculum through Common Sense Media, DigitalTat2, and other s embedded into the content areas.</p> <p>2.6 Provide a school counselor at both school sites.</p> <p>2.7 Implement school wellness activities to focus on mind, body, ability awareness supported through Challenge success.</p> <p>2.8 Host at least 2 parents events focused on student health and wellness.</p> <p>2.9 All teachers will regularly update classroom websites with</p>	<p>2.1 Provided direct instruction to facilitate Social Emotional Learning(SEL) in all grades at least once a month that included suicide prevention strategies in middle school.</p> <p>2.2 Staff leaders were trained and implemented Positive Behavior Intervention System (PBIS). School counselors attended PBIS coaching training provided through Santa Clara County.</p> <p>2.3 School Climate surveys were administered to staff, parents and students at least once throughout the year.</p> <p>2.4 Each school site held 4 assemblies focused on positive climate and/or acknowledging student success.</p> <p>2.5 Implemented digital citizenship curriculum through Common Sense Media.</p> <p>2.6 Provided a school counselor at both school sites.</p> <p>2.7 Continued to work with Challenge Success to implement activities focused on mind and body. Conducted ability awareness activities.</p> <p>2.8 Hosted 2 parent events focused on student health and wellness.</p> <p>2.9 Teachers in grades TK-8</p>	<p>2.1. 2.21, 2.22 Review Curriculum 1000,3000 Certificated Salaries & Benefits Base \$232,010</p> <p>2.2 Train Staff Leaders 5000-5999: Services And Other Operating Expenditures Base \$8,793</p> <p>2.3 School Climate Surveys 5000-5999: Services And Other Operating Expenditures Base \$348</p> <p>2.4, 2.5 Parent Assemblies 5000-5999: Services And Other Operating Expenditures Local Foundation Grant \$9,500</p> <p>2.6 School Counselor 1000,3000 Certificated Salaries & Benefits Base \$245,345</p> <p>2.7, 2.8 School Wellness 5000-5999: Services And Other Operating Expenditures Other General Fund Restricted \$42,300</p> <p>2.10, 2.13 Community Outreach 4000-4999: Books And Supplies Base \$5,408</p> <p>2.18 Cultural awareness celebration 4000-4999: Books And Supplies Base \$2,000</p>	<p>2.1. 2.10. 2.21, 2.22 Admin salaries</p> <p>1000,3000 Certificated Salaries & Benefits Base \$383,975</p> <p>2.2 Train Staff Leaders 5000-5999: Services And Other Operating Expenditures Base \$15,931</p> <p>2.3 School Climate Surveys 4000-4999: Books And Supplies Base \$405</p> <p>2.4, 2.5 Parent Assemblies 5000-5999: Services And Other Operating Expenditures Local Foundation Grant \$0</p> <p>2.6 School Counselors 1000,3000 Certificated Salaries & Benefits Local Foundation Grant \$264,497</p> <p>2.7, 2.8 School Wellness</p> <p>1000,3000,5000 Certificated Salaries and Benefits & Services Other General Fund Restricted \$45,000</p> <p>2.10, 2.13 Community Outreach 1000-5000 Salaries, Benefits & Non-Personnel Costs Local Foundation Grant \$6,656</p> <p>2.18 Cultural awareness celebration 4000-4999: Books</p>
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<p>instructional information and assignment dates along with utilizing a Learning Management System (Google Classroom) for ongoing communication efforts with students and parents.</p> <p>2.10 All site administrators will communicate with parents and the community at least monthly.</p> <p>2.11 Teachers will communicate with parents through at least quarterly correspondence that includes curricular updates and present, past, and future activities.</p> <p>2.13 District office will communicate with the community and staff at least monthly.</p> <p>2.14 Teachers will implement service learning projects to support the school and larger community.</p> <p>2.15 Provide Spanish language program in K-5 at least weekly to support cultural literacy.</p> <p>2.16 Implement global competency curriculum that promotes respect and inclusion of other cultures including incorporating professional development for such programs.</p> <p>2.17 Parents will share and present on careers/jobs they currently partake in to support career development in the</p>	<p>regularly updated classroom websites with instructional information. Teachers in grades 6-8 used Google Classroom for ongoing communication including instructional information and assignment dates.</p> <p>2.10 All site administrators communicated with parents and the community at least once a month.</p> <p>2.11 Teachers communicated at least once a month with parents to include curriculum updates.</p> <p>2.13 The Superintendent communicated with parents and the community monthly. District is working with Stanford's Graduate School of Business Alumni Consulting Team to analyze best practices in communication and outreach.</p> <p>2.14 Teachers implemented service-learning projects supporting the school and larger community through classroom projects and electives.</p> <p>2.15 Spanish was provided once a week 4-5 and twice a week K-3.</p> <p>2.16 Teachers in 4-8 implemented Global Read Aloud to promote respect and inclusion of other cultures. Training was provided to all staff members around equity.</p> <p>2.17 Parents presented on career</p>	<p>2.9, 2.11, 2.14, 2.15, 2.16, 2.17, 2.19, 2.23, 2.24 Others \$0</p>	<p>And Supplies Local Foundation Grant \$1,600</p> <p>2.19 Facilities Plan was finalized and a new Director of Facilities was hired. 2000,3000 Classified Salaries & Benefits Base \$28,317</p>
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community.

2.18 Cultural awareness celebrations will be researched and implemented to gain increased awareness of multiple cultures/ethnicities

2.19 Facilities plan will be finalized to support environments that are conducive for improved school climate and wellness.

opportunities in classrooms and in the Science club.

2.18 Cultural awareness celebration (Viajando en Espanol) was implemented to gain increased awareness of multiple cultures/ethnicities.

2.19 Facilities plan was finalized and a new Director of Facilities was hired.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
INCREASED or IMPROVED SERVICES for TARGETED STUDENTS	2.20 Paraeducators continued to support students and build relationships with at-risk youth.	2.20, 2.21, 2.22 paraeducators 2000,3000 Classified Salaries & Benefits Local Foundation Grant \$130,847	2.20, 2.21, 2.22 paraeducators 2000,3000 Classified Salaries & Benefits Local Foundation Grant \$0
2.20 Provide paraeducators to build relationships with at-risk youth.	2.21 Reading intervention was provided for all students in grades K-8 in a small group or 1:1 setting by reading specialists and ELD teacher/case manager in order to support instruction and build relationships.	2.20, 2.21, 2.22 paraeducators 2000,3000 Classified Salaries & Benefits Supplemental \$103,127	2.20, 2.21, 2.22 paraeducators 2000,3000 Classified Salaries & Benefits Supplemental \$63,040
2.21 Reading intervention and ELD teachers will meet with students in small group settings (less than 5 students) to support instruction and to build relationships.	2.22 We held two parent meetings in East Palo Alto focused on student health and wellness and supporting students at home with appropriate strategies.		
2.22 Provide at least 1 parent meeting in East Palo Alto focused on supporting student health and wellness.	2.23 Implemented strategies to assist East Palo Alto students in assimilating to the PVSD community including Viajando en Espanol and EPA parent events.		
2.23 Research and revise strategies to assist East Palo Alto students in assimilating to the PVSD community.			

2.24 Teachers will utilize individual learning profiles with students to better understand their background, cultures, and interests.

2.24 EL teachers utilized individual learning profiles with students to better understand their background, cultures, and interests. These were updated throughout the year.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES 2.25. Provide services in the Least Restrictive Environment through Resource Specialist Program (RSP) push-in services and paraeducator support, as appropriate for individual student need. 2.26. Assign specific designated supports and accommodations during the Individualized Education Process (IEP) to decrease anxiety and increase engagement in school work and participation in testing, including support from counselor/engagement specialist. 2.27. Continue to facilitate maximum parent/guardian involvement in the IEP process.	2.25 Students are provided services in the Least Restrictive Environment through Resource Specialist program (RSP) push-in services and paraeducator support, as appropriate for individual student need. District continues to meet state target for LRE rate. 2.26 Designated supports and accommodations during the IEP process focused on decreasing anxiety and increasing engagement in school work and testing, including support from school counselor and engagement specialists. We anticipate meeting the participation rate for CAASPP testing for students with IEP's for the current year. 2.27 100% of parents/guardians were involved in the IEP process.	2.25, 2.26, 2.27 Special Education Services 1000,3000 Certificated Salaries & Benefits Special Ed Resource 6500 \$214,598 2.25 Special Education Paraeducators 2000,3000 Classified Salaries & Benefits Special Ed Resource 6500 \$528,076	2.25, 2.26, 2.27 Special Education Services 1000,3000 Certificated Salaries & Benefits Special Ed Resource 6500 \$365,972 2.25 Special Education Paraeducators 2000,3000 Classified Salaries & Benefits Special Ed Resource 6500 \$513,833

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.

Actions and services were implemented as planned for this goal as PVSD is committed to building a strong culture and climate among all stakeholders. Social Emotional learning continues to be a primary focus and is supported by counselors at both school sites. Parent engagement is a vital part of school climate. Communication between teachers and parents is high at Ormondale and Corte Madera. Data from the annual Parent Survey indicated that 72% of parents agreed or strongly agreed that they are aware of opportunities to provide feedback to the school. 66% of parents feel that they make a difference during their volunteer time. Google Classroom, teacher websites, and weekly newsletters are the primary methods of communicating instructional program activities to parents. We continue to work with Challenge Success and provide parent engagement activities to increase students' well-being and attitude towards school in order to minimize absenteeism and improve overall quality of life for PVSD students. During the 2018-19 school year, the district held two parent education nights with guest speakers to talk about reducing anxiety and helping with executive functioning skills. Increased efforts around cultural awareness were supported with all students in grades 4-8 participating in the Global Read Aloud. Cultural diversity was also celebrated at our annual Viajando en Espanol celebration for our TK-3 students. In grades K-5, students continue to attend Spanish language classes 1-2 days a week. Spanish is offered as an elective for our 6-8th grade students. In addition, all staff members received equity training in order to increase efforts around empathy and diversity awareness. This training will be continued in the 2019-2020 school year.

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

Positive Behavioral Interventions and Supports continue to be used throughout the district and are effective in reducing the number of behavioral referrals and suspensions. In 2018-19 the total number of referrals for both schools was 90. The number of suspensions has decreased to 5 for the 2018-19 school year. Panther Pride and Ormondale Honors tickets help promote the success of the PBIS program. Chronic Absenteeism continues to be a concern and increased efforts around the importance of attendance has been communicated to parents and students. Based on parent feedback from Voluntary Transfer Program parents more work needs to be done around cultural awareness and specifically in connecting students from East Palo Alto to the community so that they feel included in the school culture. At the TK-3 school, an annual Viajando en Espanol Day occurs. This day long cultural celebration brings out our largest group of parent volunteers including parents from East Palo Alto who lead activities with the children, share their cultures, celebrations, games and foods. During the 2017-18 school year, the climate survey results showed that stronger communication between the district and the school community must take place. There has been more active communication between the school sites, teachers, and parents through the use of Google Classroom, websites, and newsletters but a more organized communication plan would benefit all stakeholders. The district has partnered with Stanford's Graduate School of Business Alumni Consulting Team to analyze best practices in communication and outreach both with the school and larger community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenses reclassified from Goal 1 to Goal 2 & 3. Hired Director of Bond/Facilities (2.19), partially funded by the General Fund.

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.

We have changed the 2019-20 Suspension rate target from 1% to 2% to match the goal for 2018-19.

We have changed Goal 2.3 due to decrease in parent participation, the Climate Survey will only be given annually instead of twice a year at Corte Madera.

We have changed Goal 2.13 from "the District Office" to the Superintendent in order to be more specific.

We have changed Goal 2.20 from para educators to coaches/engagement specialists as they are better trained to build relationships with our at risk youth. This service will only be provided to Corte Madera School.

We have changed Goal 2.25 to specify that goals, services and supports are based on the IEP.

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

Goal 3: Students will be provided opportunities to engage in creative, hands-on and transformative learning experiences that focus on technology, innovation, design and student interests to promote depth of knowledge.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic Plan: 1, 2, 3

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator <ul style="list-style-type: none">CAASPP in ELA and Math 18-19 -Maintained or increase Baseline <ul style="list-style-type: none">80% meeting or exceeding standard in ELA on CAASPP80% meeting or exceeding standard in Math on CAASPP	84% of students met or exceeded standards in ELA on CAASPP - Objective Met 85% of students met or exceeded standards in Math on CAASPP - Objective Met * CAASPP data if from 2017-2018
Metric/Indicator	27.12 average score on MARS - Objective Met

Expected	Actual
<p>-MARS/MAC Assessments</p> <p>18-19 -Increase average scores from previous year on MARS to 25.7 (3% increase)</p> <p>Baseline -24.5 average score on MARS of students in grade 2-8</p>	
<p>Metric/Indicator - Participation in STEM/Science Fair and/or Maker Faire</p> <p>18-19 -70%</p> <p>Baseline -50% participation in STEM/Science Fair and/or Maker Faire</p>	<p>75% of students participated in STEM/Science Fair - Objective Met</p>
<p>Metric/Indicator --Midyear student climate survey (4-8 school only) <i>Question: I have an opportunity to explore my interests at school during class time, at lunch/recess, during elective/specialist time, and/or after school activities (school-sponsored).</i></p> <p>18-19 -Maintain or Increase at 80%</p> <p>Baseline</p> <ul style="list-style-type: none"> No baseline data reported on interest-based instructional programs. Baseline data will be established during 17-18 81% Agree or Disagree they have an opportunity to explore my interests at school during class time, at lunch/recess, during elective/specialist time, and/or after school activities (2017-18 baseline via End of the Year Climate Survey) 	<p>77% of students felt that they had at an opportunity to explore their interests during class time, at lunch/recess, during elective/specialist time, and/or after school activities. - Objective Not Met</p>

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

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>BASE INSTRUCTIONAL PROGRAM FOR ALL STUDENTS</p> <p>3.1 Provide a science/STEM specialist at K-3 and 4-5 grades.</p> <p>3.2 Provide a Makerspace/Design coach at 4-8 grades.</p> <p>3.3 Host a follow-up PD event for teachers focused on art, technology, and/or design within the content areas.</p> <p>3.4 Teachers will schedule time in the Makerspace with students at least twice during the year.</p> <p>3.5 Teachers will develop at least 2 Project-based Learning Unit throughout the year.</p> <p>3.6 Implement a pilot computer science program in middle school.</p> <p>3.7 Students will publish at 2 multimedia project in grades 3-8.</p> <p>3.8 Continue robotics club after school two days per week.</p> <p>3.9 Provide a Makerspace and Design club after school two days per week.</p> <p>3.10 Host at least one design challenge throughout the year.</p> <p>3.11 Implement a Makers/Design Faire</p>	<p>3.1 Provided a Science/STEM specialists at K-3 and 4-5.</p> <p>3.2 Provided a Makerspace coach at Corte Madera for grades 4-8 and expanded this opportunity to students at Ormondale in grades K-3.</p> <p>3.3 Hosted a Professional Development day focused on integrating technology and design into the content areas.</p> <p>3.4 Teachers at K-5 scheduled time in the Makerspace at least 6 times throughout the year. At least 6 middle school teachers scheduled more than 4 days in the Makerspace. Two middle school electives took place in the Makerspace.</p> <p>3.5 Teachers implemented at least 2 Project-Based Learning Units throughout the year.</p> <p>3.6 Elective courses focused on computer science were offered in grades 6-8.</p>	<p>3.1, Science / STEM specialist 1000-4000 Salaries, Benefits, Books & Supplies Base \$207,817</p> <p>3.2 Makerspace/Design Coach 1000,3000 Certificated Salaries & Benefits Base \$62,714</p> <p>3.3 Technology Event 5000-5999: Services And Other Operating Expenditures Base \$500</p> <p>3.6 Project Lead the Way 5000-5999: Services And Other Operating Expenditures Base \$1,500</p> <p>3.7 Multimedia Project 5000-5999: Services And Other Operating Expenditures Other General Fund Restricted \$1,747</p> <p>3.8 Robotics Club 5000-5999: Services And Other Operating Expenditures Base \$2,775</p> <p>3.13 Science/STEM equipment 4000-4999: Books And Supplies Other \$11,756</p> <p>3.16 Interest Based Activities 1000,3000 Certificated Salaries & Benefits Base \$512,050</p>	<p>3.1, Science / STEM specialist 1000,3000 Certificated Salaries & Benefits Base \$51,740</p> <p>3.1, Science / STEM specialist 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$153,804</p> <p>3.2 Makerspace/Design Coach 2000,3000 Classified Salaries & Benefits Base \$73,573</p> <p>3.3 Technology Event 5000-5999: Services And Other Operating Expenditures Base \$0; moved to Goal 1</p> <p>3.6 Project Lead the Way 5000-5999: Services And Other Operating Expenditures Base \$750</p> <p>3.7 Multimedia Project 4000-4999: Books And Supplies Base \$1,747</p> <p>3.8 Robotics Club 1000-5000 Salaries, Benefits & Non-Personnel Costs Local Foundation Grant \$5,351</p> <p>3.13 Science/STEM equipment, 3.14 Visual & Performing Arts Supplies 4000-4999: Books And Supplies Local Foundation Grant \$37,309</p>

3.12 Provide quarterly professional development opportunities during staff meetings on design, educational technology, and/more STEM.	3.7 Students published at least 2 multi-media projects in grades 3-8.	3.4, 3.5, 3.9, 3.10, 3.11, 3.12, 3.14, 3.15, 3.17, 3.18, 3.19, 3.21 Others \$0	3.16 Interest Based Activities 1000,3000 Certificated Salaries & Benefits Local Foundation Grant \$314,886
3.13 Inventory and purchase new science/STEM equipment and curriculum resources.	3.8 Robotics club was offered twice a week for students in grades 6-8.		3.16 Interest Based Activities 1000,3000 Certificated Salaries & Benefits Parcel Taxes \$153,804
3.14 Provide visual and/or performing art program to all students.	3.9 Makerspace club was offered twice a week for students in grades 4-8.		3.4, 3.5, 3.9, 3.10, 3.11, 3.12, 3.14, 3.15, 3.17, 3.18, 3.19, 3.21 Others \$0
3.15 Host visual and performing art showcases.	3.10 Hosted one design challenge - Cardboard Challenge at both school sites.		
3.16 Provide interest-based activities and choice that support students including music, language, sports, computers, and drama.	3.11 Implemented a Makers/Design Faire at Corte Madera.		
3.17 Pilot an optional and exploratory passion-project program at a few grade levels.	3.12 Provided professional development on educational technology during staff meetings and PD days.		
3.18 Students will begin developing longitudinal digital portfolios showcasing projects and passions for an authentic audience.	3.13 Purchased new Science/STEM equipment and		
3.19 Facilities Master Plan will be finalized to include areas that support STEM, Arts, and student interests.			

curriculum resources in grades 6-8.

3.14 Visual and Performing arts program was offered K-8 to all students.

3.15 At least 2 performing arts showcases were held at each school site.

3.16 Provided interest-based activities and choice through PBL projects at K-5 and elective choices in grades 6-8.

3.17 The Makerspace coach and ELA teachers collaborated with MIT to create passion-projects based on Common Core Standards in ELA.

3.18 Digital Portfolios were rolled out K-8 to allow students to showcase projects and passions for an authentic audience and reflect upon their learning experience.

3.19 Facilities Master Plan was finalized and Bond funding has been secured to support STEM and the Arts.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>INCREASED or IMPROVED SERVICES for TARGET STUDENTS</p> <p>3.20 Provide relevant accommodations for students to be able to partake in all activities successfully.</p> <p>3.21 Create opportunities for small group pull out in the Makerspace.</p> <p>3.22 Provide creativity kits that scaffold the creative process.</p> <p>3.23 Create options of after school enrichment for EPA students.</p> <p>3.24 The district will partner with after school programs and opportunities in EPA for students to engage with in their neighborhoods.</p>	<p>3.20 Accommodations were provided to students to be able to partake in all activities successfully.</p> <p>3.21 Students had multiple opportunities for time in the Makerspace with the Makerspace coach and teacher. We were unable to offer small group pull out due to not having a credentialed teacher in the Makerspace.</p> <p>3.22 Creativity kits (LittleBits and SAM lab kits) were used to scaffold the creativity process.</p> <p>3.23 Kindergarten students participated in lunch bunch after school activities during the fall semester. Transportation limitations impacted the ability for most EPA students to participate fully in after school enrichment.</p> <p>3.24 The district has been unable to find consistent programs and opportunities in EPA due to scheduling conflicts.</p>	<p>3.20, 3.21, 3.22, 3.23, 3.24 Creativity Kits 5000-5999: Services And Other Operating Expenditures Base \$6,000</p>	<p>3.20, 3.21, 3.22, 3.23, 3.24 Creativity Kits 5000-5999: Services And Other Operating Expenditures Local Donations \$27,805</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES 3.25 Provide minimum of 2 collaboration sessions a year for special education staff and makerspace coach to plan hands-on curriculum that supports content learning based on student interest. 3.26 Provide appropriate tools, including creativity kits, at students' individual skill levels to scaffold the creativity process.	3.25 Makerspace coach collaborated with all teachers to plan hands-on curriculum based on student interest. Students with moderate/severe disabilities who previously required this increased level of modification have graduated. 3.26 Makerspace coach provided appropriate scaffolding of the creativity process within the Makerspace including using creativity kits.	3.24 Collaboration Sessions 1000,3000 Certificated Salaries & Benefits Special Ed Resource 6500 \$4,000 3.25 Special Ed Creativity Process 4000-4999: Books And Supplies Special Ed Resource 6500 \$5,000	3.24 Collaboration Sessions 1000,3000 Certificated Salaries & Benefits Special Ed Resource 6500 \$0 3.25 Special Ed Creativity Process 4000-4999: Books And Supplies Local Donations \$425

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.

Actions and services for this goal were implemented as planned. The Makerspace at both sites continued to be used on a consistent basis by teachers across all grade levels. Staff at all grade levels worked closely with the STEM / Makerspace coaches to develop opportunities for engaging, passion-based creative projects. This included using creativity kits like Piper, Little Bits, Ozobots, and SAM lab kits to design challenges for students. At the middle school level, there was a collaboration between CMS and MIT to integrate ELA standards into Makerspace passion projects that included student voice and choice. The lunchtime activities in the Makerspace were also well received at both campus sites, especially for students with diverse learning styles. The Makerspace coaches played a key role in building relationships with all students and provided a social area for students to get together and work on projects. This included unduplicated and special education pupils who had an opportunity to stay connected to their school environment by building projects at their level. Many of these students also choose to participate in the cardboard challenge and PVSD's Maker Faire, which allowed students an opportunity to showcase their work. The spaces at both sites lend themselves to personalized learning opportunities for all students.

Robotics was another area of continued growth for our middle school students. The Robotics club was expanded to two days a week. Robotics, STEM and coding were also offered as elective classes in middle school.

Visual and performing arts programs continued to be an important focus for the district. All students take Music at least twice a week in grades K-5. In grades 6-8, there are many different elective offerings including Panache, Band, Drama, and Mosaics. There are also two musical performances at each school site each year in addition to a musical theater production.

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

100% of students in grades K-6 were enrolled in a Visual and Performing Arts and 91% of students in 7th and 8th grade. PVSD continues to support access to VAPA classes for all students. The growth of the Makerspace and expertise from our K-8 science program demonstrates PVSD's commitment to deeper learning through STEM programs. The community also passed a bond that will create new STEM areas at both school sites. 356 students or 62% of total PVSD enrollment participated in the Science Fair. In addition, we had 80 students participate in the Cardboard Challenge and/or Maker Faire. This takes our total % of students participating to 75%. These are two programs that continue to build creativity in our students.

There were at least two Project Based Learning(PBL) projects integrated throughout the year in all grades K-5 to increase student collaboration and focus on 21st-century learning skills that engaged all learners in an authentic project. 77% of students in grades 4-8 felt that they had an opportunity to explore their interests during school which is just below our goal of 80% so we will be continuing to work on creating personalized learning opportunities for students. Teachers were also provided support for implementing PBL through staff development training on technology project apps and had collaboration time with their grade levels to plan for the projects. This focus on PBL can be correlated to our successful results in meeting targets on CAASPP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and estimated actual expenditures.

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 metric for calculating participation in STEM/Science Fair and MakerFaire are two different numbers. Therefore we are going to revise this metric to reflect participation only in STEM/Science Fair to 65% of all district students. We are also going to expand our Makerspace coach to grades K-8 so will be revising goal 3.2 to reflect this change. With the success of the passion projects this year, we will revise goal 3.17 to continue to support passion-projects in grades 3, 5, and 8. We are going to revise goal 3.21 to reflect collaboration between classroom teacher and Makerspace coach in order to support student's interests and passions. We reached out to community organizations in East Palo Alto but we were unable to find any programs that could meet the needs of our students. Many of our students already go to the Boy's and Girl's Club. We are going to eliminate goal 3.24 and focus our efforts on what we can do within the district to provide enrichment for our VTP students.

Stakeholder Engagement

LCAP Year: 2019-20

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?

The district consulted with a variety of stakeholder groups to help with the annual review and analysis of the LCAP. These stakeholder groups included teachers, Voluntary Transfer parents, and the district leadership team. There were several meetings held to solicit feedback on each of the three goal areas.

District Leadership Team Meetings (1/16 and 5/7)

All members were invited via principal emails and superintendent invitations based upon roles in district-level organizations. Members include: Parents, PTO leaders, Certificated Union Leaders, Classified Union Leader, District Foundation Leaders, Teachers, Administrators and Board Members.

Goal 1: Student Achievement

Strengths and Successes

- Focus on EL curriculum is a plus
- Focus on Executive functioning skills for students
- BTSA support for new teachers
- Equity training for all teachers

Challenges and Concerns

- Time to create scope and sequences across all disciplines
- Challenge our English Learner students
- Turnover in staff
- Communication regarding new staff prior to summer break
- Coaching support in areas other than ELA
- Continue to work on personalized learning for students especially as enrichment

Hopes and Dreams

- Collective vs. Individual PD
- Support PBL implementation
- Align Technology Plan with Facilities Plan
- Scope and Sequence for Makerspace, STEM, and Technology

Goal 2: School Climate

Strengths and Successes

- Maintain counselors at both school sites
- Health Education curriculum (Drug and Sex Education) is timely
- Effort and attention to empathy and diversity has increased significantly
- Increase in counselors at both school sites has been a plus
- Climate as a whole is good and healthy
- Less stress due to work with Challenge Success
- FLEX

Challenges and Concerns

- Format of the career fair
- FLEX lessons not evenly implemented at CMS - Can we embed in SEL regular curriculum
- PBIS ticket system is inconsistent
- Paraeducator support has decreased
- Is Stanford ACT project focused on all district communication?
- Improve communication - website, newsletter
- Shorten duration of surveys - don't leave open too long

Hopes and Dreams

- SEL - Profile of a learner
- Communication - Key messaging goals not just frequency of timing
- CMS staff does not communicate curricular updates
- Work on more activities to assimilate EPA students to local community
- Parent Education event about kids not wanting to come to school
- Late start pilot is good - how do we still include FLEX

Goal 3: Creative Hands-on Learning

Strengths and Successes

- Digital Portfolios K-8
- Increased opportunities for music
- CMS students help with Ormondale musical
- 2nd Grade garden curriculum is great
- Cardboard Challenge/ Piper Kits - lots of design thinking
- PBL's are key

Challenges and Concerns

- Not all subject areas use the Makerspace
- More STEM time for younger children
- Outside play structure at CMS has limited availability
- More visibility and communication around art/ performances
- Teachers need to be more comfortable delivering STEM curriculum
- Lunch time is Maker Space not science based
- Inconsistency with teachers sharing curriculum updates on their websites

Hopes and Dreams

- Science Fair - approach related to passion/curiosity
- Review VAPA scope and sequence
- Art teacher at Ormondale
- How will we use new spaces for STEM/Maker?

Voluntary Transfer Program Parent Night (3/12/19)

English Learner Parent LCAP advisory is not required as the district does not have sufficient numbers of English learners. We do hold two parent informational nights in East Palo Alto to review the LCAP and receive feedback from our Voluntary Transfer (Tinsley) Parents.

Goal 1: Student Achievement

Strengths and Successes

- Access to Chromebooks and Internet on bus is a wonderful tool if used appropriately

- Reading intervention support is an amazing program
- Math support is greatly appreciated and has helped children catch up and succeed
- Support and instruction for English Learners

Challenges and Concerns

- ½ day summer school provides transportation challenges for parents
- More parent training on Chromebook
- Take-home reading books needs to be checked for leveling

Hopes and Dreams

- Hold more Voluntary Transfer parent meetings to form community for support
- After-school program with enrichment options
- Additional Support with Writer's Workshop

Goal 2: School Climate

Strengths and Successes

- Counselor always available when needed
- Teachers update websites and Google Classroom regularly
- Communication is consistent between teachers and parents.
- Please keep cultural awareness celebrations
- Paras help students who struggle in the classroom

Challenges and Concerns

- More bullying prevention
- Parents who don't know how to use email
- Transition was difficult into affluent community
- VTP kids are treated differently by students and sometimes by teachers

Hopes and Dreams

- Add more wellness activities
- Activities that VTP kids can participate in afterschool
- Strengthen relationship between teachers and students

Goal 3: Creative Hands-on Learning

Strengths and Successes

- STEM Lab / Makerspace are great for adding creativity - kids love to go
- Interest in science has grown due to Makerspace

Challenges and Concerns

- Not all students get equal time in Makerspace
- Add more Makerspace at lower grades
- Kids don't have access to Robotics and Makerspace clubs

Hopes and Dreams

- More computer science classes prior to high school
- Enrichment opportunities for EPA students

Teacher Feedback (3/20/19 and 3/27/19)

Teachers provided feedback on LCAP actions and services in the three goal areas during two staff meetings at their respective school site.

Goal 1: Student Achievement

Strengths and Successes

- Highly Qualified Teachers

- Leadership Teams - common understanding of goals
- Illuminate for data input and parent letters
- Survey for professional development has helped to align to teacher needs
- PBL builds student engagement
- Summer school prevents summer slide
- Chromebooks for EPA students
- Intervention specialist
- VTP Parent nights(9/18 and 3/12) - bridge the gap between two communities
- Collaboration among teams
- Data driving instruction in small group support
- District funded PD for multiple subjects
- Students have access to great curriculum
- Access to Chromebooks for all students
- ELD training on Rosetta Stone(2/14) and ELD standards Training (3/11)
- Executive functioning class a positive (middle school)

Challenges and Concerns

- Harder to find and retain new teachers
- Math support times are not always convenient
- Less Para time makes it harder to personalize the curriculum
- Data Input takes time
- Inconsistent attendance for summer school
- Use local assessments not state assessments to group students
- Support for all technology - iPads, Chromebooks
- Professional Development - tailored for specific subjects
- Lack of applicable PD for all teachers
- More PD in math
- Structural and cleanliness issues across the district
- VTP - Long bus ride
- Training for math support teachers
- More collaboration - especially with grade level not just department at 6-8
- Grade level meetings to collaborate on strategies for English Learners
- More professional development on ELD standards
- Need more access to audiobooks
- More presentations by local experts
- Open up the Stanford program to more teachers
- Monitoring of Internet Usage
- Time for instruction in core subject areas in grades 4 and 5 - lengthen periods
- Math Support - some students still need support with basic skills and facts
- More Reading support for middle school students
- Too many projects at 6-8 - How could we collaborate better?
- Update technology - Interactive Whiteboards
- Many structural and maintenance issues/sometimes takes months to solve minor maintenance issues

Hopes and Dreams

- Have students share during VTP parent nights
- Develop a strong substitute pool
- All teachers given an opportunity to attend NYTC
- Math refresh supplies - new manipulatives
- Continued funding for specialists and pull-out interventions
- Opportunity to attend county curriculum meetings
- Keep technology up to date

Goal 2: School Climate

Strengths and Successes

- Counselor pushing in to do SEL is a success
- Several trainings about PBIS
- Administer surveys regularly
- School wide assemblies address students success
- Ongoing digital citizenship in classrooms
- Continued focus on students wellness
- Parent events have significant attendance
- Teachers regularly update websites
- Regular communication between teachers and parents
- Staff and community receive district updates
- Service learning is an important goal
- Spanish instruction is provided
- Curriculum lends itself to diversity conversations and cultural contributions
- Parents are invited in to share their talents
- Reading intervention and ELD staff provide excellent small group experiences
- Flexible schedule for counseling
- Friendship groups are positive
- Work with Mindful Martin to include more wellness activities has been positive
- Monday Morning assemblies at Ormondale increase school climate
- Great PD on March 11 focusing on equity and respect for other cultures
- Breakfast club for VTP students

Challenges and Concerns

- Math intervention program
- Staff discussion of survey results
- Assemblies are varied in quality - don't always focus on positive climate
- Parents need to monitor and reinforce good digital citizenship habits at home
- Google Classroom is more important for assignments and announcements than teacher websites
- Parents do not always read communication
- Increase Spanish instruction in grades 4 and 5 to twice a week
- More assemblies at CMS focusing on students successes
- No follow through with digital citizenship at home
- Cultural awareness celebration is not happening at CMS
- Finding subs to allow for training of professional development

- Not enough para support for the classrooms
- Harder for Middle School Teachers to keep parents informed when teaching multiple classes and grade levels
- More training on digital citizenship
- Students do not take the SEL lessons seriously at CMS

Hopes and Dreams

- Facilities plan should include teacher input
- Parent Career Day
- Cultural awareness - focus on other cultures not just Spanish
- Training by a PBIS trainer
- Different types of mindfulness training - not just power breaths
- More training on digital citizenship
- More reading support at middle school
- Students Council should use student survey results to bring positive changes
- Focus on updated and safe classrooms and not just a new science wing
- Too many communication methods - need to streamline this for parents and teachers. Google Classroom, gradebook and SIS are all different.

Goal 3: Creative Hands-on Learning

Strengths and Successes

- Makerspace Coaches
- PD training on Illuminate, Seesaw, Adobe Spark, Fligrid, Edpuzzle
- Many PBL's throughout the grades
- Bulletin boards display student work throughout school
- 1:1 Chromebooks in 2nd grade
- 100% participation in Science Fair at Ormondale
- Winter Concert and Spring Musical showcase students talents
- Spring Art Walk
- Student passion projects
- Integration of SEL and Makerspace
- Lunch Time STEM and Makerspace
- Ropes (Rites of Passage Experience)

Challenges and Concerns

- More time for planning for new units
- More organized STEM space at Ormondale
- Transportation home for VTP students who stay for afterschool activities
- Integrate Science - often taught in isolation
- Compensate teachers for time spent outside the school day
- How do we increase participation in Robotics Club?
- Scheduling - combine grade levels
- No small group pull out for Makerspace due to no teacher only coach

Hopes and Dreams

- Keep Sarrie at Ormondale for Makerspace
- Library display cases for art
- Small group pull-out in Makerspace
- More PD on technology and subject integration

- Makerspace club at Ormondale
- Art teacher at Ormondale
- Training on multimedia tools
- Advanced VAPA opportunities for 8th graders

Date of LCAP Public Hearing:
June 5, 2019

LCAP Board Approval Date:
June 26, 2019

Impact on LCAP and Annual Update

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

All elements from the stakeholder engagement sessions were focused on PVSD's three current LCAP goals. Each goal is aligned to our current strategic plan and PVSD's Blueprint for Excellence. The three goal areas will remain the same from 2018-2020 but feedback provided through stakeholder engagement does help to refine the specific action items. Feedback is provided on each goal in the areas of : Strengths and Successes, Challenges and Concerns, and Hopes and Dreams.

Feedback provided from the 2018-2019 LCAP goals will help to continue our focus in 2019-2020 on the following areas:

Student Achievement

- Increased differentiated support for Reading and Math
- Continue to work on personalized learning for students especially as enrichment
- More individualized professional development opportunities for teachers
- Emphasis on effective use of Chromebooks for VTP students
- Redesign summer school to increase participation

Climate

- Continue equity and diversity training for all staff
- Increase opportunities for unduplicated students to access after school programs
- Emphasis on effective communication practices

Creative Hands-on Learning

- Continued use of Maker Space to explore passion and curiosity
- Increase the amount of STEM challenge activities
- Improve facilities to support modern day learning and ensure limited interference with student learning

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 1

Goal 1: Students will perform at high levels of achievement in the core instructional program as indicated by the California School Dashboard. At-risk students will be identified and receive strategic intervention.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic Plan: 1, 2, 3

Identified Need:

Need: To improve student achievement in the core instructional program as referred to in State Priority Area 1, 2 and 4. Students will achieve at high levels in all content areas which requires teachers to have access to ongoing professional development and instructional materials. Unduplicated Pupils require intervention support and diverse strategies to build foundational skills and become successful in PVSD. Although, students as a whole are performing well on CAASPP in grades 3-8 (over 80% meeting or exceeding standard). The need focuses on supporting our Unduplicated Pupils and increasing success overall for all students.

To ensure student equity and success in the core instructional program, PVSD will provide highly qualified teachers and comprehensive implementation of common core state standards. PVSD will provide more effective instruction for all students to ensure State Priority 2, 3, 7 and 8 are met. Using local measures and self-reflection tools, the district will regularly evaluate these priorities.

Data that drives the Need:

-Teacher retention (93% retention from 2017-2018 into 2018-2019))

-New standards and need for standardized curricular implementation plans

Unduplicated Pupils - Data that drives the Needs:

-High targets relating to making at least one years growth in reading if reading below grade level (Currently as of May 13th, 2019 85% of students below grade level in reading have made one year's growth)

-English Learners making annual progress toward learning English. In 2018, 67% of English Learners scored as well developed on the ELPAC.

-Students in grades 3-8 increasing academic achievement as measured by the CAASPP ELA and Math as in 2018, 44% of students met or exceed standard in ELA and 47% in Math

PVSD requires authentic learning experiences. By engaging the occupational expertise of our parental community, PVSD will actively engage field experts and volunteers to support academic achievement focusing on State Priority Area 3.

Please review Annual Update section to review actual metrics and target met/not met.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> Proficiency on meeting or exceeding standard in ELA and Math on CAASPP 	-80% Proficient ELA -80% Proficient Math -50% of Socioeconomically Disadvantaged students meet or exceed standard in ELA -35% of Socioeconomically Disadvantaged students meet or exceed standard in Math	-80% -80% -60% -40%	80% -80% -50% -40%	-80% of all students meet or exceed standards in ELA -80% of all students meet or exceed standards in Math -45% of Socioeconomically Disadvantaged students meet or exceed standards in ELA -45% of Socioeconomically Disadvantaged students meet or exceed standards in Math
-English Learners measurement will be measured via state testing via the CELDT and ELPAC (note: the performance is not	60% of English Learners make annual progress in learning English (note: the performance is not reported in the California School Dashboard as	<ul style="list-style-type: none"> 65% 35% 	-65%	-65% of English Learners make annual progress in learning English -35% of English Learners are reclassified

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
reported in the California School Dashboard as the number of students is less than 30 in this subgroup)	the number of students is less than 30 in this subgroup thus performance level is not indicated) -35% of English Learners are reclassified as fluent English proficient		-35%	as Fluent English Proficient
-Reading Scores using running record protocols for K-5 and Scholastic Reading Inventory (SRI) will be used to for students below grade level	-66% of students below grade level in reading make at least one year's growth.	-75%	-75%	-75% of students below grade level in reading make at least one year's growth.
-California School Dashboard local reflection tool	-No baseline data available in 16-17 -Baseline data established in 17-18 at MET for all priorities: Priority 1: Basics (Teachers, Instructional Materials, Facilities) Priority 2: Implementation of Academic Standards Priority 3: Parent Engagement Priority 6: School Climate	Identify baseline targets	-Maintain MET	-Maintain MET for local priorities 1,2,3,6 and 7
Williams Reports and Inventory	100% of pupils have access to standards-aligned instructional materials	100%	100%	100% of pupils have access to standards-aligned instructional materials
Teacher assignments and Master Schedule	100% of teachers are appropriately assigned and fully credentialed	100%	100%	100% of teachers are appropriately assigned and credentialed

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities Inspection Tool (FIT)	100% of School facilities are maintained and in good repair	100%	75%	90% of school facilities are maintained and in good repair

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

BASE INSTRUCTIONAL PROGRAM FOR ALL STUDENTS

2018-19 Actions/Services

BASE INSTRUCTIONAL PROGRAM FOR ALL STUDENTS

1.1 All students will receive high quality instruction by highly qualified and credentialed teachers, administrators, and support staff.

2019-20 Actions/Services

BASE INSTRUCTIONAL PROGRAM FOR ALL STUDENTS

1.1 All students will receive high quality instruction by highly qualified and credentialed teachers, administrators, and

1.1 All students will receive high quality instruction by highly qualified and credentialed teachers.

1.2 All teachers will receive ongoing professional development/coaching (at least 3 times throughout the year) relevant to their content areas with focus in Readers/Writer's Workshop, Math curriculum support, Next Generation Science Standards, Differentiation, technology integration, and effective use of data and assessments. Next Generation Science standards will begin comprehensive implementation at the K-6 levels.

1.3 All students will have access to district-adopted curricular resources that include print and online supplemental material in class and at home.

1.4 Teachers will participate in 5 collaboration days to work in departments and grade-level teams to align curriculum, assessments, review standard scope and sequence and discuss student work.

1.2 All teachers will receive ongoing professional development/coaching (at least 3 times throughout the year) relevant to their content areas with focus in Readers/Writer's Workshop, Math curriculum support, Next Generation Science Standards, Differentiation, technology integration, and effective use of data and assessments. Next Generation Science standards will begin comprehensive curricular review at the K-6 levels.

1.3 All students will have access to district-adopted curricular resources that include print and online supplemental material in class and at home.

1.4 Teachers will participate in 5 collaboration events to work in departments and grade-level teams to align curriculum, assessments, review standard scope and sequence and discuss student work.

1.5 A 1:1 Chromebook take-home program will be continued for 5-8 grade students to provide increased access to online and digital-based curriculum. 1st-4th grade students will have access to 1:1 Chromebooks and/or iPads.

1.6 At least five times throughout the year teachers will utilize the Illuminate assessment system to view student data and make informed decisions on

support staff.

1.2 All teachers will receive ongoing professional development/coaching (at least 3 times throughout the year) relevant to their content areas with focus in Readers/Writer's Workshop, Math curriculum support, Next Generation Science Standards, History/Social Studies Framework, Differentiation, technology integration, and effective use of data and assessments. Next Generation Science curriculum pilot will begin at the K-5 levels.

1.3 All students will have access to district-adopted curricular resources that include print and online supplemental material in class and at home.

1.4 Teachers will participate in 5 collaboration events to work in departments and grade-level teams to align curriculum, assessments, review standard scope and sequence and discuss student work.

1.5 A 1:1 Chromebook take-home program will be continued for 5-8 grade students to provide increased access to online and digital-based curriculum. 1st-4th grade students will have access to 1:1 Chromebooks and/or iPads. Promethean Smart Boards to foster 21st Century learning.

1.6 At least five times throughout the year teachers will utilize the Illuminate assessment system to view student data

1.5 A 1:1 Chromebook take-home program will be continued for 5-7 grade students to provide increased access to online and digital-based curriculum. 2nd and 3rd grade students will have access to 1:1 Chromebooks and/or iPads.

1.6 At least five times throughout the year teachers will utilize the Illuminate assessment system to view student data and make informed decisions on instruction and support. Teachers will utilize the NY Reading Assessments in K-5, Scholastic Reading Inventory in 6-8 and Common Core aligned math benchmarks in K-8.

1.7 Literacy, Technology/Data, and Science leadership teams will continue and meet quarterly to support increased success of these programs and develop common scope and sequences.

1.8 Teachers will integrate at least two Project-Based Learning Units that incorporates technology and authentic real-world issues.

1.9 The district will partner with community members to bring-in experts in the field

instruction and support. Teachers will utilize the NY Reading Assessments in K-5, Scholastic Reading Inventory in 6-8 and Common Core aligned math benchmarks in K-8.

1.7 Literacy, Math, History, Technology/Data, and Science leadership teams will meet at least twice throughout the year to support increased success of these programs and develop common scope and sequences and provide enrichment programs.

1.8 Teachers will integrate at least two Project-Based Learning Units that incorporates technology and authentic real-world issues.

1.9 The district will partner with community members to bring-in experts in the field and content areas for guest presentations at least once during the year.

1.10 The district will provide Spanish instruction at least one-time a week for K-5 students.

1.11 School facilities are maintained and in good repair and will include a pilot of update core teacher technology tools. The district will also finalize its Facilities Master Plan to provide a plan to update learning environments relevant to modern and effective student achievement.

and make informed decisions on instruction and support. Teachers will utilize the NYTC Reading Assessments in K-5, Scholastic Reading Inventory in 6-8 and Common Core aligned math benchmarks in K-8.

1.7 Literacy, Math, History, Technology/Data, and Science leadership teams will meet at least twice throughout the year to support increased success of these programs and develop common scope and sequences and provide enrichment programs.

1.8 Teachers will begin integrating Project-Based Learning throughout most curricular units.

1.9 Classroom teachers will partner with community members to bring-in experts in the field and content areas for guest presentations at least once during the year.

1.10 The district will provide Spanish instruction at least one-time a week for K-5 students.

1.11 School facilities are maintained, updated, and in good repair and will include a pilot of update core teacher technology tools. The district will follow the Facilities Master Plan to update learning environments relevant to modern and effective student achievement.

and content areas for guest presentations at least once during the year.

1.10 The district will provide Spanish instruction at least one-time a week for K-5 students.

1.11 School facilities are maintained and in good repair.

Year	2017-18	2018-19	2019-20
Amount	\$5,200,000	\$4,877,636	\$4,934,753
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1.1, 1.4, 1.7, 1.8, 1.9, 1.10	1000,3000 Certificated Salaries & Benefits 1.1, 1.8, 1.14, 1.19, 1.24 Credentialed Teachers and support staff	1000,3000 Certificated Salaries & Benefits 1.1, 1.8, 1.14, 1.19,1.24 Certificated Teachers and support staff
Amount	\$56,000	\$782,311	\$319,106
Source	Base	Local Foundation Grant	Local Foundation Grant
Budget Reference	4000-4999: Books And Supplies 1.3 Curriculum	1000,3000 Certificated Salaries & Benefits 1.1 Credentialed Teachers and support staff	1000,3000 Certificated Salaries & Benefits 1.1 Credentialed Teachers and support staff
Amount	\$45,000	\$713,922	\$567,782
Source	Base	Parcel Taxes	Parcel Taxes
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.2 Professional Development	1000,3000 Certificated Salaries & Benefits 1.1 Credentialed Teachers and support staff	1000,3000 Certificated Salaries & Benefits 1.1 Credentialed Teacher and support taff
Amount	\$36,000	\$25,000	\$41,950
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.5 Software	5000-5999: Services And Other Operating Expenditures 1.2 Professional Development for Teachers	5000-5999: Services And Other Operating Expenditures 1.2 Professional Development for Teachers
Amount	\$68,000	\$380,000	\$5,995
Source	Base	Base	Title II
Budget Reference	6000-6999: Capital Outlay 1.5 Hardware (1:1 Devices)	4000-4999: Books And Supplies 1.3 Supplemental Teaching materials	5000-5999: Services And Other Operating Expenditures 1.2 Professional Development for Teachers

Amount	\$63,000	\$25,000	\$285,902
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits 1.1, 1.4, 1.7, 1.8, 1.9, 1.10 Staffing	1000,3000 Certificated Salaries & Benefits 1.4 Collaborative Days for Teachers	4000-4999: Books And Supplies 1.3 Supplemental Teaching materials
Amount	\$875,739	\$60,000	\$30,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries 1.11 Maintenance of facilities	4000-4999: Books And Supplies 1.5 Chromebooks and Devices for students	1000,3000 Certificated Salaries & Benefits 1.4 Collaborative Days for Teachers
Amount	\$210,177	\$14,000	\$150,000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits 1.11 Staffing	4000-4999: Books And Supplies 1.6 Illuminate Assessment	4000-4999: Books And Supplies 1.5 Chromebooks and Devices for students
Amount	\$462,385	\$17,035	\$30,000
Source	Base	Base	Local Foundation Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.11 Maintenance of facilities	1000,3000 Certificated Salaries & Benefits 1.7 Literacy, Technology/Data and Science Meetings	4000-4999: Books And Supplies 1.5 Chromebooks and Devices for students
Amount		\$146,677	\$19,842
Source		Local Foundation Grant	Base
Budget Reference		1000,3000 Certificated Salaries & Benefits 1.10 Spanish	4000-4999: Books And Supplies 1.6 Illuminate Assessment

Amount		\$1,000,388	\$17,546
Source		Base	Base
Budget Reference		1000-5000 Salaries, Benefits & Non-Personnel Costs 1.11 Maintenance of Facilities	1000,3000 Certificated Salaries & Benefits 1.7 Literacy, Technology/Data and Science Meetings
Amount			\$2,000
Source			Local Foundation Grant
Budget Reference			5000-5999: Services And Other Operating Expenditures 1.9 Classroom teachers will partner with community members to bring-in experts in the field and content areas for guest presentations at least once during the year.
Amount			\$98,169
Source			Base
Budget Reference			1000,3000 Certificated Salaries & Benefits 1.10 Spanish
Amount			\$54,633
Source			Local Foundation Grant
Budget Reference			1000,3000 Certificated Salaries & Benefits 1.10 Spanish
Amount			\$1,080,400
Source			Base
Budget Reference			1000-5000 Salaries, Benefits & Non-Personnel Costs 1.11 Maintenance of Facilities

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

INCREASED or IMPROVED SERVICES for TARGET STUDENTS

1.12 Identified students meeting district criteria will be asked to attend district-sponsored summer school programs that focus on reading and math support.

1.13 EL students will be identified, appropriately grouped for instruction, and received both integrated and designated ELD on a daily basis.

2018-19 Actions/Services

INCREASED or IMPROVED SERVICES for TARGET STUDENTS

1.12 Identified students meeting district criteria will be asked to attend district-sponsored summer school programs that focus on reading and math support.

1.13 EL students will be identified, appropriately grouped for instruction, and received both integrated and designated ELD on a daily basis.

1.14 Results of state assessments will be used to group EL students appropriately for designated ELD instruction.

2019-20 Actions/Services

INCREASED or IMPROVED SERVICES for TARGET STUDENTS

1.12 Identified students meeting district criteria will be asked to attend district-sponsored summer school programs that focus on reading and math support.

1.13 EL students will be identified, appropriately grouped for instruction, and received both integrated and designated ELD on a daily basis.

1.14 Results of state assessments will be used to group EL students appropriately for designated ELD instruction.

1.14 Results of state assessments will be used to group EL students appropriately for designated ELD instruction.

1.15 Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum.

1.16 All EL students will be provided with materials, strategies and groupings that support their learning of the academics.

1.17 East Palo Alto students will receive access to Chromebooks to be used during their travel to and from school as well as at home. Internet will also be provide on the bus.

1.18 ELD curriculum will be researched and piloted.

1.19 Student reading below grade level will be identified and receive strategic intervention in Leveled Literacy

1.15 Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum.

1.16 All EL students will be provided with materials, strategies and groupings that support their learning of the academics.

1.17 East Palo Alto students will receive access to Chromebooks to be used during their travel to and from school as well as at home. Internet will also be provide on the bus and students without Internet at home will be provided checkout LTE hotspots.

1.18 ELD curriculum will be researched and developed.

1.19 Individual Learning Profiles of all ELs will be provided to teachers identifying academic interests/concerns, home life experiences, and general interests to better serve each EL.

1.20 Student reading below grade level will be identified and receive strategic intervention in Leveled Literacy Intervention for grade 3-8 and Reading Recovery in K-2.

1.21 Math support will be provided to students in 1-5 (.17 FTE at Ormondale and .34 at Corte Madera) who are below grade level in math skills.

1.22 Families will be advised during at

1.15 Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum.

1.16 All EL students will be provided with materials, strategies and groupings that support their learning of the academics.

1.17 Voluntary Transfer students will receive access to Chromebooks to be used during their travel to and from school as well as at home. Internet will also be provide on the bus and the District will continue to research option for LTE hotspots for students without Internet at home.

1.18 Teaches will receive professional development on the new supplemental ELD curriculum in order to use it effectively with students,

1.19 Individual Learning Profiles of all ELs will be provided to teachers identifying academic interests/concerns, home life experiences, and general interests to better serve each EL.

1.20 Students reading below grade level will be identified and receive strategic intervention in Leveled Literacy Intervention for grade 2-8 and Reading Recovery in K-1.

1.21 Math support will be provided to students in 1-5 (.80 FTE at Ormondale

Intervention for grade 3-8 and Reading Recovery in K-2.

1.20 Math support will be provided to students in 1-3 who are below grade level in math skills.

1.21 Families will be advised during at least 3 parent events in East Palo Alto on effective strategies to support their students and ways to obtain low-cost instructional resources including digital devices and broadband Internet.

1.22 Counselors and study skills teachers will collaborate to review scope and sequence for executive functioning skills.

1.23 Summer School will be held to support students struggling in ELA and/or Mathematics.

1.24 Identify and supporting Foster and Homeless Youth Upon identification we would support a student with a personalized plan that utilizes internal counseling and external community services.

least 2 parent events in East Palo Alto on effective strategies to support their students and ways to obtain low-cost instructional resources including digital devices and broadband Internet.

1.23 Counselors and study skills teachers will collaborate to review scope and sequence for executive functioning skills.

1.24 A mentorship/tutoring program will be researched to support students from East Palo Alto in effective acquisition of content.

1.25 Audiobooks, read-along books, and ebooks will be provided to students to support engagement in reading and increase reading fluency and comprehension.

1.26 Identify and supporting Foster and Homeless Youth Upon identification we would support a student with a personalized plan that utilizes internal counseling and external community services.

and .34 at Corte Madera) who are below grade level in math skills.

1.22 Voluntary Transfer Program Families will be advised during at least 2 parent events held in East Palo Alto on effective strategies to support their students and ways to obtain low-cost instructional resources including digital devices and broadband Internet.

1.23 Counselors and study skills teachers will collaborate to review scope and sequence for executive functioning skills.

1.24 A mentorship/tutoring program will be researched to support students from East Palo Alto in effective acquisition of content.

1.25 Audiobooks, read-along books, and ebooks will be provided to students to support engagement in reading and increase reading fluency and comprehension.

1.26 Identify and supporting Foster and Homeless Youth Upon identification we would support a student with a personalized plan that utilizes internal counseling and external community services.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$81,500	\$66,032	\$43,892
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1.13, 1.14, 1.18, 1.19, 1.20 Intervention	1000,2000,3000 Certificated, Classified Salaries & Benefits 1.12 Summer School	1000,2000,3000 Certificated, Classified Salaries & Benefits 1.12 Summer School
Amount	\$4,660	\$62,043	\$86,714
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 1.16 ELD Curriculum	1000,3000 Certificated Salaries & Benefits 1.13 ELD Intervention	1000,3000 Certificated Salaries & Benefits 1.13, 1.18 ELD Curriculum
Amount	\$12,826	\$1,750	\$56,333
Source	Supplemental	Supplemental	Parcel Taxes
Budget Reference	1000-1999: Certificated Personnel Salaries 1.12, 1.23 Summer School	5000-5999: Services And Other Operating Expenditures 1.15 Professional Development	1000,3000 Certificated Salaries & Benefits 1.13, 1.18 ELD Curriculum
Amount	\$3,034	\$97,000	\$980
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits 1.13, 1.14, 1.18, 1.19, 1.20 Intervention	4000-4999: Books And Supplies 1.17 Mobile access and devices and transportation	5000-5999: Services And Other Operating Expenditures 1.15 Professional Development

Amount	\$700	\$248,997	\$7,432
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits 1.12, 1.23 Summer School	1000,3000 Certificated Salaries & Benefits 1.20 Literacy Intervention	4000-4999: Books And Supplies 1.16 EL Materials
Amount	\$53,865	\$25,340	\$93,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 1.17 Mobile access and devices	1000,3000 Certificated Salaries & Benefits 1.21 Math Support	5000-5999: Services And Other Operating Expenditures 1.17 Mobile access and devices and transportation
Amount	\$165,000	\$5,330	\$90,290
Source	Base	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1.24, 1.22 Counselor services.	5000-5999: Services And Other Operating Expenditures 1.22 Family Events	1000,3000 Certificated Salaries & Benefits 1.20 Literacy Intervention
Amount	\$37,950	\$7,500	\$148,116
Source	Base	Supplemental	Parcel Taxes
Budget Reference	3000-3999: Employee Benefits 1.24, 1.22 Counselor services.	4000-4999: Books And Supplies 1.25 Books to support engagement	1000,3000 Certificated Salaries & Benefits 1.20 Literacy Intervention
Amount	\$12,000	\$4,660	\$172,527
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.15 professional development for EL instruction.	4000-4999: Books And Supplies 1.16 EL Materials	1000,3000 Certificated Salaries & Benefits 1.21 Math Support

Amount			\$19,947
Source			Local Foundation Grant
Budget Reference			1000,3000 Certificated Salaries & Benefits 1.21 Math Support
Amount			\$22,083
Source			Parcel Taxes
Budget Reference			1000,3000 Certificated Salaries & Benefits 1.21 Math Support
Amount			\$6,180
Source			Supplemental
Budget Reference			5000-5999: Services And Other Operating Expenditures 1.22 Family Events
Amount			\$7,500
Source			Supplemental
Budget Reference			4000-4999: Books And Supplies 1.25 Books to support engagement

Action 3

Students with Disabilities	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

	New Action	Unchanged Action
	DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES	DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES

	<p>1.27 Provide targeted, individualized, instruction by qualified, credentialed teachers in all grades.</p> <p>1.28 Assign specific supports, accommodations and modifications during the Individualized Education Plan (IEP) process that address voice and choice so as to support access to general education curriculum and demonstration of content learning.</p> <p>1.29 Align academic goals and instruction with Common Core State Standards.</p> <p>1.30 Provide instruction through other local districts and/or local non-public schools for special education students with unique needs that cannot be met by district services</p>	<p>1.27 Provide targeted, individualized, instruction by qualified, credentialed teachers in all grades.</p> <p>1.28 Assign specific supports, accommodations and modifications during the Individualized Education Plan (IEP) process that address voice and choice so as to support access to general education curriculum and demonstration of content learning.</p> <p>1.29 Align academic goals and instruction with Common Core State Standards.</p> <p>1.30 Provide instruction through other local districts and/or local non-public schools for special education students with unique needs that cannot be met by district services</p>
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Budgeted Expenditures

Amount		\$743,147	\$524,996
Source		Special Ed Resource 6500	Special Ed Resource 6500
Budget Reference		1000,3000 Certificated Salaries & Benefits 1.27, 1.28, 1.29 Special Ed credentialed teachers	1000,3000 Certificated Salaries & Benefits 1.27, 1.28, 1.29 Special Ed Credentialed Teachers
Amount		\$326,550	\$312,943
Source		Special Ed Resource 6500	Special Ed Resource 6500
Budget Reference		5000-5999: Services And Other Operating Expenditures 1.30 NPS or other local districts	5000-5999: Services And Other Operating Expenditures 1.30 NPS or other local districts

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

Goal 2: School Climate

Students will:

- a) Develop personal responsibility, self-awareness and individual voice.
- b) Engage in learning experiences that promote perseverance, risk-taking and resiliency.
- c) Contribute to a shared purpose within the classroom, school and larger community.
- d) Respect other cultures and points of view.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic Plan: 2, 3, 4

Identified Need:

Need: Ensure a school climate and culture focused on the development of students who are resilient, responsible, compassionate citizens of their local and global communities. We aim to do this by providing quality instruction in the areas of social/emotional learning, leadership skills, collaboration, and cultural awareness. Our goal is to develop an inclusive school environment that is supportive of all students and allows for them to be a part of the decision-making process.

To allow students to engage in an all inclusive school environment, the PVSD is committed to improving school climate in reference to State Priority Area 6. PVSD believes all other State Priority Areas can be influenced by school climate.

Current data that drives the Need:

- 90 Behavior referrals were given from August 21, 2018-May 1, 2019; this is a decrease from the 2018 (164)
- There were five suspensions during the 2018-19 school year; this is a significant decrease from the 2017-18 school year.
- 83% of students reported that they have an adult at school whom they can talk to and will listen as measured by the annual School Climate Survey given at both schools

Unduplicated Students -Data that drives the Need:

- Based on the California School Dashboard, in 2017-18, 11.7% of Students with Disabilities were suspended at least one time; 11.5% of Socioeconomically Disadvantaged Students were suspended at least one time

Please review Annual Update section to review actual metrics and target met/not met.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
-Number of Behavior Referrals	<ul style="list-style-type: none"> 175 behavior referrals 	166	-Maintain or decrease	-Behavior Referrals will maintain at 100 or decrease

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
-Midyear student climate survey (4-8 school only) <i>Question: I have an adult at school whom I can talk and will listen</i>	-65% of students report that they have any adult at school whom they can talk to and will listen.	-70%	-66%	<ul style="list-style-type: none"> At least 66% of students in grades 4-8 report that they have any adult at school whom they can talk to and will listen
-School site (local) Climate surveys	-80% of parents feel comfortable communicating with school district stakeholders	-82-85% of parents feel comfortable communicating with school district stakeholders	-Maintain or increase	-Maintain at 82% or increase the % of parents who feel comfortable communicating with school district stakeholders
-Attendance rates via local measures	-95% daily attendance rate	-Maintain or increase	-Maintain or increase	-Maintain or increase our daily attendance rate at 95%
-Enrollment rates via local measures	-0% of middle school students dropout rate -0% expulsion rate -4% Chronic absenteeism -PVSD is a K-8 district so there are no HS dropout or graduation rates to report`	<ul style="list-style-type: none"> 0% 0% 3% PVSD is a K-8 district so there are no HS dropout or graduation rates to report` 	-0% -0% -5% -PVSD is a K-8 district so there are no HS dropout or graduation rates to report`	-0% of middle school students dropout rate -0% expulsion rate -Maintain or decrease 5% Chronic Absenteeism rate -PVSD is a K-8 district so there are no HS dropout or graduation rates to report`
Suspension Rate Suspension Rate via California School	-1% Suspension rate -5.5% Suspension rate for Socioeconomically	-Maintain or decrease -5%	-2% -5%	-Maintain or decrease 2% suspension rate for all students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Dashboard for Socioeconomically Disadvantaged students	Disadvantaged students			-Maintain or decrease 5% suspension rate for socioeconomically disadvantaged students
Special Education Participation Rate in CAASPP	-92.11%	NEW- Metric was set for 18-19	-95%	-95% of Special Education students will participate in CAASPP

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

BASE INSTRUCTIONAL PROGRAM FOR ALL STUDENTS

2018-19 Actions/Services

BASE INSTRUCTIONAL PROGRAM FOR ALL STUDENTS

2019-20 Actions/Services

2.1 Review curriculum and provide direct instruction to facilitate Social Emotional

2.1 Review curriculum and provide direct instruction to facilitate Social Emotional Learning (SEL) in all grades at least monthly that includes suicide prevention strategies.

2.2 Train staff leaders in Positive Behavior Intervention System (PBIS).

2.3 Administer school climate surveys to stakeholders twice throughout the year.

2.4 Conduct at least 4 assemblies focused on positive climate and/or acknowledging student success.

2.5 Implement digital citizenship curriculum through Common Sense Media embedded into the content areas.

2.6 Provide a school counselor at both school sites.

2.7 Implement school wellness activities to focus on mind, body, ability awareness.

2.8 Host at least 2 parents events focused on student health and wellness.

2.9 All teachers will regularly update classroom websites with instructional information and assignment dates along with piloting a Learning Management System (Google Classroom).

2.10 All site administrators will

2.1 Review curriculum and provide direct instruction to facilitate Social Emotional Learning (SEL) in all grades at least monthly that includes suicide prevention strategies.

2.2 Train staff leaders in Positive Behavior Intervention System (PBIS).

2.3 Administer school climate surveys to stakeholders twice throughout the year.

2.4 Conduct at least 4 assemblies focused on positive climate and/or acknowledging student success.

2.5 Implement digital citizenship and wellness curriculum through Common Sense Media, DigitalTat2, and other s embedded into the content areas.

2.6 Provide a school counselor at both school sites.

2.7 Implement school wellness activities to focus on mind, body, ability awareness supported through Challenge success.

2.8 Host at least 2 parents events focused on student health and wellness.

2.9 All teachers will regularly update classroom websites with instructional information and assignment dates along with utilizing a Learning Management System (Google Classroom) for ongoing

Learning (SEL) in all grades at least monthly that includes suicide prevention strategies.

2.2 Train staff leaders in Positive Behavior Intervention System (PBIS).

2.3 Administer school climate surveys to stakeholders once a year.

2.4 Conduct at least 4 assemblies focused on positive climate and/or acknowledging student success.

2.5 Implement digital citizenship and wellness curriculum through Common Sense Media, DigitalTat2, and others embedded into the content areas.

2.6 Provide a school counselor at both school sites.

2.7 Implement school wellness activities to focus on mind and body, as supported through Challenge Success. Conduct ability awareness activities.

2.8 Host at least 2 parent events focused on student health and wellness.

communicate with parents and the community at least monthly.

2.11 District office will communicate with the community and staff at least monthly.

2.12 Teachers will explore service learning projects to support the school and larger community.

2.13 Provide Spanish language program in K-5 at least weekly to support cultural literacy.

2.14 Review global competency curriculum that promotes respect and inclusion of other cultures including incorporating professional development for such programs.

communication efforts with students and parents.

2.10 All site administrators will communicate with parents and the community at least monthly.

2.11 Teachers will communicate with parents through at least quarterly correspondence that includes curricular updates and present, past, and future activities.

2.13 District office will communicate with the community and staff at least monthly.

2.14 Teachers will implement service learning projects to support the school and larger community.

2.15 Provide Spanish language program in K-5 at least weekly to support cultural literacy.

2.16 Implement global competency curriculum that promotes respect and inclusion of other cultures including incorporating professional development for such programs.

2.17 Parents will share and present on careers/jobs they currently partake in to support career development in the community.

2.18 Cultural awareness celebrations will be researched and implemented to gain

2.9 All teachers will regularly update classroom websites with instructional information and assignment dates along with utilizing a Learning Management System (Google Classroom) for ongoing communication efforts with students and parents.

2.10 All site administrators will communicate with parents and the community at least monthly.

2.11 Teachers will communicate with parents through at least quarterly correspondence that includes curricular updates and present, past, and future activities.

2.13 The Superintendent will communicate with the community and staff at least monthly.

2.14 Teachers will implement service learning projects to support the school and larger community.

2.15 Provide Spanish language program in K-5 at least weekly to support cultural literacy.

2.16 Implement global competency curriculum that promotes respect and

	<p>increased awareness of multiple cultures/ethnicities</p> <p>2.19 Facilities plan will be finalized to support environments that are conducive for improved school climate and wellness.</p>	<p>inclusion of other cultures including incorporating professional development for such programs.</p> <p>2.17 Parents will share and present on careers/jobs they currently partake in to support career development in the community.</p> <p>2.18 Cultural awareness celebrations will be researched and implemented to gain increased awareness of multiple cultures/ethnicities</p> <p>2.19 The Facilities Master Plan will be finalized to support environments that are conducive for improved school climate and student wellness.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,132,000	\$232,010	\$380,504
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14 Counseling and administrator leaders	1000,3000 Certificated Salaries & Benefits 2.1. 2.21, 2.22 Review Curriculum	1000,3000 Certificated Salaries & Benefits 2.1, 2.21, 2.22 Review Curriculum
Amount	\$575,640	\$8,793	\$16,409
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14 Counseling and administrator leaders	5000-5999: Services And Other Operating Expenditures 2.2 Train Staff Leaders	5000-5999: Services And Other Operating Expenditures 2.2 Train Staff Leaders
Amount	\$14,000	\$348	\$405
Source	Other	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 2.4, 2.5 Parent ed and assemblies / Annual Grant from Foundation	5000-5999: Services And Other Operating Expenditures 2.3 School Climate Surveys	5000-5999: Services And Other Operating Expenditures 2.3 School Climate Surveys
Amount		\$9,500	\$0
Source		Local Foundation Grant	Local Foundation Grant
Budget Reference		5000-5999: Services And Other Operating Expenditures 2.4, 2.5 Parent Assemblies	5000-5999: Services And Other Operating Expenditures 2.4, 2.5 Parent Assemblies
Amount		\$245,345	\$254,265
Source		Base	Local Foundation Grant
Budget Reference		1000,3000 Certificated Salaries & Benefits 2.6 School Counselor	1000,3000 Certificated Salaries & Benefits 2.6 School Counselor

Amount		\$42,300	\$45,000
Source		Other General Fund Restricted	Other General Fund Restricted
Budget Reference		5000-5999: Services And Other Operating Expenditures 2.7, 2.8 School Wellness	5000-5999: Services And Other Operating Expenditures 2.7, 2.8 School Wellness
Amount		\$5,408	\$6,656
Source		Base	Local Foundation Grant
Budget Reference		4000-4999: Books And Supplies 2.10, 2.13 Community Outreach	4000-4999: Books And Supplies 2.10, 2.13 Community Outreach
Amount		\$2,000	\$1,600
Source		Base	Local Foundation Grant
Budget Reference		4000-4999: Books And Supplies 2.18 Cultural awareness celebration	4000-4999: Books And Supplies 2.18 Cultural awareness celebration
Amount		\$0	\$68,495
Source			Base
Budget Reference		2.9, 2.11, 2.14, 2.15, 2.16, 2.17, 2.19, 2.23, 2.24 Others	2000,3000 Classified Salaries & Benefits 2.19 Facilities, School Climate

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

INCREASED or IMPROVED SERVICES for TARGETED STUDENTS

2.15 Provide paraeducators to build relationships with at-risk youth.

2.16 Reading intervention and ELD teachers will meet with students in small group settings (less than 5 students) to support instruction and to build relationships.

2.17 Provide at least 1 parent meeting in East Palo Alto focused on supporting student health and wellness.

2018-19 Actions/Services

INCREASED or IMPROVED SERVICES for TARGETED STUDENTS

2.20 Provide paraeducators to build relationships with at-risk youth.

2.21 Reading intervention and ELD teachers will meet with students in small group settings (less than 5 students) to support instruction and to build relationships.

2.22 Provide at least 1 parent meeting in East Palo Alto focused on supporting student health and wellness.

2.23 Research and revise strategies to assist East Palo Alto students in assimilating to the PVSD community.

2.24 Teachers will utilize individual learning profiles with students to better understand their background, cultures, and interests.

2019-20 Actions/Services

INCREASED or IMPROVED SERVICES for TARGETED STUDENTS

2.20 Provide coaches/engagement specialists to build relationships with at-risk youth (CMS).

2.21 Reading intervention and ELD teachers will meet with students in small group settings (less than 5 students) to support instruction and to build relationships.

2.22 Provide at least 1 Voluntary Transfer parent meeting in East Palo Alto focused on supporting student health and wellness.

2.23 Research and revise strategies to assist East Palo students in assimilating to the PVSD community.

2.24 Teachers will utilize individual learning profiles (ILPs) with EL students to better understand their background, cultures, and interests.

2.18 Implement strategies to assist East Palo Alto students in assimilating to the PVSD community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$86,100	\$130,847	\$72,623
Source	Other	Local Foundation Grant	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2.16, 2.17, 2.18 Certificated Specialist / Parcel Tax	2000,3000 Classified Salaries & Benefits 2.20, 2.21, 2.22 paraeducators	2000,3000 Classified Salaries & Benefits 2.20, 2.21, 2.22 paraeducators
Amount	\$18,900	\$103,127	\$0
Source	Other	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits 2.16, 2.17, 2.18 Certificated Specialist / Parcel Tax	2000,3000 Classified Salaries & Benefits 2.20, 2.21, 2.22 paraeducators	2000,3000 Classified Salaries & Benefits 2.20, 2.21, 2.22 paraeducators
Amount	\$48,000		
Source	Other		
Budget Reference	2000-2999: Classified Personnel Salaries 2.15 Classified / Annual grant from Foundation		

Amount	\$11,520		
Source	Other		
Budget Reference	3000-3999: Employee Benefits 2.15 Classified / Annual grant from Foundation		
Budget Reference			
Budget Reference			
Budget Reference			

Action 3

Students with Disabilities	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

	New Action	Modified Action
	<p>DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES</p> <p>2.25. Provide services in the Least Restrictive Environment through Resource Specialist Program (RSP) push-in services and</p>	<p>DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES</p> <p>2.25. Provide services in the Least Restrictive Environment through Resource Specialist Program (RSP) push-in services</p>

	<p>paraeducator support, as appropriate for individual student need.</p> <p>2.26. Assign specific designated supports and accommodations during the Individualized Education Process (IEP) to decrease anxiety and increase engagement in school work and participation in testing, including support from counselor/engagement specialist.</p> <p>2.27. Continue to facilitate maximum parent/guardian involvement in the IEP process.</p>	<p>and paraeducator support, as appropriate for individual student need based on IEP goals and services.</p> <p>2.26. Assign specific designated supports and accommodations during the Individualized Education Process (IEP) to decrease anxiety and increase engagement in school work and participation in testing, including support from counselor/engagement specialist.</p> <p>2.27. Continue to facilitate maximum parent/guardian involvement in the IEP process.</p>
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Budgeted Expenditures

Amount		\$214,598	\$378,023
Source		Special Ed Resource 6500	Special Ed Resource 6500
Budget Reference		1000,3000 Certificated Salaries & Benefits 2.25, 2.26, 2.27 Special Education Services	1000,3000 Certificated Salaries & Benefits 2.25, 2.26, 2.27 Special Education Services
Amount		\$528,076	\$489,499
Source		Special Ed Resource 6500	Special Ed Resource 6500
Budget Reference		2000,3000 Classified Salaries & Benefits 2.25 Special Education Paraeducators	2000,3000 Classified Salaries & Benefits 2.25 Special Education Paraeducators

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 3

Goal 3: Students will be provided opportunities to engage in creative, hands-on and transformative learning experiences that focus on technology, innovation, design and student interests to promote depth of knowledge.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic Plan: 1, 2, 3

Identified Need:

Need: To prepare students for meeting college and career-ready goals and becoming global citizens PVSD must engage students in higher level, creative and interest-based activities that promote deeper thinking. Furthermore, with a district focus on STEM and NGSS transition, design and engineering is a significant shift for all stakeholders. Interest-based activities also include access to a breadth of curriculum including visual and performing arts as well as passion-based self-paced projects.

As PVSD implements new standards (CCSS, NGSS, ELD, etc.) as defined by State Priority 2, the district requires teachers to engage students in a diverse and authentic curriculum as defined by State Priority 1 and 7. PVSD's approach is believed to align and increase focus in State Priority 4 and 5.

Data that Drives the Need:

-84% meeting or exceeding standard in ELA and Math on 2018 CAASPP
-27.12 average score on MARS Assessment in 2019 - Increase from 2018
-67% participation in STEM/Science Faire and/or Maker Faire

Unduplicated Pupils - Data that Drives the Need:

- Less than 50% meeting or exceeding standard in ELA or Math on 2018 CAASPP
- Students lack access to scaffolds to support higher depths of knowledge on projects
- Students are more engaged in hands-on learning activities
- Lack of extra-curricular activities for Voluntary Transfer students

Please review Annual Update section to review actual metrics and target met/not met.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> • CAASPP in ELA and Math 	<ul style="list-style-type: none"> • 80% meeting or exceeding standard in ELA on CAASPP • 80% meeting or exceeding standard in Math on CAASPP 	83% 81%	-Maintained or increase	-Maintained or increase
-MARS/MAC Assessments	-24.5 average score on MARS of students in grade 2-8	-Increase average scores from previous year on MARS to 25.7 (5% increase)	-Increase average scores from previous year on MARS to 25.7 (3% increase)	-Maintain score on MARS at or above 25.7
- Participation in STEM/Science Fair and/or Maker Faire	-50% participation in STEM/Science Fair and/or Maker Faire	-55%	-70%	-65% participation in STEM/Science Fairs at both school sites
--Student climate survey <i>Question: I have an opportunity to explore my interests at school during class time, at</i>	<ul style="list-style-type: none"> • No baseline data reported on interest-based instructional 	-Establish baseline data on interest-based instructional programs.	-Maintain or Increase at 80%	-Maintain or Increase at 80%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<i>lunch/recess, during elective/specialist time, and/or after school activities (school-sponsored).</i>	<p>programs. Baseline data will be established during 17-18</p> <ul style="list-style-type: none"> 81% Agree or Disagree they have an opportunity to explore my interests at school during class time, at lunch/recess, during elective/specialist time, and/or after school activities (2017-18 baseline via End of the Year Climate Survey) 			

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

BASE INSTRUCTIONAL PROGRAM FOR ALL STUDENTS

3.1 Provide a science/STEM specialist at K-3 and 4-5 grades.

3.2 Provide a Makerspace/Design coach at 4-8 grades.

3.3 Host a follow-up PD event for teachers focused on technology and design within the content areas.

3.4 Teachers will schedule time in the Makerspace with students at least twice during the year.

3.5 Teachers will develop at least 2 Project-based Learning Unit throughout the year.

3.6 Implement at least 2 Project Lead the Way Curricular Module at all grade levels

2018-19 Actions/Services

BASE INSTRUCTIONAL PROGRAM FOR ALL STUDENTS

3.1 Provide a science/STEM specialist at K-3 and 4-5 grades.

3.2 Provide a Makerspace/Design coach at 4-8 grades.

3.3 Host a follow-up PD event for teachers focused on art, technology, and/or design within the content areas.

3.4 Teachers will schedule time in the Makerspace with students at least twice during the year.

3.5 Teachers will develop at least 2 Project-based Learning Unit throughout the year.

3.6 Implement a pilot computer science

2019-20 Actions/Services

BASE INSTRUCTIONAL PROGRAM FOR ALL STUDENTS

3.1 Provide a science/STEM specialist at K-3 and 4-5 grades.

3.2 Provide a Makerspace/Design coach at K-8 grades.

3.3 Host a follow-up PD event for teachers focused on art, technology, and/or design within the content areas.

3.4 Teachers will schedule time in the Makerspace with students at least twice during the year.

3.5 Teachers will begin integrating Project-Based Learning throughout most curricular units.

3.6 Implement computer science electives in middle school.

focused on engineering processes.

3.7 Students will publish at 2 multimedia project in grades 3-8.

3.8 Continue robotics club after school one day per week.

3.9 Provide a Makerspace and Design club after school two days per week.

3.10 Host at least one design challenge throughout the year.

3.11 Implement a Makers/Design Faire

3.12 Provide quarterly professional development opportunities during staff meetings on design, educational technology, and/more STEM.

3.13 Inventory and purchase new science/STEM equipment and curriculum resources.

3.14 Provide interest-based activities and choice that support students including music, language, sports, computers, and drama.

program in middle school.

3.7 Students will publish at 2 multimedia project in grades 3-8.

3.8 Continue robotics club after school two days per week.

3.9 Provide a Makerspace and Design club after school two days per week.

3.10 Host at least one design challenge throughout the year.

3.11 Implement a Makers/Design Faire

3.12 Provide quarterly professional development opportunities during staff meetings on design, educational technology, and/more STEM.

3.13 Inventory and purchase new science/STEM equipment and curriculum resources.

3.14 Provide visual and/or performing art program to all students.

3.15 Host visual and performing art showcases.

3.16 Provide interest-based activities and choice that support students including music, language, sports, computers, and drama.

3.17 Pilot an optional and exploratory passion-project program at a few grade

3.7 Students will publish at least 2 multimedia project in grades 3-8.

3.8 Continue robotics club after school two days per week.

3.9 Provide a Makerspace and Design club after school two days per week.

3.10 Host at least one design challenge (Cardboard Challenge) throughout the year.

3.11 Host a Makers/Design Faire.

3.12 Provide quarterly professional development opportunities during staff meetings on design, educational technology, and/more STEM.

3.13 Inventory and purchase new science/STEM equipment and curriculum resources.

3.14 Provide visual and/or performing art programs to all students including music, art, and drama based classes.

3.15 Host visual and performing art showcases at both school sites.

3.16 Provide interest-based activities and choice that support students including music, language, sports, computers, and drama.

3.17 Provide an optional and exploratory passion-

	<p>levels.</p> <p>3.18 Students will begin developing longitudinal digital portfolios showcasing projects and passions for an authentic audience.</p> <p>3.19 Facilities Master Plan will be finalized to include areas that support STEM, Arts, and student interests.</p>	<p>project program at grades 3,5, and 8.</p> <p>3.18 Students will continue to expand digital portfolios following district-developed criterion.</p> <p>3.19 Facilities Master Plan will be finalized to include areas that support STEM, Arts, and student interests.</p> <p>3.20 Provide relevant accommodations for students to be able to partake in all activities successfully.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$172,500	\$207,817	\$53,250
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 3.1, 3.6, 3.7, 3.12 Personnel	1000-4000 Salaries, Benefits, Books & Supplies 3.1, Science / STEM specialist	1000-4000 Salaries, Benefits, Books & Supplies 3.1 Science/STEM Specialist
Amount	\$4,000	\$62,714	\$158,826
Source	Base	Base	Parcel Taxes
Budget Reference	4000-4999: Books And Supplies 3.5, 3.6, 3.9 Curriculum Materials	1000,3000 Certificated Salaries & Benefits 3.2 Makerspace/Design Coach	1000,3000 Certificated Salaries & Benefits 3.1 Science/STEM Specialist
Amount	\$15,000	\$500	\$79,507
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.3 Professional Development	5000-5999: Services And Other Operating Expenditures 3.3 Technology Event	2000,3000 Classified Salaries & Benefits 3.2 Makerspace/Design Coach

Amount	\$39,560	\$1,500	\$750
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits 3.1, 3.6, 3.7, 3.12 Certificated benefits	5000-5999: Services And Other Operating Expenditures 3.6 Project Lead the Way	5000-5999: Services And Other Operating Expenditures 3.6 Project Lead the Way
Amount	\$6,500	\$1,747	\$1,747
Source	Base	Other General Fund Restricted	Base
Budget Reference	4000-4999: Books And Supplies 3.1, 3.6, 3.7, 3.12, 3.13 Equipment	5000-5999: Services And Other Operating Expenditures 3.7 Multimedia Project	5000-5999: Services And Other Operating Expenditures 3.7 Multimedia Project
Amount	\$46,000	\$2,775	\$5,512
Source	Other	Base	Local Foundation Grant
Budget Reference	2000-2999: Classified Personnel Salaries 3.2, 3.4, 3.5, 3.8, 3.11 Funding from foundation unrestricted grant.	5000-5999: Services And Other Operating Expenditures 3.8 Robotics Club	5000-5999: Services And Other Operating Expenditures 3.8 Robotics Club
Amount	\$14,260	\$11,756	\$38,428
Source	Other	Other	Base
Budget Reference	3000-3999: Employee Benefits 3.2, 3.4, 3.5, 3.8, 3.11 Funding from foundation unrestricted grant.	4000-4999: Books And Supplies 3.13 Science/STEM equipment	4000-4999: Books And Supplies 3.13 Science/STEM equipment
Amount		\$512,050	\$326,782
Source		Base	Local Foundation Grant
Budget Reference		1000,3000 Certificated Salaries & Benefits 3.16 Interest Based Activities	1000,3000 Certificated Salaries & Benefits 3.16 Interest Based Activities

Amount		\$0	\$271,129
Source		Base	Parcel Taxes
Budget Reference		3.4, 3.5, 3.9, 3.10, 3.11, 3.12, 3.14, 3.15, 3.17, 3.18, 3.19, 3.21 Others	1000,3000 Certificated Salaries & Benefits 3.16 Interest Based Activities
Amount			\$0
Budget Reference			3.4, 3.5, 3.9, 3.10, 3.11, 3.12, 3.14, 3.15, 3.17, 3.18, 3.19 Others

Action 2

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Low Income

LEA-wide

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

INCREASED or IMPROVED SERVICES for TARGET STUDENTS

2018-19 Actions/Services

INCREASED or IMPROVED SERVICES for TARGET STUDENTS

2019-20 Actions/Services

INCREASED or IMPROVED SERVICES for TARGET STUDENTS

3.15 Provide relevant accommodations for students to be able to partake in all activities successfully.	3.20 Provide relevant accommodations for students to be able to partake in all activities successfully.	3.20 Provide relevant accommodations for students to be able to partake in all activities successfully.
3.16 Create opportunities for small group pull out in the Makerspace.	3.21 Create opportunities for small group pull out in the Makerspace.	3.21 Create opportunities for collaboration between teacher and Makerspace coach focused on student passion projects.
3.17 Provide creativity kits that scaffold the creative process.	3.22 Provide creativity kits that scaffold the creative process.	3.22 Provide creativity kits that scaffold the creative process.
	3.23 Create options of after school enrichment for EPA students.	3.23 Create options of after school enrichment for Voluntary Transfer students.
	3.24 The district will partner with after school programs and opportunities in EPA for students to engage with in their neighborhoods.	3.24 This goal has been eliminated

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$6,000	\$28,000
Source	Supplemental	Base	Local Donations
Budget Reference	4000-4999: Books And Supplies 3.16 Creativity Kits	5000-5999: Services And Other Operating Expenditures 3.20, 3.21, 3.22, 3.23, 3.24 Creativity Kits	5000-5999: Services And Other Operating Expenditures 3.20 Provide relevant accommodations for students to be able to partake in all activities successfully.
Amount	\$126,000		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries 3.15, 3.16		

Amount	\$20,160		
Source	Base		
Budget Reference	3000-3999: Employee Benefits 3.15, 3.16		
Amount	\$23,000		
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries 3.16		
Amount	\$5,290		
Source	Base		
Budget Reference	3000-3999: Employee Benefits 3.16		

Action 3

Students with Disabilities	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

	New Action	Unchanged Action
	<p>DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES</p> <p>3.25 Provide minimum of 2 collaboration sessions a year for special education staff and makerspace coach to plan hands-on curriculum that supports content learning</p>	<p>DIFFERENTIATED SERVICES FOR STUDENTS WITH DISABILITIES</p> <p>3.25 Provide minimum of 2 collaboration sessions a year for special education staff</p>

	based on student interest.	and makerspace coach to plan hands-on curriculum that supports content learning based on student interest.
	3.26 Provide appropriate tools, including creativity kits, at students' individual skill levels to scaffold the creativity process.	3.26 Provide appropriate tools, including creativity kits, at students' individual skill levels to scaffold the creativity process.

Budgeted Expenditures

Amount		\$4,000	\$0
Source		Special Ed Resource 6500	Special Ed Resource 6500
Budget Reference		1000,3000 Certificated Salaries & Benefits 3.24 Collaboration Sessions	1000,3000 Certificated Salaries & Benefits 3.24 Collaboration Sessions
Amount		\$5,000	\$0
Source		Special Ed Resource 6500	Special Ed Resource 6500
Budget Reference		4000-4999: Books And Supplies 3.25 Special Ed Creativity Process	4000-4999: Books And Supplies 3.25 Special Ed Creativity Process

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$102,553

Percentage to Increase or Improve Services

2.40%

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.

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).

PVSD's system of targeted services for unduplicated pupils continues to exceed the supplemental monies provided. The programs below demonstrate PVSD's commitment to support the targeted student populations.

Strategic Intervention: Principally directed to serve our unduplicated students by continuing to develop our ELD program, Reading Intervention program, and Math Intervention program.

Our ELD program is developed as a hybrid push-in/pull-out model in which ELD specialists work with students 2-5 days a week to assist students in accessing the core curriculum and increasing their English Language acquisition. We added Rosetta Stone as a supplement to the existing ELD curriculum which provides access to high frequency English vocabulary and a learning curricula that includes self-paced tutorials. We have two .17 FTE at each school site how provides ELD support. The majority of our ELs are Early Intermediate or above so this model assists in reducing the amount of time students miss the core instructional program yet also provides the support needed. Newcomers were provided additional support in a pull-out setting. The district continues to work with Stanford researchers to use design thinking to support English Learners and included teachers from both school sites. We also added an English Learner Individual Learning Profile (ELILP) that was shared with teachers identifying students' academic performance, interests, and home life experiences and is updated throughout the year.

Actions: 1.13, 1.14, 1.15, 1.16, 1.18, 1.19, 2.21, 2.24, and 3.21

Budget Allocation: \$151,370

PVSD's reading intervention program supports our struggling reading population which consists of primarily unduplicated students (English Learners and Low Socio-economic students). We have a 1.0 FTE supporting reading intervention across the district. Half of the time this teacher is at the K-3 site and the other half is spent at the 4-8 site serving 20 students at least 4 days/week. Leveled

Literacy Intervention is used throughout the reading groups which focuses on providing texts that are at the student's reading and interest level. Students are able to build relationships with the specialist, allowing these students to work with a teacher in extremely small groups to build a close bond with someone who they know cares for them. Reading Recovery is used at the K-1 level with 1.0 FTE supporting emerging and struggling readers. This teacher also does Leveled Literacy Intervention for grades 2-3. eBooks and audiobooks were also provided to these students through PVSD's Overdrive, eLibrary to provide multiple mediums for successful reading.

Actions: 1.20, 1.25, 2.21, 3.20, and 3.21

Budget Allocation: \$267,045

PVSD supports a differentiated and inclusive math program. Paraprofessionals and other certificated teachers provide push-in/ pull-out intervention-based services. FTE 1.6

Actions: 1.21 and 2.20

Budget Allocation: \$287,179

PVSD Smart Bus: PVSD continued its Smart Bus program to create school to home continuity for all students in the target populations who ride district sponsored transportation. Chromebooks were reissued to current students (issued to new students) along with mobile Internet access. The District replaced damaged devices. These devices will assist students in completing homework assignments, communicating with teachers and peers, and building literacy with engaging reading content. This allows staff to work with students and celebrate reading milestones (i.e., completed 5 books, etc.). Staff is involved in supporting the program by monitoring/evaluating usage and creating sound enrichment and remediation activities. District has started a collaboration with Stanford researchers to look at the best practices to implement to encourage participation and impact achievement.

Actions: 1.17, 1.25, and 2.22

Budget Allocation: \$93,000

Summer School: The program is principally directed to serve our unduplicated students by providing extra instructional time outside of the regular school year in English Language Arts and Mathematics. By targeting students below grade level in reading, writing, and/or math PVSD can focus support on our primarily unduplicated population. By providing 6 weeks of extra instruction, 2 weeks on site and 4 weeks of a blended learning online program, students can access more content and be better prepared to start the school year with minimum regression in academic skills. Students will also be able to explore their passions through learning by utilizing the makerspace during summer school.

Action Items: 1.12 and 3.19

Budget Allocation: \$43,892

Of the **\$102,553** of supplemental funding generated by the LCFF formula for PVSD, all will be spent to supplemental services to support our students in the target populations. The services will be provided by credentialed staff.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$99,514

Percentage to Increase or Improve Services

2.12%

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.

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).

PVSD's system of targeted services for unduplicated pupils continues to exceed the supplemental monies provided. The programs below demonstrate PVSD's commitment to support the targeted student populations.

Strategic Intervention: Principally directed to serve our unduplicated students by continuing to develop our ELD program, Reading Intervention program, and Math Intervention program.

Our ELD program is developed as a hybrid push-in/pull-out model in which ELD specialists work with students 2-4 days a week to assist students in accessing the core curriculum and increasing their English Language acquisition. These students are also provided access to high frequency English vocabulary and will build their skills through blended learning curricula that includes online flashcards and self-paced tutorials. We have two .17 FTE at each school site that provides ELD support. Since ALL of our ELs are Early Intermediate or above, our model assists in reducing the amount of time students miss the core instructional program yet also provides the support needed. The district is also been working with Stanford researchers to use design thinking to support English Learners.

The outcome includes piloting an English Learner Individual Learning Profile (ELILP) that will be provided to teachers identifying students' academic performance, interests, and home life experiences.

Actions: 1.13, 1.14, 1.15, 1.16, 1.18, 1.19, 2.21, 2.24, and 3.21

Budget Allocation: \$68,453

PVSD's reading intervention program supports our struggling reading population which consists of primarily unduplicated students (English Learners and Low Socio-economic students). We have a 1.0 FTE supporting reading intervention across the district. Half of the time this teacher is at the K-3 site and the other half is spent at the 4-8 site serving 20 students at least 3 days/week. Leveled Literacy Intervention is used throughout the reading groups which focuses on proving texts that are at the student's reading and interest level. Students are able to build relationships with the specialist. Research for LLI (<http://pvsd.us/lliresearch>) focuses on some key aspect that support our program-- students should be reading everyday with teacher support, texts are matched to children's reading ability, and lessons provide daily opportunities to increase fluency through oral rereading of texts. Furthermore, allowing these students to work with a teacher in extremely small groups allows these students to build a close bond with someone who they know cares for them. Reading Recovery is used at the K-2 level with 1.0 FTE supporting emerging and struggling readers. eBooks and audiobooks will also be provided to these students through PVSD's Overdrive, eLibrary to provide multiple mediums for successful reading.

Actions: 1.20, 1.25, 2.21, 3.20, and 3.21

Budget Allocation: \$262,497

PVSD supports a differentiated and inclusive math program. Students are pulled from classes, however by supporting Paraprofessionals and other certificated teachers for intervention-based services.

Actions: 1.21 and 2.20

Budget Allocation: \$259,314

PVSD Smart Bus: PVSD will continue its year two Smart Bus program to create school to home continuity for all students in the target populations who ride district sponsored transportation. Chromebooks will be reissued to current students (issued to new students) along with mobile Internet access. The District will replace damaged devices and issue mobile hotspots to students without home Internet. These devices will assist students in completing homework assignments, communicating with teachers and peers, and building literacy with engaging reading content. This allows staff to work with students and celebrate reading milestones (i.e., completed 5 books, etc.). By providing access to learning resources on the bus, research shows that behavior will improve and students will acquire content knowledge more effectively. Staff will also be involved supporting the program by monitoring/evaluating usage and creating sound enrichment and remediation activities.

Actions: 1.17, 1.25, and 2.22

Budget Allocation: \$97,000

Summer School: The program is principally directed to serve our unduplicated students by providing extra instructional time outside of the regular school year in English Language Arts and Mathematics. By targeting students below grade level in reading, writing, and/or

math PVSD can focus support on our primarily unduplicated population. By providing 4 weeks extra of instruction, 2 weeks at the end of the year and 2 weeks prior to the beginning of school, students can access more content and be better prepared to start the school year without losing academic skills. Students will also be able to explore their passions through learning by utilizing the makerspace during summer school.

Action Items: 1.12 and 3.19

Budget Allocation: \$66,032

Of the **\$99,514** of supplemental funding generated by the LCFF formula for PVSD, all will be spent to supplemental services to support our students in the target populations. The services will be provided by credentialed staff.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$80,487	1.92%

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.

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).

Even though the supplemental grant dollars are calculated at \$80,487 PVSD's system of targeted intervention exceeds this cost to meet the needs of low-income, English Learners, RFEP and students not performing at grade level.

Strategic Intervention: The program is principally directed to serve our unduplicated students by continuing to develop our ELD program, Reading Intervention program, and Math Intervention program. Our ELD program is developed as a hybrid push-in/pull-out model in which ELD specialists work with students 2-4 days a week to assist students in accessing the core curriculum and increasing their English Language acquisition. These students are also provided access to high frequency English vocabulary and will build their

skills through blended learning curricula that includes online flashcards and self-paced tutorials. We have .17 FTE at each school site that provides ELD support. Since ALL of our ELs are Early Intermediate or above, our model assists in reducing the amount of time students miss the core instructional program yet also provides the support needed.

PVSD's reading intervention program supports our struggling reading population which consists of primarily unduplicated students (English Learners and Low Socio-economic students). We have a 1.0 FTE supporting reading intervention across the district. Half of the time this teacher is at the K-3 site and the other half is spent at the 4-8 site serving 20 students at least 3 days/week. Leveled Literacy Intervention is used throughout the reading groups which focuses on providing texts that are at the student's reading and interest level. Students are able to build relationships with the specialist. Research for LLI (<http://pvsd.us/lliresearch>) focuses on some key aspect that support our program-- students should be reading everyday with teacher support, texts are matched to children's reading ability, and lessons provide daily opportunities to increase fluency through oral rereading of texts. Furthermore, allowing these students to work with a teacher in extremely small groups allows these students to build a close bond with someone who they know cares for them. Reading Recovery is used at the K-2 level with 1.0 FTE supporting emerging and struggling readers.

PVSD supports a differentiated and inclusive math program. Students are pulled from classes, however by supporting Paraprofessionals and other certificated teachers for intervention-based services.

Digital Reading Devices: The District will revamp the Learning Bus (literacy support program) in 2017-2018 to all students in the target populations who ride district sponsored transportation. Chromebooks will be provided to these students along with Internet access. The District will expend \$7000 on equipment. Funds will come from the general fund. These devices will assist students in completing homework assignments, communicating with teachers and peers, and building literacy with engaging reading content. This allows staff to work with students and celebrate reading milestones (i.e., completed 5 books, etc.). By providing access to learning resources on the bus, research shows that behavior will improve and students will acquire content knowledge more effectively.

Summer School: The program is principally directed to serve our unduplicated students by providing extra instructional time outside of the regular school year in English Language Arts and Mathematics. By targeting students below grade level in reading, writing, and/or math PVSD can focus support on our primarily unduplicated population. By providing 4 weeks extra of instruction, 2 weeks at the end of the year and 2 weeks prior to the beginning of school, students can access more content and be better prepared to start the school year without losing academic skills.

Of the \$80,487 of supplemental funding generated by the LCFF formula for PVSD, all will be spent to supplemental services to support our students in the target populations. The services will be provided by credentialed staff.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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.
- **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.
- **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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

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

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	11,968,529.00	11,499,786.00	11,108,666.00	11,968,529.00	11,908,421.00	34,985,616.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	7,686,319.00	6,959,077.00	10,696,301.00	7,686,319.00	7,298,057.00	25,680,677.00
Local Donations	0.00	28,230.00	0.00	0.00	28,000.00	28,000.00
Local Foundation Grant	1,069,335.00	1,156,612.00	0.00	1,069,335.00	1,020,501.00	2,089,836.00
Other	11,756.00	0.00	238,780.00	11,756.00	0.00	250,536.00
Other General Fund Restricted	44,047.00	45,000.00	0.00	44,047.00	45,000.00	89,047.00
Other State Funds	0.00	0.00	0.00	0.00	0.00	0.00
Parcel Taxes	713,922.00	1,055,101.00	0.00	713,922.00	1,224,269.00	1,938,191.00
Special Ed Resource 6500	1,821,371.00	1,598,274.00	0.00	1,821,371.00	1,705,461.00	3,526,832.00
Supplemental	621,779.00	654,620.00	173,585.00	621,779.00	508,515.00	1,303,879.00
Supplemental/Concentration	0.00	0.00	0.00	0.00	72,623.00	72,623.00
Title II	0.00	2,872.00	0.00	0.00	5,995.00	5,995.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	11,968,529.00	11,499,786.00	11,108,666.00	11,968,529.00	11,908,421.00	34,985,616.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000,2000,3000 Certificated, Classified Salaries & Benefits	66,032.00	42,863.00	0.00	66,032.00	43,892.00	109,924.00
1000,3000 Certificated Salaries & Benefits	8,912,825.00	8,797,004.00	0.00	8,912,825.00	8,912,524.00	17,825,349.00
1000,3000,5000 Certificated Salaries and Benefits & Services	0.00	45,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	8,329,326.00	0.00	0.00	8,329,326.00
1000-4000 Salaries, Benefits, Books & Supplies	207,817.00	0.00	0.00	207,817.00	53,250.00	261,067.00
1000-5000 Salaries, Benefits & Non-Personnel Costs	1,000,388.00	1,054,001.00	0.00	1,000,388.00	1,080,400.00	2,080,788.00
2000,3000 Classified Salaries & Benefits	762,050.00	678,763.00	0.00	762,050.00	710,124.00	1,472,174.00
2000-2999: Classified Personnel Salaries	0.00	0.00	992,739.00	0.00	0.00	992,739.00
3000-3999: Employee Benefits	0.00	0.00	1,000,191.00	0.00	0.00	1,000,191.00
4000-4999: Books And Supplies	587,324.00	557,179.00	134,025.00	587,324.00	547,360.00	1,268,709.00
5000-5999: Services And Other Operating Expenditures	432,093.00	324,976.00	527,385.00	432,093.00	560,871.00	1,520,349.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	57,000.00	0.00	0.00	57,000.00
6000-6999: Capital Outlay	0.00	0.00	68,000.00	0.00	0.00	68,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	11,968,529.00	11,499,786.00	11,108,666.00	11,968,529.00	11,908,421.00	34,985,616.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000,2000,3000 Certificated, Classified Salaries & Benefits	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000,2000,3000 Certificated, Classified Salaries & Benefits	Supplemental	66,032.00	42,863.00	0.00	66,032.00	43,892.00	109,924.00
1000,3000 Certificated Salaries & Benefits	Base	5,971,790.00	5,373,257.00	0.00	5,971,790.00	5,460,972.00	11,432,762.00
1000,3000 Certificated Salaries & Benefits	Local Foundation Grant	928,988.00	1,099,696.00	0.00	928,988.00	974,733.00	1,903,721.00
1000,3000 Certificated Salaries & Benefits	Parcel Taxes	713,922.00	1,055,101.00	0.00	713,922.00	1,224,269.00	1,938,191.00
1000,3000 Certificated Salaries & Benefits	Special Ed Resource 6500	961,745.00	834,457.00	0.00	961,745.00	903,019.00	1,864,764.00
1000,3000 Certificated Salaries & Benefits	Supplemental	336,380.00	434,493.00	0.00	336,380.00	349,531.00	685,911.00
1000,3000,5000 Certificated Salaries and Benefits & Services	Other General Fund Restricted	0.00	45,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	8,148,900.00	0.00	0.00	8,148,900.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	86,100.00	0.00	0.00	86,100.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	94,326.00	0.00	0.00	94,326.00
1000-4000 Salaries, Benefits, Books & Supplies	Base	207,817.00	0.00	0.00	207,817.00	53,250.00	261,067.00
1000-5000 Salaries, Benefits & Non-Personnel Costs	Base	1,000,388.00	1,035,994.00	0.00	1,000,388.00	1,080,400.00	2,080,788.00
1000-5000 Salaries, Benefits & Non-Personnel Costs	Local Foundation Grant	0.00	18,007.00	0.00	0.00	0.00	0.00
2000,3000 Classified Salaries & Benefits	Base	0.00	101,890.00	0.00	0.00	148,002.00	148,002.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
2000,3000 Classified Salaries & Benefits	Local Foundation Grant	130,847.00	0.00	0.00	130,847.00	0.00	130,847.00
2000,3000 Classified Salaries & Benefits	Special Ed Resource 6500	528,076.00	513,833.00	0.00	528,076.00	489,499.00	1,017,575.00
2000,3000 Classified Salaries & Benefits	Supplemental	103,127.00	63,040.00	0.00	103,127.00	0.00	103,127.00
2000,3000 Classified Salaries & Benefits	Supplemental/Concentration	0.00	0.00	0.00	0.00	72,623.00	72,623.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	898,739.00	0.00	0.00	898,739.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	94,000.00	0.00	0.00	94,000.00
3000-3999: Employee Benefits	Base	0.00	0.00	951,777.00	0.00	0.00	951,777.00
3000-3999: Employee Benefits	Other	0.00	0.00	44,680.00	0.00	0.00	44,680.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	3,734.00	0.00	0.00	3,734.00
4000-4999: Books And Supplies	Base	461,408.00	402,049.00	70,500.00	461,408.00	494,172.00	1,026,080.00
4000-4999: Books And Supplies	Local Donations	0.00	425.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Local Foundation Grant	0.00	38,909.00	0.00	0.00	38,256.00	38,256.00
4000-4999: Books And Supplies	Other	11,756.00	0.00	0.00	11,756.00	0.00	11,756.00
4000-4999: Books And Supplies	Special Ed Resource 6500	5,000.00	0.00	0.00	5,000.00	0.00	5,000.00
4000-4999: Books And Supplies	Supplemental	109,160.00	112,924.00	63,525.00	109,160.00	14,932.00	187,617.00
4000-4999: Books And Supplies	Title II	0.00	2,872.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	44,916.00	45,887.00	513,385.00	44,916.00	61,261.00	619,562.00
5000-5999: Services And Other Operating Expenditures	Local Donations	0.00	27,805.00	0.00	0.00	28,000.00	28,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Local Foundation Grant	9,500.00	0.00	0.00	9,500.00	7,512.00	17,012.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	14,000.00	0.00	0.00	14,000.00
5000-5999: Services And Other Operating Expenditures	Other General Fund Restricted	44,047.00	0.00	0.00	44,047.00	45,000.00	89,047.00
5000-5999: Services And Other Operating Expenditures	Special Ed Resource 6500	326,550.00	249,984.00	0.00	326,550.00	312,943.00	639,493.00
5000-5999: Services And Other Operating Expenditures	Supplemental	7,080.00	1,300.00	0.00	7,080.00	100,160.00	107,240.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	0.00	0.00	5,995.00	5,995.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	45,000.00	0.00	0.00	45,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other General Fund Restricted	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other State Funds	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	12,000.00	0.00	0.00	12,000.00
6000-6999: Capital Outlay	Base	0.00	0.00	68,000.00	0.00	0.00	68,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	9,630,318.00	8,989,366.00	7,387,836.00	9,630,318.00	9,231,011.00	26,249,165.00
Goal 2	1,522,352.00	1,689,226.00	2,886,160.00	1,522,352.00	1,713,479.00	6,121,991.00
Goal 3	815,859.00	821,194.00	477,270.00	815,859.00	963,931.00	2,257,060.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	357,400.00	0.00	0.00	357,400.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					