

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasant Valley

CDS Code: 56725530000000

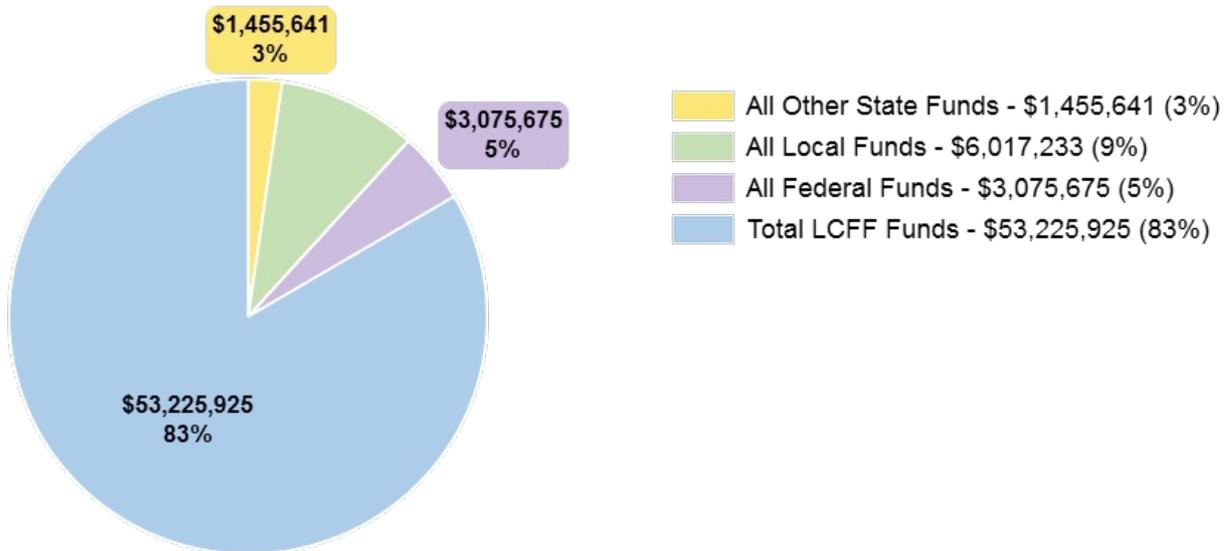
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Dr. Veronica Ortega | vortega@pleasantvalleysd.org | 805-445-8662

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

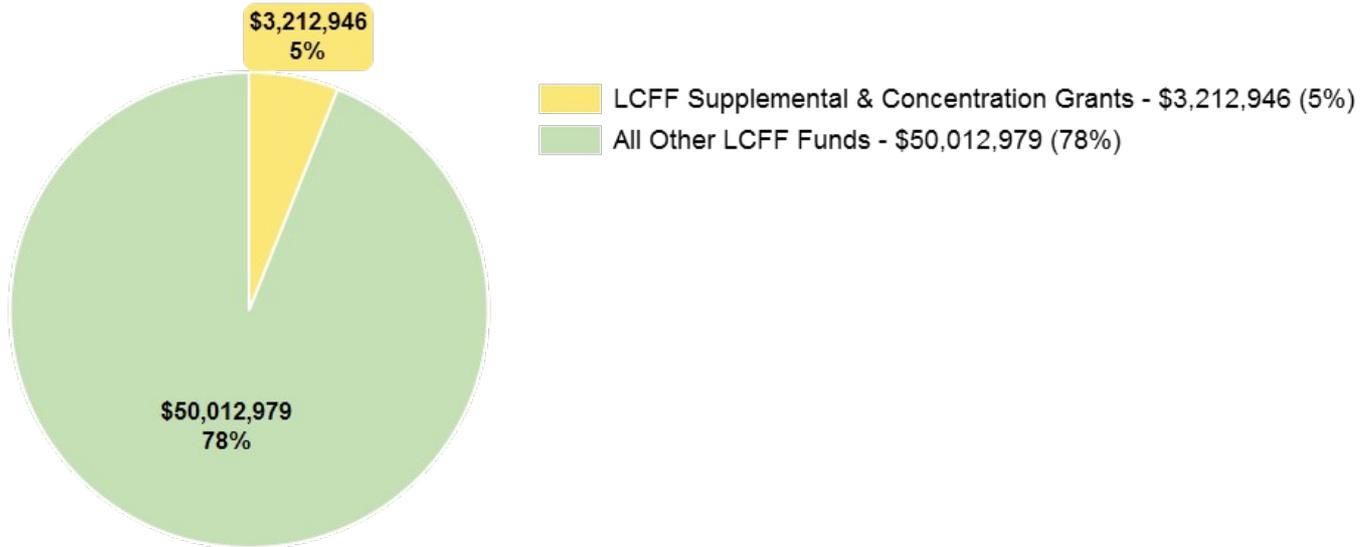
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$1,455,641	3%
All Local Funds	\$6,017,233	9%
All Federal Funds	\$3,075,675	5%
Total LCFF Funds	\$53,225,925	83%

## Breakdown of Total LCFF Funds



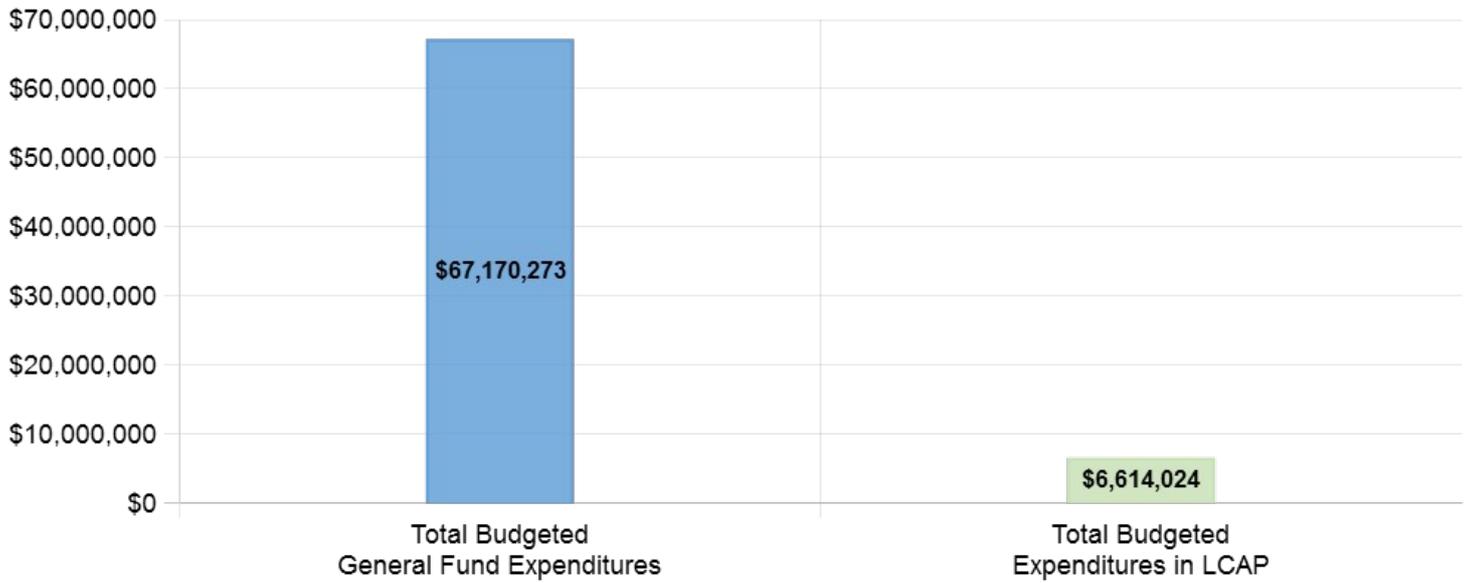
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$3,212,946	5%
All Other LCFF Funds	\$50,012,979	78%

*These charts show the total general purpose revenue Pleasant Valley expects to receive in the coming year from all sources.*

The total revenue projected for Pleasant Valley is \$63,774,474, of which \$53,225,925 is Local Control Funding Formula (LCFF), \$1,455,641 is other state funds, \$6,017,233 is local funds, and \$3,075,675 is federal funds. Of the \$53,225,925 in LCFF Funds, \$3,212,946 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$67,170,273
Total Budgeted Expenditures in LCAP	\$6,614,024

*This chart provides a quick summary of how much Pleasant Valley plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Pleasant Valley plans to spend \$67,170,273 for the 2019-20 school year. Of that amount, \$6,614,024 is tied to actions/services in the LCAP and \$60,556,249 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All expenditures are listed in the adopted budget. Compensation for classroom teachers, the majority of administrators, and the majority of classified staff engaged in the basic function of educating students and providing basic supports for the purpose of operating a school district are not included in the LCAP. The LCAP highlights some core instructional services but does not include all of them.

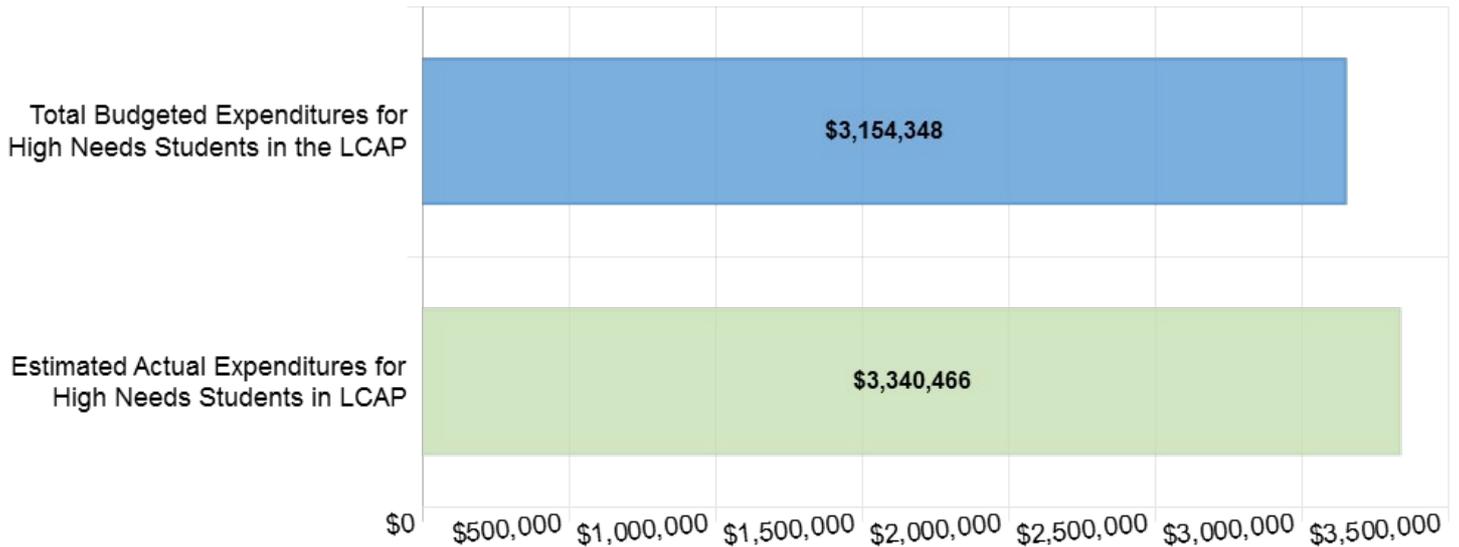
## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Pleasant Valley is projecting it will receive \$3,212,946 based on the enrollment of foster youth, English learner, and low-income students. Pleasant Valley must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Pleasant Valley plans to spend \$3,230,704 on actions to meet this requirement.

## Update on Increased or Improved Services for

# High Needs Students in 2018-19

## Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$3,154,348
Estimated Actual Expenditures for High Needs Students in LCAP	\$3,340,466

*This chart compares what Pleasant Valley budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pleasant Valley estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2018-19, Pleasant Valley's LCAP budgeted \$3,154,348 for planned actions to increase or improve services for high needs students. Pleasant Valley estimates that it will actually spend \$3,340,466 for actions to increase or improve services for high needs students in 2018-19.

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

## LEA Name

Pleasant Valley

## Contact Name and Title

Dr. Veronica Ortega

Assistant Superintendent,  
Educational Services

## Email and Phone

vortega@pleasantvalleysd.org

805-445-8662

## 2017-20 Plan Summary

### The Story

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

With more than 150 years of excellence and experience, the Pleasant Valley School District has a rich history of serving the children of Camarillo, a suburban community with a population of approximately 66,000 located midway between Los Angeles and Santa Barbara. Pleasant Valley School District (PVSD) serves approximately 6,500 students in grades Pre-Kindergarten through 8th grade. The district is composed of eleven schools with varied configurations: two comprehensive middle schools, three K-8 schools, and six elementary schools. Many of the schools have adopted focus programs rooted in Science, Technology, Engineering, Math, and the Arts. Ten of the eleven schools have been recognized as California Distinguished Schools. The district also authorizes a charter school that creates its own LCAP.

Our student population is comprised of 9% English learners (EL); 30% of students are classified as Low Income; and our LCFF Unduplicated Pupil count is 30%. Our EL students represent over 30 languages, with Spanish, Tagalog/Filipino, Mandarin, Vietnamese, and Japanese accounting for the top five languages represented. Our student population is diverse, with the majority of our students, 44%, identifying as White, followed by 35% Hispanic, 6% of students identifying as two or more races, 4% Filipino, 3% Black or African-American, and 6% Asian.

Pleasant Valley School District enjoys the support of an involved parent and stakeholder community. Valuing the partnership with PVSD, the Camarillo community passed a general obligation bond in June of

2018, and the district has begun implementation of projects at all sites. A comprehensive list of planned improvements can be found on the district's website.

Pleasant Valley's more than seven hundred dedicated employees are responsible for providing services to our students and working to fulfill PVSD's mission, which is to "Prepare 21st Century learners who are responsible members of our global society." Our strategic action plan communicates our core values of equity, integrity, teamwork, being student-centered, and embracing and celebrating diversity. School Plans for Student Achievement (SPSAs) were aligned with the strategic action plan. The 2018-2019 school year marked a change in our services at our three Title I receiving campuses, as the campuses transitioned to a school-wide Title I model. PVSD prides itself on embracing the cycle of continuous improvement to improve outcomes for all students as we strive towards our mission of Excellence for All.

## LCAP Highlights

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

As part of the cycle of continuous improvement, this third year iteration of the plan reflects some changes in actions and services. The changes in actions and services reflect the analysis of data from surveys, fidelity checks, and stakeholder input. The plan clearly delineates actions intended to increase or improve services for our Unduplicated Pupils and in addressing the following goals:.

- Goal 1 – Ensure increased student achievement through high expectations for all.
- Goal 2 – Provide a healthful environment where students feel welcomed, safe, and connected.
- Goal 3 – Maintain a fiscally sound budget that equitably aligns and maximizes available resources.
- Goal 4 – Continuously engage in open and meaningful communication with all stakeholders.

PVSD embarked on the process of building professional learning communities (PLCs) centered on the following four essential questions of PLCs posited by DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006).

What do we want our students to learn?  
How will we know when they have learned it?  
How will we respond when they have not learned it?  
How will we respond when they have learned it?

The fostering of PLCs is a continued district priority as we work to increase academic outcomes for students identified as at-risk, Homeless Youth, Foster Youth, English Learner, and Limited Income. This year teachers will receive a third year of training in professional learning communities to further their use of data. All principals will participate in the California Principals Support Network, which provides site-leadership training to build conditions that support PLCs. Specific data team days are part of this plan iteration with sites leaders and teachers meeting to discuss and plan next steps for student learning and supports for Unduplicated and at-risk students (Goal1, action 15).

In order to provide teachers with additional information regarding student needs, we will formally implement the use of FastBridge, a universal screening tool which was piloted throughout the district in 2018-2019. Teachers will undergo training on Curriculum Based Measures that are part of the FastBridge suite to provide additional data points beyond the universal screener to more accurately target the needs of at-risk and Unduplicated students. (Goal 1, action 13). PVSD will continue to implement and refine a multi-tiered system of support in working to provide students with services based on demonstrated needs, both academically and socio-emotionally. The full implementation of the Second Step, social emotional learning curriculum will be facilitated by school counselors (Goal 2, action 5).

To further capacity in the implementation of standards-based instruction, a history adoption is planned for the 2019-2020 school year (Goal 1, action 2). Science materials will be piloted in 2019-2020, with continued professional development in the state's preferred integrated science model (Goal 1, action 4). All teachers in grades TK-5 will receive training in standards-based grading, as we transition students to a standards-based report card (Goal 1, action 11). This new reporting structure will provide more granularity in reporting student outcomes to parents and guardians (Goal 4, action 2).

## 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 Pleasant Valley School District has several areas of growth to highlight and celebrate. PVSD students consistently exceed Ventura County and California performance on the CAASPP in both English Language Arts and Mathematics. Additionally, local indicators for PVSD were all met as reported on the California Dashboard.

In English Language Arts, PVSD earned a status rating of "High" on the California Dashboard with a score of 23.4 points above standard. Five student groups, (African American, Hispanic, Filipino, Socioeconomically Disadvantaged, and Students with Disabilities) made positive movement of one or more levels on the California Dashboard. Additionally, students identified as Foster Youth increased 35.1 points; Hispanic students increased 5.7 points; socioeconomically disadvantaged students increased 8.7 points; students with disabilities increased 3.8 points; African American students increased 9.2 points; students of two or more races increased 13.9 points; Asian students increased 3.4 points; and Filipino students increased 9 points. PVSD has dedicated reading and literacy coaching support that has supported our schools in meeting the literacy needs of students. The use of evidence-based interventions such as Fountas & Pinnell and consistent systems for monitoring reading progress has provided students with layered support at the primary level. This has yielded increased outcomes as students enter upper grades with strong foundational literacy skills.

In mathematics, PVSD saw an increase of 2.3 points as reflected on the Dashboard with several student

groups demonstrating increased outcomes: African American students increased by 9.5 points; students identified as Foster Youth increased 17.9 points; Hispanic students increased 7.6 points; Socioeconomically disadvantaged students increased 7.8 points; students with disabilities increased 3.4 points; and students of two or more races increased by 8.9 points. Overall, two student groups, Hispanic and socioeconomically disadvantaged students gained one performance level on the Dashboard. Access to targeted tutoring support in mathematics and professional development in publisher materials were practices that influenced this growth.

PVSD's focus on providing students with socio-emotional support through access to counselors at all schools and our use of restorative practices resulted in the district's suspension rate decreasing, resulting in a positive performance level change on the California Dashboard. Seven student groups (English Learner, Foster Youth, Hispanic, Students with Disabilities, White, Two or More Races, and Asian) made positive movement of one or more performance levels on the suspension indicator of the Dashboard.

Four student groups (English Learners, Hispanic, Asian, and African American) received a green or blue rating on the Dashboard's chronic absenteeism indicator.

The development and fostering of professional learning communities (PLCs) has gained additional traction this year through specific training of teacher and principal teams. PVSD is proud of the progress made in using data to inform practice through PLC training. Additionally, the pilot of the FastBridge Universal screening tool resulted in all campus leaders choosing to participate in the pilot. This has provided additional data to support students.

PVSD has begun implementation of multi-tiered systems of support as a result of receiving the Scale-Up MTSS Statewide or SUMS grant. All sites have conducted a Fidelity Integrity Assessment (FIA), have instructional leadership teams, and have clearly defined Tier I best instructional practices. We continue to build our MTSS with next steps focused on flexible scheduling for students and providing students with increased access through Universal Design for Learning.

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

Based on the California Dashboard, PVSD did not have any state or local performance indicators for which overall performance was in the "Red" or "Orange" range or where the district received a "Not Met" or "Not Met for Two or More Years" rating. However, English Learner performance on the English Language Arts academic indicator was in orange on the Dashboard. The district has developed and implemented several steps to address this area of need. This year, the district developed a long-term English Learner (LTEL) program and piloted the program at Pleasant Valley School of Engineering & Arts, the school site with the highest percentage (28%) of English Learners. The program will be scaled to additional campuses in the 2019-2020 school year. The English Learner coordinator has provided onsite

ELD coaching and model lessons on both designated and integrated ELD instruction. In order to leverage parent partnerships in meeting the needs of our English Learners, the Family Literacy Project was launched at two additional schools this year. Over 30 parents of English Learners participated in this parent academy. The program will be expanded to additional parent cohorts in 2019-2020. Additionally, the district will offer a summer learning opportunity through the University of California at Santa Barbara which will target writing skills.

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

English Learners were in orange on the English Language Arts academic indicator on the California Dashboard. This is two levels below the "all students" performance level of green. PVSD has developed multiple strategies to address this gap. This year, the district developed a long-term English Learner (LTEL) program and piloted the program at the school site with the highest number of English Learners. The program will be scaled to additional campuses in the 2019-2020 school year. In order to more closely monitor areas of need in English language development, new progress monitoring tools were developed.

Additionally, the English Learner coordinator has provided onsite ELD coaching and model lessons on both designated and integrated ELD instruction. In order to leverage parent partnerships in meeting the needs of our English Learners, the Family Literacy Project was launched at two additional schools this year. Over 30 parents of English Learners participated in this parent academy. The program will be expanded to additional parent cohorts in 2019-2020.

The Dashboard indicator for "all students" in chronic absenteeism is yellow. Our students identified as Foster Youth demonstrated red level performance on this indicator. Through counseling and administrative outreach, students are being monitored for attendance outcomes. Campuses received additional funds to promote positive attendance incentives and to provide increased connectedness opportunities through clubs and sports opportunities.

## 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.

PVSD schools were not identified for comprehensive support and improvement under the Every Student Succeeds Act.

## 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.

PVSD schools were not identified for comprehensive support and improvement under the Every Student Succeeds Act.

## 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.

PVSD schools were not identified for comprehensive support and improvement under the Every Student Succeeds Act.

# Annual Update

## LCAP Year Reviewed:

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

Ensure increased student achievement through high expectations for all.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 7, 8

Local Priorities:

## Annual Measurable Outcomes

### Expected

Grades 1-8 student to device ratio maintained. 70% of students reporting that they use technology to help with school work.

### Actual

Students in grades 1-8 have 1:1 access to devices. Students in kindergarten have access to iPad centers.

**Expected**

2018 % met or exceeded  
 ELA 2018-66%  
 Math 2018-52%

100%

No complaints

100% of students enrolled in required courses

RFEP rate = 9% for 18-19

n/a

Increase percentage of English Learners meeting level 4 as measured by the ELPAC above the baseline percentage of students meeting level 4.

**Actual**

63% of students met or exceeded standards in ELA  
 50% of students met or exceeded standards in Math

100% of teachers are highly qualified per Human Resources.

No complaints

100% of students enrolled in required courses

RFEP rate= 18% for 18-19

n/a

Baseline percent of students scoring level 4 on the ELPAC was 40%.

**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**

Support 21st Century Learning by ensuring access to adequate technology devices for students and teachers. Provide applications/software and infrastructure to support 21st Century Learning.

**Actual Actions/Services**

Students were supported in 21st Century Learning through infrastructure supports, increased, bandwidth, and refreshed Chromebook devices in grade six. Middle school devices are provided to students to use at home. Students had access to technology integrated instruction and explicit instruction in digital citizenship. The digital citizenship series is purveyed through Common Sense Media. Some school sites provided parent nights on how to access online learning supports at home. First phase of interactive displays rolled out.

**Budgeted Expenditures**

\$2,145,928

**Estimated Actual Expenditures**

\$2,035,741

**Action 2****Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Purchase and/or develop State Standards aligned instructional materials to support State Standards adoptions.

This marked the second year of the district's transition to the Eureka math paid materials suite. Materials were purchased for all students in grades K-5. Replenishment materials were purchased for middle school math (Big Ideas), TK Language Arts (Wonders), K-5 Language Arts (Benchmark Advance), history, and science.

\$346,202

\$338,924

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Compensate highly qualified teachers through stipend or hourly pay as needed to support core subjects and the development of instructionally-aligned materials.

A history adoption committee met regularly to evaluate and pilot history materials. The committee developed presentations for various stakeholder groups. A science adoption committee received training in materials evaluation and met to select materials to pilot. A committee of teachers in grades TK-5 met regularly to develop standards-based report cards in order to support core subjects. A team of teachers in grades 1-3 met as a committee to develop protocols and timelines for Primary Hour, our after school reading intervention program.

\$4,094

\$4,844

## Action 4

### Planned Actions/Services

Provide professional development opportunities for staff in areas such as: Next Generation Science Standards, addressing the needs of special education students,

### Actual Actions/Services

Science teachers in grades K-8 received professional development in the NGSS through workshops facilitated by the Ventura County Office of

### Budgeted Expenditures

\$88,624

### Estimated Actual Expenditures

\$85,291

**Planned Actions/Services**

math content, history, and writing.

**Actual Actions/Services**

Education. Additionally, middle school science teachers in grades 6-8 received training through California State University Channel Islands.

Teachers in grades TK-5 received additional training in Eureka math. This was the second phase of implementation training. Teachers in grades 4-8 attended sessions through West Ed on using the Interim Assessment Blocks (IABs) in mathematics, and unpacking language demands in math tasks. Additionally, teachers in math 6-8 attended training on rich math task development.

New teachers received training in the Lucy Calkins writing program as well as on-boarding in textbook adoptions.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

Provide GATE part-time teacher on special assignment to: support teachers in GATE certification and in-class differentiation for GATE-identified students, increase GATE communication, and improve identification of historically under identified student populations.

**Actual Actions/Services**

A part-time GATE teacher on special assignment served all school sites. An online digital classroom environment was created to support students in extended learning using the Icons of Depth and Complexity. The GATE teacher facilitated an expert showcase where students had the opportunity to explore areas of interest and showcase their findings/learning to the community. Additionally, the teacher provided coaching support for school sites to better address the learning needs of GATE-identified students. To support the identification of historically under-identified student populations, the teachers hosted GATE testing at the individual school sites, providing greater access to the process. The teacher also developed and taught a certification course for teachers interested in becoming GATE certified. Clerical support was

**Budgeted Expenditures**

\$93,209

**Estimated Actual Expenditures**

\$90,434

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

provided for the GATE activities.

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide tutoring and homework help in English and Math with the principal goal of increasing academic outcomes for at-risk, Homeless Youth, Foster Youth, English Learner, or Limited Income students.

All campuses provided access to homework and tutoring support principally directed towards at-risk, Homeless Youth, Foster Youth, English Learners, and Limited Income students. The tutoring opportunities took place during lunch or after school.

\$76,804

\$59,468

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide school day music and/or theater opportunities for students in TK-5th grades and instrumental music opportunities in 6th-8th grades.

Provided students in TK through five with music instruction. All 3rd grade students received instruction on recorders and performed on their recorders at a New West Symphony field trip. After school music opportunities were jointly funded by Pleasant Valley School District, Save Our Kids' Music, parent organizations, parents, and grants.

\$5,378

\$8,729

**Action 8**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Support English Learners (EL) by providing an EL coordinator, EL testing support, monitoring, reclassification, classroom support, teacher leadership, professional development, DELAC facilitation, and parent education. Build teacher capacity to purvey integrated and designated ELD.

Supported English Learners (EL) by providing an EL coordinator, EL testing support, monitoring, reclassification, classroom support, teacher leadership, professional development, DELAC facilitation, and parent education. The EL coordinator provided onsite coaching upon teacher request and support for teachers in the use of the English Learner Progress monitoring tool. In conjunction with the Director of Educational Services, the English Learner coordinator developed progress monitoring assessments that mirror the ELPAC. Both the English Learner Coordinator and the Director of Educational Services facilitated District English Learner Advisory Committee (DELAC) meetings. When requested, the coordinator attended site English Learner Advisory Committee meetings.

\$96,106

\$96,473

## Action 9

**Planned Actions/Services**

Expand cultural proficiency training to help eliminate discrimination based on race, color, language, income, and other ways people differ. Build capacity to support students identified as Homeless Youth, Foster Youth, English Learner, or Limited Incomes, to increase student connectedness and achievement.

**Actual Actions/Services**

Expanded cultural proficiency training to help eliminate discrimination based on race color, language income, and other ways people differ. A book-study is underway throughout the district on the book Etched in Sand. Additionally, all cabinet, LCAP committee members, district leadership, and site administrative assistants participated in an LCAP needs analysis that used case studies focused on serving impacted populations.

**Budgeted Expenditures**

\$5,441

**Estimated Actual Expenditures**

\$4,691

**Action 10**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide increased access to technology devices/internet connection to Homeless Youth, Foster Youth, English Learner, or Limited Income students to support their academic achievement.

Provided increased access to technology devices/internet connection to Homeless Youth, Foster Youth, English Learner, or Limited Income students to support their academic achievement. Schools provided access to expanded hours in the Makerspace, media centers, and through hotspot connections.

\$47,656

\$18,123

**Action 11**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Increase instructional coherence throughout the district through professional development that addresses areas of needed professional growth to differentiate standards and adopted materials in mathematics and ELA for the primary purpose of increasing academic outcomes for Unduplicated Pupils.

Increased instructional coherence throughout the district through professional development that addresses areas of needed professional growth to differentiate standards and adopted materials in mathematics and ELA for the primary purpose of increasing academic outcomes for Unduplicated Pupils. West Ed training focused on unpacking language rich-tasks for English learners and the creation of math-rich tasks to engage students.

K-5 teachers received training on how to differentiate use of Benchmark Advanced Curriculum. 6-8 English Language Arts teachers received publisher training on the Rigor and Relevance framework.

\$225,900

\$257,867

**Action 12**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide professional development opportunities for special education teachers to build capacity to deliver instruction using adopted math and ELA curriculum to improve academic outcomes for special education students.

Provided professional development opportunities for special education teachers to build capacity to deliver instruction using adopted math and ELA curriculum to improve academic outcomes for special education students. All special education teachers attended ELA and math training sessions offered.

\$1,346

\$1,336

**Action 13**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Purchase a diagnostic screening and progress monitoring tool to identify academic and social-emotional areas of student need that support a Multi-Tiered Systems of Support (MTSS) model principally directed at providing more targeted support for Unduplicated Pupils.

Purchased FastBridge, a diagnostic screening and progress monitoring tool, that supports educators in the identification of academic and social-emotional areas of student need that support a Multi-Tiered System of Support (MTSS) model principally directed at providing more targeted support for Unduplicated Pupils and students academically at-risk.

\$55,000

\$38,808

**Action 14**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Recruit new teachers by covering fees for year one and two induction programs as well as providing release days and support mentors associated with teacher induction.

Covered fees for year one and two induction programs as well as provided release days and support mentors associated with teacher induction.

\$51,546

\$73,560

**Action 15**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Build teacher capacity to serve at-risk, Homeless Youth, Foster Youth, English Learner, and Limited Income students through training in Professional Learning Communities (PLC), Universal Design for Learning (UDL), and English Language Development (ELD) with the purpose of improving student outcomes.

Built teacher capacity to serve at-risk, Homeless Youth, Foster Youth, English Learner, and Limited Income students through training in Professional Learning Communities (PLCs). Specific training was conducted through Solution Tree with a focus on high expectations for Unduplicated Pupils. School teams attended the California Principal Support network to develop site level PLCs. All staff was trained in Universal Design for Learning (UDL) through a full day professional development event with Dr. Katie Novak. All principals will participate in a UDL course in June. Teachers at school sites with high percentages of English Learners received additional publisher training in designated ELD using adopted curriculum

\$201,318

\$203,601

**Action 16**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide summer school enrichment opportunities for at-risk, Homeless Youth, Foster Youth, English Learner, and Limited Income students with the purpose of mitigating academic summer learning loss and working toward closing the achievement and opportunity gaps.

Provided summer school enrichment opportunities (Olimpico) for at-risk, Homeless Youth, Foster Youth, English Learner, and Limited Income students with the purpose of mitigating academic summer learning loss and working toward closing the achievement and opportunity gaps.

\$101,115

\$41,800

**Action 17**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide a bilingual psychologist to increase accuracy of special education testing for English language learners in order to better support their academic goals.

Provided a bilingual psychologist to increase accuracy of special education testing for English language learners in order to better support their academic goals.

\$105,054

\$114,557

**Action 18**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Develop specialized academic instruction model at comprehensive middle schools allowing for greater programmatic opportunities for students in special education.

Began co-teaching training on specialized academic instruction models at comprehensive middle schools allowing for greater programmatic opportunities for students in special education. At the K-5 level a learning center model was piloted at one campus and several teachers received learning center training to scale the model to other sites next year.

\$16,000

\$16,000

### Action 19

#### Planned Actions/Services

Use IABs and other formative data sources to support student learning and continue to build teacher capacity in data use through the Professional Learning Community model.

#### Actual Actions/Services

Used district-wide, consistent IABs and other formative data sources to support student learning and continue to build teacher capacity in data use through the Professional Learning Community model.

#### Budgeted Expenditures

\$5,919

#### Estimated Actual Expenditures

\$6,109

### Action 20

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Provide parent education on curriculum supports that can be accessed at home.

Sites provided parent education on curriculum supports that can be accessed at home.

\$627

\$300

### Action 21

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Provide part-time reading support teachers at each elementary and K-8 campus to support at-risk students.

Provided part-time reading support teachers at each elementary and K-8 campus to support at-risk students.

\$101,034

\$101,233

### Action 22

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Provide increased access to reading support teachers for K-5 students identified as Homeless Youth, Foster Youth, English Learner, or Limited Income to increase academic reading achievement.

Provided increased access to reading support teachers for K-5 students identified as Homeless Youth, Foster Youth, English Learner, or Limited Income to increase academic reading achievement.

\$406,263

\$404,935

### Action 23

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Provide instructional assistants and a supply allotment for each site to support teachers in MakerSpace use and student technology use on campuses. There will be a core allotment based on ADA. An additional allotment will be provided to school sites based on unduplicated count for the purpose of purveying increased STEM exposure for Homeless Youth, Foster Youth, English Learner, and Limited Income pupils. Teacher stipend to support continuing professional development of Makerspace instructional assistants to adequately support teachers.

Provided instructional assistants and a supply allotment for each site to support teachers in MakerSpace use and student technology use on campuses. A core allotment was provided and an additional allotment was provided to school sites based on unduplicated count for the purpose of purveying increased STEM exposure for Homeless Youth, Foster Youth, English Learner, and Limited Income pupils. The teacher stipend was not provided, as the teacher was unavailable to provide the service planned. In lieu of this, MakerSpace instructional assistants were sent to a workshop purveyed through the Ventura County Office of Education.

\$160,409

\$171,723

**Action 24**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide increased music and/or arts opportunities for Homeless Youth, Foster Youth, English Learner, and Limited Income students through before school, during school, during lunch, or after school music and/or arts opportunities to increase academic outcomes through increased engagement and attendance.

Provided increased music and/or arts opportunities for Homeless Youth, Foster Youth, English Learner, and Limited Income students through before school, during school, during lunch, or after school music and/or arts opportunities to increase academic outcomes through increased engagement and attendance.

\$95,452

\$97,408

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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.

PVSD implemented all actions and services developed for goal 1: Increased student achievement through high expectations for all. This year, we utilized a fidelity check process through which all department heads and principals reported the level of implementation of each action and service as applicable to their settings. While all actions in Goal 1 were implemented, the degree of implementation varied from site to site. An example of this was the tutoring support provided to sites (action 6). Each principal developed a tutoring implementation plan; however, some sites began the tutoring process sooner than others due to being able to procure personnel.

Action 8, provided an English Language coordinator. Part of the coordinator's role is to provide coaching support for teachers in integrated and designated ELD. Many principals scheduled workshops with the coordinator to build staff capacity. Some grade levels worked with the coordinator to develop their ELD lessons. Action 10 was developed to provide technology access at school and at home. Sites were provided with allocations to provide adult-supervised time in tech-connected spaces for students to use technology before or after school. Some sites used this time to create increased opportunities to provide coding and other technology skill-building opportunities. Some sites struggled to recruit personnel to fulfill this action.

The intent of action 20 was to provide parents with information on at-home supports. Many school sites provided specific training events for parents, while others purveyed the information through newsletters.

MakerSpace instructional assistants were provided at all sites (action 23), but a midyear change at one site resulted in a lapse in coverage for that site while the position was filled. With regard to MakerSpace supports, while we developed a plan for a teacher to support the MakerSpace instructional assistants, the teacher was not available to provide the support. Educational Services administrators met with the MakerSpace instructional assistants to provide guidance and connected them with workshop training.

The fidelity checks provided data that will inform future implementation of actions to ensure greater consistency across sites and departments.

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

The actions and services were highly effective in supporting goal one. Some examples are noted below.

Action 3 has proven to be highly effective in fostering the conditions for increasing student achievement through the work of various committees. Our middle school history teachers piloted various instructional materials and selected a program that will provide students with critical thinking opportunities and highly engaging curriculum. Similarly, as we transition to the state's integrated science model, a science textbook committee is establishing the foundation for the selection of robust instructional materials. This action provided time for teacher teams to redesign our report cards to transition to a standards-based system.

Parents indicated on the DELAC survey that the tutoring support (action 6) has greatly benefited students.

Goal one had several actions that were connected to professional development. One area of continued development has been in building professional learning communities that focus on increasing student outcomes. The use of data has been a growth area with every school more consistently utilizing professional development structures to analyze data. Increasing instructional capacity in mathematics through targeted professional development has yielded increased student achievement in math. All sites utilized the interim assessment blocks (IABs) as common assessments. Teachers will be refining the use of these assessments to provide consistent access to performance tasks within the IAB system.

The amount of students referred for the most intensive levels of reading intervention in the kindergarten through 3rd grade levels has decreased districtwide due to the support of reading teachers on special assignment who directly support students and teachers.

We began using a diagnostic screening tool (action 13) as a pilot this year. Title I campuses were the only campuses that were required to utilize this tool and all other campuses were provided the opportunity to pilot. All 11 campuses participated in the pilot, and teachers use the data regularly. The data are used in our collaborative student team process districtwide.

Since the planning cycle of the LCAP process is ahead of the release of CAASPP data, it is not possible to assess these specific actions and services which we have implemented in relation to 2018-2019 CAASPP data. The student academic outcomes on the 2017-2018 CAASPP demonstrated an increase in the percent of students meeting or exceeding standards in mathematics (48% to 50%). On the California Dashboard several student groups made growth in academic areas. For instance in English Language Arts, PVSD earned a status rating of "High" on the California Dashboard

with a score of 23.4 points above standard. Five student groups, (African American, Hispanic, Filipino, Socioeconomically Disadvantaged, and Students with Disabilities) made positive movement of one or more levels on the California Dashboard. Additionally, students identified as Foster Youth increased 35.1 points; Hispanic students increased 5.7 points; socioeconomically disadvantaged students increased 8.7 points; students with disabilities increased 3.8 points; African American students increased 9.2 points; students of two or more races increased 13.9 points; Asian students increased 3.4 points; and Filipino students increased 9 points.

In mathematics, PVSD saw an increase of 2.3 points as reflected on the Dashboard with several student groups demonstrating increased outcomes: African American students increased by 9.5 points; students identified as Foster Youth increased 17.9 points; Hispanic students increased 7.6 points; Socioeconomically disadvantaged students increased 7.8 points; students with disabilities increased 3.4 points; and students of two or more races increased by 8.9 points. Overall two student groups, Hispanic and socioeconomically disadvantaged students gained one performance level on the Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 6 has a material difference due to some sites not being able to recruit personnel for all of the hours allocated for tutoring. Additionally, student teachers were utilized which provided an hourly rate well below the teacher hourly rate upon which the budget was built. Action 7 cost more than anticipated due to one of the music providers moving from a classified position to certificated based on obtaining a Career Technical Education credential. The Makerspace increased technology access hours (Action 10) were provided at some sites more consistently than others. At some sites the space was facilitated by the MakerSpace instructional assistants, whose rate is far less than the teacher hourly the budget was based on. Action 13 was less money than anticipated to implement, as kindergarten was not included. Action 14 cost more to implement, as the budget was initially built on the program moving to an online platform that Human Resources wanted to pilot. Due to an existing contract, the program remained a face-to-face model, which was more to implement. Action 16 appears under budget due to the program spanning two fiscal years. The program begins at the end of June and goes through the beginning of July. Action 17, the bilingual psychologist was over-budgeted due to uncertainty regarding whether an agency would provide this service, and a revision was made during first interim.

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.

Action 3 has been clarified to state that the hourly stipend and pay is through committee work. To provide greater support for students, Universal Design for Learning has been added to Action 5. As a result of our review of performance, Action 9 is being expanded to include data discussions

about serving students with various needs. We have increased specificity in action 20, and this action will now provide students and parents with college and career information through parent education nights and the implementation of the Naviance tool in grades 6-8. Actions 21 and 22 have been modified to include the term coaching as a part of the work that reading teachers on special assignment will support at their school sites. While strong, our performance in English Language Art has not grown in the past years, and coaching in the implemented curriculum and standards is a strategy to gain momentum in this domain.

# Goal 2

Provide a healthful environment where students feel welcomed, safe, and connected

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 3, 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

2018 CHKS demonstrating an increase in the number of students feeling safe and connected at school.

Increased participation on parent surveys  
Increase or maintain stakeholder opportunities (Superintendent's Advisory, Committees)

### Actual

85% of 5th graders feel like they are safe at school  
69% of 7th graders agree or strongly agree that they feel safe at school  
93% of 7th graders feel safe in classrooms  
76% of 7th graders feel safe at lunch  
72% of 7th graders feel safe in bathrooms  
89% of 7th graders feel safe during passing periods  
80% of 7th graders feel safe in locker rooms

Increased survey completion rate  
Increased stakeholder opportunities (additional LCAP meeting, additional superintendent advisory meetings)

**Expected**

FIT report = Maintain rating of GOOD for all schools

1. Maintain student suspension rates at or below 1.5%
2. Maintain student expulsion rates of 0%
3. Improve chronic absenteeism rate to 7.3%
4. Maintain middle school dropout rates at 0%

97% attendance rate (Percentage re-calibrated based on corrected information in Q (Student Information System). Baseline reported did not previously match any attendance records.

**Actual**

All schools met rating of GOOD as measured by the Facilities Inspection Tool

1. The 2017-2018 suspension rate was 1.9%. Pending suspension rate data for 2018-2019.
2. The expulsion rate remained at 0%. Pending expulsion rate data for 2018-2019.
3. The chronic absenteeism rate was at 6.9% for the 2017-2018 school year. Pending chronic absenteeism data for 2018-2019.
4. The middle school dropout rate remained at 0% in 2017-2018. Pending middle school dropout data for 2018-2019.

Pending end-of-year data

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Develop Positive Behavior Intervention Support (PBIS) strategies, alternatives to suspension, and provide attendance interventions for students, principally directed at reducing suspensions for Unduplicated Pupils.

Developed Positive Behavior Intervention Support (PBIS) strategies, alternatives to suspension, and provided attendance interventions for students, principally directed at reducing suspensions for Unduplicated Pupils. Increased principal capacity in restorative practice through a book study on alternate means to suspension. A PBIS leadership team was developed and attended a PBIS conference on best practices.

\$2,700

\$745

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide increased school transportation opportunities for students identified as Homeless Youth, Foster Youth, English Learner, or Limited Income with the purpose of improving attendance. Provide clerical support for Student Attendance Review Board with specific outreach to support Unduplicated Pupils.

Provided increased school transportation opportunities for students identified as Homeless Youth, Foster Youth, English Learner, or Limited Income with the purpose of improving attendance. Provided clerical support for Student Attendance Review Board with specific outreach to support Unduplicated Pupils. Clarified School Attendance Review Board processes.

\$821,977

\$835,000

### Action 3

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Provide Tobacco Use Prevention and Education training and grant coordination, teacher facilitator stipends, and program materials through consortium grant participation with the county office of education. Education will include an emphasis on the hazards of electronic vapor devices.

Provided Tobacco Use Prevention and Education training and grant coordination, teacher facilitator stipends, and program materials through consortium grant participation with the county office of education. Provided materials to students and to parents regarding vaping.

\$15,952

\$11,772

**Action 4****Planned Actions/Services**

Increase parent involvement by exploring different parent meeting models such as: showcases at the beginning of the year, a fieldtrip committee, a wellness committee, or workshops.

**Actual Actions/Services**

Increased parent involvement by exploring different parent meeting models such a wellness committee, parent advisories, curriculum adoption information meetings, providing childcare at Back to School Night, Superintendent Roundtable, and workshops. Parents attended SEL training. Several parent workshops were facilitated by PVNfL.

**Budgeted Expenditures**

\$30,202

**Estimated Actual Expenditures**

\$12,500

**Action 5****Planned Actions/Services**

Increase social-emotional support by providing additional counselors and resources to support students at all schools. Pilot social emotional curriculum for classrooms through counselors.

**Actual Actions/Services**

Increased social-emotional support by providing additional counselors and resources to support students at all schools. Began implementation of Second Step social-emotional curriculum through counselors.

**Budgeted Expenditures**

\$177,297

**Estimated Actual Expenditures**

\$161,762

**Action 6**

**Planned Actions/Services**

Conduct an annual analysis of school conditions (FIT report) and perform facility repairs and maintenance.

**Actual Actions/Services**

Conducted an annual analysis of school conditions (FIT report) and performed facility repairs and maintenance

**Budgeted Expenditures**

0

**Estimated Actual Expenditures**

0

**Action 7****Planned Actions/Services**

Provide outreach to parents of targeted student populations to give input and participate in site-level and district-level trainings, committees, and events with the expected outcome of providing more targeted support.

**Actual Actions/Services**

Provided outreach to parents of targeted student populations to give input and participate in site-level and district-level training, committees, and events with the expected outcome of providing more targeted support. Site conducted specific outreach for summer programs and tutoring.

**Budgeted Expenditures**

\$26,343

**Estimated Actual Expenditures**

\$22,219

**Action 8****Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Provide professional development to increase teacher capacity in purveying physical education.

Provided professional development to increase teacher capacity in purveying physical education and in administering the California Physical Fitness Test.

\$5991

\$2,394

### Action 9

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Provide site support for student connectedness opportunities through clubs, teams, and school community events.

Provided site support for student connectedness opportunities through clubs, teams, student recognition incentives, and school community events.

\$55,000

\$52,000

### Action 10

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Incorporate Wellness curriculum into daily lessons.

Incorporated Wellness curriculum into regularly scheduled lessons. A community wellness run was held on 5/5/19.

0

0

### Action 11

**Planned Actions/Services**

Foster a district culture in all departments and on all campuses that is welcoming, friendly, and customer-service oriented. Implement training and guidelines to help school staff gain awareness and build capacity in serving the needs specific to Homeless Youth, Foster Youth, English Learner, and Limited Income students, with the purpose of increasing student connectedness and family engagement.

**Actual Actions/Services**

A district-wide book study on the book, Etched in Sand, was conducted to build capacity and understanding in serving the needs of impacted populations, particularly Unduplicated Pupils. The LCAP proposed actions were reviewed through the lens of hypothetical case studies of students who are Homeless Youth, Foster Youth, English Learners, and Limited Income.

**Budgeted Expenditures**

0

**Estimated Actual Expenditures**

0

**Action 12**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Implement a Multi-Tiered System of Support (MTSS) plan with consistent protocols that are goal-based, action-oriented, and are principally directed at identifying and supporting Homeless Youth, Foster Youth, English Learner, and Limited Income students to improve academic and behavioral outcomes.

Implemented first tier of a Multi-Tiered System of Support (MTSS) plan with consistent protocols to support students identified as at-risk, Homeless Youth, Foster Youth, English Learner, or Limited Income students to improve academic and behavioral outcomes.

\$25,000

\$11,941

### Action 13

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Provide itinerant counselors to provide additional support for Homeless Youth, Foster Youth, English Learner, and Limited Income students to increase student connectedness with the ultimate purpose of increasing student achievement.

Provided itinerant counselors to provide additional support for Homeless Youth, Foster Youth, English Learner, and Limited Income students to increase student connectedness with the ultimate purpose of increasing student achievement.

\$518,606

\$608,343

### Action 14

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Continue safety training, partnering with community and law enforcement resources. Continue emergency bin preparation and review of safety protocols.

Continued safety training, partnering with community and law enforcement resources for safety drills. School resource officer participated in drills throughout the district to provide recommendations to staff. Continued emergency bin preparation and reviewed safety protocols.

\$22,000

\$20,000

### Action 15

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Provide increased/improved opportunities for Homeless Youth, Foster Youth, English Learner, and Limited Income students to participate in clubs teams, and school/community events that increase engagement, support college and career readiness, and improve student attendance.

Provided increased/improved opportunities for Homeless Youth, Foster Youth, English Learner, and Limited Income students to participate in clubs teams, and school/community events that increase engagement, support college and career readiness, and improve student attendance.

\$19,586

\$18,500

### Action 16

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Communicate a system for uniform reporting of bullying and develop consistent anti-bullying education through counselors and site administrators.

Communicated a system for uniform reporting of bullying and developed consistent anti-bullying education through counselors and Second Step curriculum.

0

0

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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.

Goal two centers on providing an environment where students feel safe, welcomed, and connected. The actions and services in goal 2 were implemented throughout the district. A Positive Behavior Intervention Support (PBIS) leadership team was developed, and school administrators worked together to develop positive behavior support systems. All site-level administrators participated in a book study of John and Jennifer Hannigan's, *Please Don't Suspend Me*, and developed action plans based on the book's recommendations.

Counselors have worked with students both individually (based on needs) and in groups. Counselors spearheaded the implementation of a social emotional learning curriculum, *Second Step*, on each campus. The curriculum was used at targeted grade levels and will be scaled across schools next year.

In working to increase attendance rates and prevent chronic absenteeism, school sites developed various engagement activities to connect students. Examples of this include: running clubs, quilting clubs, services clubs, *Where Every Student Belongs (WEB)* club, and a variety of athletic opportunities. An additional bus route was added to support consistent attendance for students at the district's school with the highest level of limited income students.

It is equally important to connect families to campuses, and the district provided multiple opportunities for parents to engage at the campus and district level. School sites hosted many opportunities for parent involvement. Sites provided childcare during school events such as *Back to School Night*.

Teachers were provided with the opportunity to receive additional professional learning in providing physical education. This opportunity was developed to support the shift to a physical education model instructed by teachers. This was the result of a budget cut where K-5 itinerant physical education teachers were eliminated the previous year.

The Multi-Tiered System of Supports (MTSS) leadership team established several protocols for student support. The former Student Study Team (SST) process was redesigned to include specific metrics and goal-based interventions. Administrators and counselors provided teacher training on the new process, and it is being utilized on all campuses.

Working with the school resource officer, schools conducted a variety of drills and analyzed drill actions for effectiveness. An inventory and replenishment of emergency bin supplies was conducted.

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

The increase in counseling has provided students with additional support and strategies in the social-emotional realm. On the LCAP survey, parents and staff reported this as a continued priority. The Dashboard suspension indicator improved, moving from orange to yellow with several student groups making positive movement. Seven student groups (English Learner, Foster Youth, Hispanic, Students with Disabilities, White, Two or More Races, and Asian) made positive movement of one or more performance levels on the suspension indicator of the Dashboard. This can be attributed to the use of restorative practices and positive behavior supports.

PVSD has focused on providing additional opportunities for parent engagement. These actions have been very effective. Of particular note, is the Family Literacy Project. Now in its second year, the project hosted over 30 families with several attending every session offered. Additionally, providing childcare at Back to School Night resulted in higher than average parent attendance rates. On the LCAP survey 90% of parents/guardians stated they have the opportunity to participate on their student's campus.

Student connectedness opportunities have been expanded on most campuses.

On the recently administered LCAP parent survey, 95% of parents districtwide reported that their student feels safe at school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

When querying about opportunities to be involved, 90% of parents/guardians responded that they have the opportunity to be involved. While we were able to provide both site and district-level opportunities, these opportunities were provided at a cost below what was projected. Action 8 provided increased opportunity for teachers to receive professional development in physical education. This opportunity was provided, but few people participated. Our MTSS process (action 12) made large strides this year, but the grant that funds this particular action is implemented throughout more

than one year, and some of the supports are still being implemented reflecting fewer expenditures than there will be at the conclusion of the grant. Action 13 demonstrated a material difference due to a counselor originally being coded into a different classification. This error was corrected before 1st interim reporting.

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.

There are some modifications to the actions in this goal. Action 1 will include the implementation of restorative practices. Action 4 has been modified to reflect a specific emphasis on parent education regarding social-emotional topics. Action 5 has been changed to increase specificity on counselors coordinating social emotional curriculum. Action 10 was clarified to use the term regular lessons, reflecting current campus practices.

# Goal 3

Maintain a fiscally sound budget that equitably aligns and maximizes available resources.

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 3, 4, 5, 6, 7, 8

**Local Priorities:**

# Annual Measurable Outcomes

## Expected

Maintain or increase as applicable

Maintain or increase office practices that have become more efficient.

Unduplicated Pupil supports allocated based on percent of Unduplicated Pupils at sites.

## Actual

Proposition 39 grant for 1.4 million was awarded

Additional business office practices have been centralized in order to increase efficiency (Food Services and Childcare billing).

LCAP actions demonstrate equity model as well as percentage allocations for sites based on Unduplicated Pupils

# 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

Actively seek funding opportunities and partnerships including grant writing, and enlist the services of a community liaison.

#### Actual Actions/Services

The California State Preschool grant was written for 2019-2020. A proposition 39 Energy Efficiency grant was secured. An Educational Foundation is being developed.

#### Budgeted Expenditures

\$22,000

#### Estimated Actual Expenditures

\$6,050

### Action 2

#### Planned Actions/Services

Strengthen efficiencies through automation of processes that make district operations more efficient.

#### Actual Actions/Services

PVSD strengthened efficiencies through automation of processes that make district operations more efficient. Escape is now accessible offsite. All Childcare and Food Services billing was centralized. An efficiency study took place to support budgeting and staffing efficiencies.

#### Budgeted Expenditures

\$51,000

#### Estimated Actual Expenditures

\$61,500

### Action 3

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Align our budget with our district goals.

PVSD aligned our budget with our district goals

0

0

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Allocate funding with equity, based on need.

PVSD allocated funding with equity, based on need.

\$203,771

\$203,771

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide site administrator and department head training on budget development and management, including training on Title I funding.

Provided site administrator and department head training on budget development and management, including training on Title I funding moving to school-wide programming.

\$5,025

\$2,011

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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.

The actions in goal three have been realized. In June of 2018, the community passed a general obligation facilities bond in support of the school district. We continue to explore ways to increase our efficiencies through automation of processes. This year, TeachPoint, the certificated evaluation tracking tool, was utilized on all eleven campuses for all certificated evaluations. Additionally, to increase efficiencies a module was installed on computers to allow users access to Escape, the district's finance management program, from offsite locations. All Food Services and Childcare billing was centralized.

The Business and Educational Services departments developed formulas to distribute resources based on Unduplicated Pupil counts at each school site, ensuring that funding was allocated with equity.

The business office worked with department heads on budget development and provided training as needed. In working towards a school-wide Title I model on three campuses, Educational Services and the Business office provided training on Title I school-wide budgetary and compliance requirements.

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

With the increased centralization of budgetary process, (Food Services and Childcare), the district has made solid steps in working toward greater efficiency. Additionally, we are piloting the use of a centralized crowdfunding website in order to ensure that projects submitted meet district requirements.

Principals serving at Title I campuses have implemented strong school plans for student achievement that demonstrate a clear understanding of the use of Title I dollars. This is a result of cohesive support and collaboration structures. The utilization of a clear formula for distributing resources and

personnel has also been successful. Principals have the background to explain how resources are allocated based on the Local Control Funding Formula. Next steps will be continued education of the public on school finance. While parents who are actively engaged in committees throughout the district have a basic understanding of the LCFF's impact on schools, we will need to develop a communication strategy to provide information on school finance to parents through other means.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The community liaison provided strategic support to a site that has undergone declining enrollment. This support was not long-term and resulted in a lower cost. We commissioned an efficiency study to analyze staffing and processes which resulted in a material difference in action 2. Administrators attended Title I training and some training was conducted at the district level, resulting in reduced costs.

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.

One change that came from the analysis of actions was that we eliminated the community liaison position from action 1. Based on feedback from LCAP committee meetings, an additional action, action 6 was added to provide parent education on the Local Control Funding Formula.

# Goal 4

Continuously engage in open and meaningful communication with all stakeholders.

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 6

**Local Priorities:**

# Annual Measurable Outcomes

## Expected

Increase participation on surveys and in stakeholder meetings.

## Actual

Increased survey completion rate. Stakeholder meeting opportunities were increased, while attendance at the meetings was similar to the previous year.

# Actions/Services

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

## Action 1

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Increase stakeholder involvement and create avenues for two-way communication for all stakeholder groups.

Increased stakeholder involvement and created avenues for two-way communication for all stakeholder groups. Increased number of advisory meetings.

\$7,298

\$10,716

## Action 2

### Planned Actions/Services

Improve internal communication and provide consistent external communication.

### Actual Actions/Services

PVSD improved internal communication and provided consistent external communication.

### Budgeted Expenditures

\$23,100

### Estimated Actual Expenditures

\$10,500

## Action 3

### Planned Actions/Services

Create a centralized Pleasant Valley School District Master Calendar online that is updated regularly.

### Actual Actions/Services

A centralized calendar, Calendar Wiz, was developed and is updated regularly.

### Budgeted Expenditures

\$12,750

### Estimated Actual Expenditures

\$8,450

## Action 4

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Increase community outreach and transparency using various mediums.

PVSD increased community outreach and transparency using various mediums.

\$8,018

\$8,098

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue communication specialist support to improve district communication efforts.

Continued communication specialist's support to improve district communication efforts through social media.

\$15,000

\$16,000

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Expand OUHSD-PVSD articulation meetings to include discussions on programming, schedules, and middle school to high school transitions.

Expanded OUHSD-PVSD articulation meetings to include discussions on programming, schedules, and middle school to high school transition. Eighth grade students attended a school tour which provided information on programming. A parent night was held for DELAC on high school requirements and programming, showcased the different high school academy models available in OUHSD.

\$1,198

0

## Action 7

### Planned Actions/Services

Conduct a needs survey of parents/guardians of students identified as at-risk, Homeless Youth, Foster Youth, English Learner, or Limited Income to more specifically address areas of social-emotional and academic need.

### Actual Actions/Services

A needs survey was conducted for parents through DELAC. The LCAP survey also gathered input from parents of students identified as at-risk, Homeless Youth, Foster Youth, English Learner, or Limited Income to more specifically address areas of social-emotional and academic needs.

### Budgeted Expenditures

\$1,698

### Estimated Actual Expenditures

\$400

**Action 8****Planned Actions/Services**

Improve access to translation services and information materials.

**Actual Actions/Services**

PVSD improved access to translation services and information materials.

**Budgeted Expenditures**

\$71,400

**Estimated Actual Expenditures**

\$78,000

**Action 9****Planned Actions/Services**

Offer up-to-date teacher, school, and district websites.

**Actual Actions/Services**

PVSD offered updated district and school websites based on redesigned platform.

**Budgeted Expenditures**

\$40,000

**Estimated Actual Expenditures**

\$35,998

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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 developed to support the goal of continuously engaging in open and meaningful communication with all stakeholders were implemented. The centralized calendar was an effective strategy as noted on LCAP survey results of classified and certificated staff as well as parents/stakeholders. The PVSD Technology department completed a revamp of the district and school websites. All departments updated and refreshed content to ensure up-to-date information for stakeholders.

The Educational Services department newsletter was moved to a platform where analytics could provide information on the number of people accessing the newsletter and more specifically, the content most frequently being accessed in the newsletter. This year the Educational Services department debuted a newsletter for parents to provide tips on how to support reading and math at home as well as to apprise them of current initiatives within the department.

Educational Services developed an LCAP information page on the district website. The page provides stakeholders with a summary overview of the LCAP as well as meeting agendas and presentations that were presented at LCAP committee meetings.

To leverage and promote events within the PVSD community, PVSD began using PeachJar, a web-based communication tool that allows posting of flyers and events for PVSD families.

As part of the articulation with Oxnard Union High School District, a parent showcase of the various OUHSD academies and Career Technical Education (CTE) programs was presented for PVSD's DELAC.

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

PVSD has made good progress increasing communication. The remodel of the district and school websites was very effective. One area that will be a next step in the process is to ensure that all classroom websites reflect current information. Additionally, some school websites have more information than others, and we will work to increase consistency among school sites.

The high school academy showcase was an effective strategy and our next steps will be to discuss providing this workshop at each comprehensive middle school next year. OUHSD and PVSD coordinated a middle school transition tour to Rio Mesa and Adolfo Camarillo High School. This provided students with information about upcoming programming options.

The Superintendent's Teacher Advisory Committee provided information that the Educational Services newsletter needed to be condensed, so in response to this expressed need, the newsletter is now more streamlined. The analytics indicate the the readership of the newsletter is high.

The Educational Services family newsletter has a 20-30% readership rate. We will develop strategies to increase families' awareness of this tool.

Although the LCAP survey had a good response rate, the qualitative data revealed that there is the need for additional information about school funding. Additionally, the survey was written to specifically inquire about actions and services in the LCAP and it is evident that some participants did not have a clear understanding of some actions and services. This will require more targeted information and explanation of actions and services in communicating the LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions 1 and 2 overlap in that they both target communication with stakeholders. Communication efforts were strengthened as exemplified by the implementation of the Peach Jar online flyer system and the improved district website. PVSD advertised programming through movie theater ads as well as through the newspaper. These increased communication efforts were accomplished with less than what was budgeted. Action 6 was accomplished through partnerships with the high school which were cost neutral to PVSD (parent showcase of academies presented to DELAC, high school visitation trips).

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 outcomes in goal 4 will be adjusted to state increase or maintain participation on parent surveys. Also, action 3 will be modified to state maintain

the district calendar since implementation has occurred.

# 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?

Stakeholder input was widespread with multiple opportunities for community engagement. LCAP Committee meetings included community stakeholders from various organizations (Save Our Kids' Music, First 5, RAIN project, Foster Youth representative), District English Learner Advisory Committee (DELAC) representatives, Pleasant Valley Education Association (local bargaining unit) representatives, and classified personnel. Information was shared and input was gathered through other meeting configurations such as cabinet meetings, district leadership meetings, instructional leadership meetings, DELAC meetings, parent advisory meetings, and Superintendent's Roundtable.

The following is a listing of when these engagement opportunities occurred:

Five LCAP committee meetings were held in 2019-2020. Meetings were held throughout the district on the following dates: 12/4/18 (District Office), 1/15/19 (Monte Vista Middle School), 3/5/19 (Las Posas School), 4/9/19 (Las Colinas Middle School), and Dos Caminos School on 5/14/19. The meetings addressed LCFF funding, progress towards goals, gap analysis using Dashboard and CAASPP data, survey data, evaluation of actions, development of actions and services, and the review of the proposed plan.

Cabinet meetings where the LCAP was discussed took place on: 9/10/18, 12/3/18, 1/22/19, 3/11/19, and 4/29/19. The meetings analyzed implementation of actions, reviewed survey information, and discussed proposed actions/services.

District leadership or instructional leadership meetings included all site principals and district department heads. Discussions regarding the LCAP took place on: 9/13/18, 10/3/18, 11/7/18, 12/5/18, 1/9/19, 2/6/19, 3/6/19, and 5/1/19. A new process, the LCAP fidelity check process, was conducted. This process monitored the implementation of actions and services of each department and school site. Action and services development was also a topic

of discussion at the meetings. On 5/1/19, the district leadership team participated in a case-study exercise through which proposed actions and services were evaluated against student case study examples to assess the plan's capacity to support a wide array of students.

DELAC meetings where the LCAP was discussed took place on: 1/30/19 and 5/1/19.

Roundtable and Parent Advisory meetings where the LCAP was discussed took place on: 10/5/18, 1/11/19, 3/8/19, 3/27/19, and 5/3/19

Superintendent's Student Advisory: 5/31/19

A community presentation about the Dashboard was presented to the Optimist community organization on 4/1/19

The LCAP was discussed at the following Board meetings: 1/17/19 and 4/25/19

A specific LCAP page was created on the Educational Services page of the district website to provide stakeholders with the opportunity to review LCAP materials discussed at meetings. Parent notifications were widespread throughout social media (Facebook and Twitter) as well as through the Educational Services family newsletter. The newsletter provided parents with a primer on the Dashboard and the LCAP. Additionally a parent/community overview document that synthesized the LCAP into a 9-page overview was provided to parents via the parent newsletter as well as posted on the website.

We provided a survey for various stakeholder groups (certificated teachers, classified staff, parents and guardians). Over 900 people participated in the survey process. The survey included both forced-response questions analyzing actions as well as open response opportunities.

A draft of the 2019-2020 LCAP was provided to the PVSD Governing Board on June 6, 2019. A public hearing was held on June 6, 2019. Written responses were not necessary, so the Superintendent did not provide them.

The 2019-2020 LCAP including the budget overview for parents and federal addendum were approved by the PVSD Governing Board on June 20, 2019.

## **Impact on LCAP and Annual Update**

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

The impact of these consultations resulted in modification of some plan actions based on input received. Examples of this include the request for parent education regarding social-emotional topics, college and career awareness, and on how schools are budgeted. These will be included in the new iteration of this plan.

Additionally, it became clear through the survey process that some of the items we requested feedback on required greater information at the site level to parents/guardians regarding actions and services in the plan. We will develop strategies to increase intentionality with this. Some of the survey responses also indicate a need to clarify at the onset of any survey that actions and services cannot be added beyond the LEAs fiscal reality.

The school administrative assistants have provided feedback that the LCAP case study activity really increased their understanding of the plan. This strategy will be extended to teachers.

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# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

## Goal 1

Ensure increased student achievement through high expectations for all.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 3, 4, 7, 8

**Local Priorities:** Strategic action plan Goal 1

**Identified Need:**

- Students need continuous and reliable access to technology devices and networks in order to access and develop proficiency over state standards, NGSS, and 21st century skills.
- All students need to meet or exceed standards in English Language Arts and Math.
- Students need continued access to standards-aligned materials in order to meet or exceed standards.
- Continue to enroll all students in required areas of study.
- Increase English Learner reclassification rate.
- Improve math performance as demonstrated by the California School Dashboard.
- Continued implementation of state standards (Common Core State Standards ELA/math, ELD,Hist/SS, PE, NGSS): teachers need additional support in the implementation and differentiation of the standards.

**Expected Annual Measureable Outcomes**

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Local measure (tech inventory) Clarity Survey Speak Up Survey	Student 1:1 or 2:1 device ratio 69% (survey 2017)	Student 1:1 device ratio in grades 1-8 (tech inventory)- 100%	Grades 1-8 student to device ratio maintained. 70% of students reporting that they use technology to help with school work.	Grades 1-8 student to device ratio maintained. 80% of students reporting that they use technology to help with school work.
CAASPP	2016 % met or exceeded ELA 2016-62% Math 2016-48%	2017 % met or exceeded ELA 2017-64% Math 2017-50%	2018 % met or exceeded ELA 2018-66% Math 2018-52%	2019 % met or exceeded ELA 2019-66% Math 2019-52%
Highly Qualified Teachers (HQT) per Human Resources	100%	100%	100%	100%
Williams report	No complaints	No complaints	No complaints	No complaints
Master schedule, enrollment	100% of students enrolled in required courses	100% of students enrolled in required courses	100% of students enrolled in required courses	100% of students enrolled in required courses
RFEP rate report	RFEP rate = 7% for 16-17	RFEP rate = 8% for 17-18	RFEP rate = 9% for 18-19	RFEP rate = 10% for 19-20

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
API, UC A-G/CSU/CEC, AP, EAP, HS graduation rate, HS dropout rate	n/a	n/a	n/a	n/a
Increase English Learner progress towards meeting level 4 as measured by the English Language Proficiency Assessments for California (ELPAC)	Pending ELPAC results for 2017-2018 to determine baseline	Pending results	Increase percentage of English Learners meeting level 4 as measured by the ELPAC above the baseline percentage of students meeting level 4.	Increase percentage of English Learners meeting level 4 as measured by the ELPAC above the 40% baseline percentage of students meeting level 4.

## 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**

**Location(s)**

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All Students

All Schools

**OR**

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

**Students to be Served****Scope of Services:****Location(s)**

N/A

N/A

N/A

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Modified

**2017-18 Actions/Services****2018-19 Actions/Services****2019-20 Actions/Services**

Support 21st Century Learning and Technology by ensuring access to adequate technology devices for students and teachers. Provide: applications/software, infrastructure supports, and increased bandwidth to support technology use; .5 Coordinator to support 21st Century Learning and Technology; Instructional Aides to support Makerspaces and technology on campuses; students with technology integrated instruction and security, digital

Support 21st Century Learning by ensuring access to adequate technology devices for students and teachers. Provide applications/software and infrastructure to support 21st Century Learning.

Support 21st Century Learning by ensuring access to adequate technology devices for students and teachers. Provide applications/software and infrastructure to support 21st Century Learning.

citizenship lessons, web access monitoring; funding to sites to purchase technology, and parent training on school technology.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$1,260,064	\$2,145,928	\$1,688,088
<b>Source</b>	Unrestricted Technology, CIA	Unrestricted: Base grant	Unrestricted: Base grant
<b>Budget Reference</b>	Resource 0000 Object 1000,2000,3000,4000,5000	MGT 260 Objects: 1000,2000,3000,4000,5000	MGT 260 Objects: 2000,3000,4000,5000

### Action #2

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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

Modified

Modified

Modified

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

Purchase and/or develop State Standards aligned instructional materials (print and/or digital) for all core subjects as necessary to support State Standards adoptions and provide training/support for new adoption implementations. Purchase and/or develop State Standards aligned district assessments.

Purchase and/or develop State Standards aligned instructional materials to support State Standards adoptions.

Purchase and/or develop State Standards aligned instructional materials to support State Standards adoptions.

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$253,925

\$346,202

\$642,739

Year	2017-18	2018-19	2019-20
Source	Unrestricted IMRF, CIA Restricted Lottery	Unrestricted: Base grant	Unrestricted: Base grant
Budget Reference	Resource 0156, 0280, 6300 Object 1000,3000,4000	MGT: 280 Objects: 1000, 3000, 4000	MGT: 280 Objects: 1000, 3000, 4000, 5000

### Action #3

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

Recruit and retain highly qualified teachers: Employee years of service recognition. Stipends and hourly pay as needed to support core subjects and English Language Development. New teachers in year one and two induction programs will have fees, release days and support mentors provided by the district.

**2018-19 Actions/Services**

Compensate highly qualified teachers through stipend or hourly pay as needed to support core subjects and the development of instructionally-aligned materials.

**2019-20 Actions/Services**

Compensate highly qualified teachers through stipend or hourly pay as needed for committee work to support core subjects and the development of instructionally-aligned materials.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	\$4,094	\$18,349
Source	None	Unrestricted: Base grant	Unrestricted: Base grant
Budget Reference	None	MGT: 280 Objects:1000, 3000	MGT: 280 Objects:1000, 3000

**Action #4**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

Provide Professional Development for staff including workshops, conferences, release time, teacher leader meetings, district trainings, project work, instructional rounds, summer project work and three Staff Development Days. Focus for 17/18 based on assessment data will be state standards training and implementation of English

**2018-19 Actions/Services**

Provide professional development opportunities for staff in areas such as: Next Generation Science Standards, addressing the needs of special education students, math content, history, and writing.

**2019-20 Actions/Services**

Provide professional development opportunities for staff in areas such as: Next Generation Science Standards, math content, standards-based grading, and English Language Arts.

Language Development (ELD), math, and NGSS. Include training for long-term and frequently employed substitute teachers. Provide .5 Coordinator and a Resource Teacher. Staff development for Special Education: Work on Special Education Curriculum projects related to new adoptions, including district-wide adoptions and Special Education specific adoptions.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$264,709	\$88,624	\$130,668
<b>Source</b>	Unrestricted CIA, LCFF Supplemental	Unrestricted: Base grant	Unrestricted: Base grant
<b>Budget Reference</b>	Resource 0280, 0790, 0791 Object 1000,3000,5000	MGT: 280 Objects: 1000, 3000, 5000	MGT: 280 Objects: 1000, 3000, 4000, 5000

## Action #5

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

### Students to be Served

N/A

### Location(s)

N/A

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**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

Specific Grade spans, 3rd-8th

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18**

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

Support Gifted and Talented Education (GATE): Part-time Teacher on Special Assignment to coordinate program, clerical support, testing, GATE teacher certification, in-class differentiation for GATE, and an instructional model for gifted enrichment instruction at schools. Increase communications regarding GATE through use of social media. (GATE enrichment, field trips, and events with fundraising assistance from parent organization).

**2018-19 Actions/Services**

Provide GATE part-time teacher on special assignment to: support teachers in GATE certification and in-class differentiation for GATE-identified students, increase GATE communication, and improve identification of historically under identified student populations.

**2019-20 Actions/Services**

Provide GATE part-time teacher on special assignment to: support teachers in GATE certification and in-class support for GATE-identified students, increase GATE communication, and improve identification of historically under-identified student populations.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$62,869	\$93,209	\$87,124
<b>Source</b>	Unrestricted GATE, CIA	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant
<b>Budget Reference</b>	Resource 0140, 0280 Object 1000,2000,3000,4000	MGT: 280 Objects: 1000, 2000, 3000, 4000	MGT: 280 Objects: 1000, 2000, 3000, 4000, 5000

## Action #6

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

Limited to Unduplicated Student Groups

### Location(s)

All Schools

## Actions/Services

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

Modified

### 2017-18 Actions/Services

Provide tutoring in English and Math for at-risk Low Income (LI), English Learner (EL), and Foster Youth (FY) students. Support summer school opportunities for at-risk LI, EL, and FY students. Provide part-time reading teachers at each elementary and K-8 campus to support at-risk LI, EL, and FY students. Provide additional support to schools with high need and unduplicated student populations including: technology training, supplemental materials, support for teachers and parents, and support with digital access at home.

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

Modified

### 2018-19 Actions/Services

Provide tutoring and homework help in English and Math with the principal goal of increasing academic outcomes for at-risk, Homeless Youth, Foster Youth, English Learner, or Limited Income students.

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

Modified

### 2019-20 Actions/Services

Provide tutoring and homework help in English and Math with the principal goal of increasing academic outcomes for at-risk, Homeless Youth, Foster Youth, English Learner, or Limited Income students.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$727,556	\$76,804	\$86,420

<b>Source</b>	Unrestricted LCFF Supplemental Restricted Title I, Donations	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant
<b>Budget Reference</b>	Resource 0790, 0791, 3010, 9910 Object 1000,2000,3000,5000	MGT: 280 Objects: 1000, 2000, 3000, 5000	MGT: 280 Objects: 1000, 3000, 4000, 5000

## Action #7

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

Modified

**2017-18 Actions/Services**

Provide school day music and/or theater opportunities for all TK-5th grades and instrumental music at 6-8th grades. After school music opportunities funded jointly by Pleasant Valley School District, Save Our Kids' Music, parent organizations, parents and grants. (Includes 3rd grade Symphonic Adventures fieldtrip to perform with New West Symphony).

Modified

**2018-19 Actions/Services**

Provide school day music and/or theater opportunities for students in TK-5th grades and instrumental music opportunities in 6th-8th grades.

Modified

**2019-20 Actions/Services**

Provide school day music and/or theater opportunities for students in TK-5th grades and instrumental music opportunities in 6th-8th grades.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$112,890	\$5,378	\$8,732
<b>Source</b>	Unrestricted CIA Restricted YAA	Unrestricted: Base grant	Unrestricted: Base grant
<b>Budget Reference</b>	Resource 0280, 9020 Object 2000,3000,4000	MGT: 280 Objects: 1000, 2000, 3000, 4000	MGT: 280 Objects: 1000, 2000, 3000, 4000

## Action #8

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners

### Scope of Services:

Limited to Unduplicated Student Groups

### Location(s)

All Schools

## Actions/Services

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

New

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

Modified

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

Modified

### 2017-18 Actions/Services

Support English Learners (EL) by providing an EL coordinator, EL testing support, monitoring, reclassification, classroom support, teacher leadership, professional development, District English Learner Parent

### 2018-19 Actions/Services

Support English Learners (EL) by providing an EL coordinator, EL testing support, monitoring, reclassification, classroom support, teacher leadership, professional development, DELAC facilitation, and parent

### 2019-20 Actions/Services

Support English Learners (EL) by providing an EL coordinator, EL testing support, monitoring, reclassification, classroom support, teacher leadership, professional development, DELAC facilitation, and parent

Advisory Committee (DELPAC) facilitation, parent education and involvement. Ensure schools are providing an approved designated ELD instructional model.

education. Build teacher capacity to purvey integrated and designated ELD.

education. Build teacher capacity to purvey integrated and designated ELD.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$246,667	\$96,106	\$110,663
<b>Source</b>	Unrestricted CIA, LCFF Supplemental	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant
<b>Budget Reference</b>	Resource 0280, 0790, 0791 Object 1000,3000,5000	MGT: 280 Objects: 1000, 3000, 5000	MGT: 280 Objects: 1000, 3000, 4000

## Action #9

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**Actions/Services**

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

New

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

Modified

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

Modified

**2017-18 Actions/Services**

Provide Cultural Proficiency training to help eliminate discrimination based on race, color, language, income, and other ways people differ. Offer school-wide cultural events, dances, and activities to promote understanding and celebrate differences. Offer opportunities for different groups to meet for support.

**2018-19 Actions/Services**

Expand cultural proficiency training to help eliminate discrimination based on race, color, language, income, and other ways people differ. Build capacity to support students identified as Homeless Youth, Foster Youth, English Learner, or Limited Incomes, to increase student connectedness and achievement.

**2019-20 Actions/Services**

Build capacity to support students identified as Homeless Youth, Foster Youth, English Learner, or Limited Incomes, to increase student connectedness and achievement. Develop practices for school-level data discussions that closely monitor unduplicated student achievement.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	\$5,441	\$6,144

<b>Source</b>	None	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant
<b>Budget Reference</b>	None	MGT: 410 Object:4000	MGT: 280 Object:1000, 3000, 4000, 5000

## Action #10

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

### Students to be Served

### Location(s)

N/A

N/A

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Groups

All Schools

## Actions/Services

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

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

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

New

New

Modified

**2017-18 Actions/Services**

Previously subsumed in Action 1. Action 10 was developed due to the need for greater specificity of the elements addressed in the action.

**2018-19 Actions/Services**

Provide increased access to technology devices/internet connection to Homeless Youth, Foster Youth, English Learner, or Limited Income students to support their academic achievement.

**2019-20 Actions/Services**

Provide increased access to technology devices/internet connection to Homeless Youth, Foster Youth, English Learner, or Limited Income students to support their academic achievement.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	0	\$47,656	\$3,000
<b>Source</b>	None	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant
<b>Budget Reference</b>	None	MGT: 280 Objects: 1000, 2000, 3000, 4000	MGT: 260 Objects: 5000

**Action #11**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Previously subsumed in Action 2. Action 11 was developed due to the need for greater specificity of the elements addressed in the action.

Increase instructional coherence throughout the district through professional development that addresses areas of needed professional growth to differentiate standards and adopted materials in mathematics and ELA for the primary purpose of increasing academic outcomes for Unduplicated Pupils.

Increase instructional coherence throughout the district through professional development that addresses areas of needed professional growth to differentiate standards and adopted materials in mathematics and ELA for the primary purpose of increasing academic outcomes for Unduplicated Pupils.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	None	\$225,900	\$161,627
<b>Source</b>	None	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant
<b>Budget Reference</b>	None	MGT: 280 Objects: 1000, 3000, 5800	MGT: 280 Objects: 1000, 3000, 5000

## Action #12

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

### Students to be Served

Students with Disabilities

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

New

**2017-18 Actions/Services**

Previously subsumed in Action 2. Action 12 was developed due to the need for greater specificity of the elements addressed in the action and based on the analysis of needs as reflected on the Dashboard.

**for 2018-19**

New

**2018-19 Actions/Services**

Provide professional development opportunities for special education teachers to build capacity to deliver instruction using adopted math and ELA curriculum to improve academic outcomes for special education students.

**for 2019-20**

Modified

**2019-20 Actions/Services**

Provide professional development opportunities for special education teachers to build capacity to deliver instruction using adopted math and ELA curriculum to improve academic outcomes for special education students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	New action for 2018-19	\$1,346	\$1,348
<b>Source</b>	New action for 2018-19	Unrestricted	Unrestricted: Base grant
<b>Budget Reference</b>	New action for 2018-19	MGT: 450 Objects: 1000,3000, 5800	MGT: 650 Objects: 1000,3000, 5800

**Action #13**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

New

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

New action for 2018-19

Purchase a diagnostic screening and progress monitoring tool to identify academic and social-emotional areas of student need that support a Multi-Tiered Systems of Support (MTSS) model principally directed at providing more targeted support for Unduplicated Pupils.

Purchase a diagnostic screening and progress monitoring tool to identify academic and social-emotional areas of student need that support a Multi-Tiered Systems of Support (MTSS) model principally directed at providing more targeted support for Unduplicated Pupils.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	New action for 2018-19	\$55,000	\$38,000
Source	New action for 2018-19	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant
Budget Reference	New action for 2018-19	MGT: 280 Object: 4000	MGT: 280 Object: 5000

## Action #14

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

### Students to be Served

All Students

### Location(s)

All Schools

OR

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

New

**2017-18 Actions/Services**

Previously subsumed in Action 3. Action 14 was developed due to the need for greater specificity of the elements addressed in the action.

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

New

**2018-19 Actions/Services**

Recruit new teachers by covering fees for year one and two induction programs as well as providing release days and support mentors associated with teacher induction.

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

Modified

**2019-20 Actions/Services**

Recruit new teachers by covering fees for year one and two induction programs as well as providing release days and support mentors associated with teacher and administrator induction.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	New action for 2018-19	\$51,546	\$107,415
Source	New action for 2018-19	Unrestricted: Base grant	Unrestricted: Base grant
Budget Reference	New action for 2018-19	MGT: 410 Objects:1000, 3000	MGT: 410 Objects:1000, 3000

**Action #15**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Groups

All Schools

**Actions/Services**

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

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

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

New

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

New action developed based on needs analysis.

Build teacher capacity to serve at-risk, Homeless Youth, Foster Youth, English Learner, and Limited Income students through training in Professional Learning Communities (PLC), Universal Design for Learning (UDL), and English Language Development (ELD) with the purpose of

Build teacher capacity to serve at-risk, Homeless Youth, Foster Youth, English Learner, and Limited Income students through training in Professional Learning Communities (PLC), Universal Design for Learning (UDL), and English Language Development (ELD) with the purpose of

improving student outcomes.

improving student outcomes.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	New action	\$201,318	\$240,569
<b>Source</b>	New action	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant
<b>Budget Reference</b>	New action	MGT: 280 Objects:1000, 3000, 5800	MGT: 280 Objects:1000, 3000,4000, 5000

### Action #16

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Groups

Specific Grade spans, 3rd-5th

## Actions/Services

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

New

### 2017-18 Actions/Services

Previously subsumed in Action 6. Action 16 was developed due to the need for greater specificity of the elements addressed in the action.

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

Modified

### 2018-19 Actions/Services

Provide summer school enrichment opportunities for at-risk, Homeless Youth, Foster Youth, English Learner, and Limited Income students with the purpose of mitigating academic summer learning loss and working toward closing the achievement and opportunity gaps.

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

Modified

### 2019-20 Actions/Services

Provide summer school enrichment opportunities for at-risk, Homeless Youth, Foster Youth, English Learner, and Limited Income students with the purpose of mitigating academic summer learning loss and working toward closing the achievement and opportunity gaps.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	New action for 2018-19	\$101,115	\$40,897
Source	New action for 2018-19	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant

**Budget Reference**

New action for 2018-19

MGT: 280  
Objects: 5000, 5800

MGT: 280  
Objects: 1000, 3000, 5000

## Action #17

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

**Students to be Served**

**Location(s)**

N/A

N/A

### OR

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

LEA-Wide

All Schools

## Actions/Services

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

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

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

New

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Action 17 was developed due to analysis of needs as reflected by local data.

Provide a bilingual psychologist to increase accuracy of special education testing for English language learners in order to better support their academic goals.

Provide a bilingual psychologist to increase accuracy of special education testing for English language learners in order to better support their academic goals.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	New action for 2018-19	\$205,509	\$123,003
Source	New action for 2018-19	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant
Budget Reference	New action for 2018-19	MGT: 650 Objects:1000, 3000	MGT: 650 Objects:1000, 3000

### Action #18

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

**Students to be Served**

Students with Disabilities

**Location(s)**

Specific Schools, Comprehensive middle schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

New

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

Modified

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

Modified

**2017-18 Actions/Services**

Action 18 was developed due to the analysis of needs as reflected on the Dashboard and as demonstrated by local data.

**2018-19 Actions/Services**

Develop specialized academic instruction model at comprehensive middle schools allowing for greater programmatic opportunities for students in special education.

**2019-20 Actions/Services**

Develop specialized academic instruction models such as co-teaching or learning centers at schools to provide greater programmatic opportunities for students in special education.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	New action for 2018-19	\$16,000	0
<b>Source</b>	New action for 2018-19	Unrestricted	None

**Budget Reference**

New action for 2018-19

MGT: 650  
Objects:1000, 2000, 3000, 5800

MGT: 650

## Action #19

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

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

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

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

New

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

New action for 2018-19

Use IABs and other formative data sources to support student learning and continue to build teacher capacity in data use through the Professional Learning Community model.

Use IABs and other formative data sources to support student learning and continue to build teacher capacity in data use through the Professional Learning Community model.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	New action for 2018-19	\$5,919	\$32,866
Source	New action for 2018-19	Unrestricted: Base grant	Unrestricted: Base grant
Budget Reference	New action for 2018-19	MGT: 280 Objects: 1000, 3000	MGT: 280 Objects: 1000, 3000, 4000, 5000

### Action #20

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served****Scope of Services:****Location(s)**

N/A

N/A

N/A

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

New

New

Modified

**2017-18 Actions/Services****2018-19 Actions/Services****2019-20 Actions/Services**

New action for 2018-2019

Provide parent education on curriculum supports that can be accessed at home.

Provide students and parents with college and career readiness information in addition to academic supports that can be accessed at home.

**Budgeted Expenditures****Year****2017-18****2018-19****2019-20****Amount**

New action for 2018-19

\$627

\$8,630

**Source**

New action for 2018-19

Unrestricted: Base grant

Unrestricted: Base grant

**Budget Reference**

New action for 2018-19

MGT: 280  
Objects:1000, 4000

MGT: 280  
Objects:1000, 3000, 5000

## Action #21

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

**Students to be Served**

**Location(s)**

All Students

Specific Grade spans, K-5th

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Previously subsumed in Action 6. Action 21 was developed due to the need for greater specificity of the elements addressed in the action.

Provide part-time reading support teachers at each elementary and K-8 campus to support at-risk students.

Provide part-time reading support teachers at each elementary and K-8 campus to support at-risk students and provide teacher coaching.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	New action for 2018-19	\$101,034	\$104,233
Source	New action for 2018-19	Unrestricted: Base grant	Unrestricted: Base grant
Budget Reference	New action for 2018-19	MGT: 280 Objects:1000, 3000	MGT: 280 Objects:1000, 3000

### Action #22

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

Limited to Unduplicated Student Groups

**Location(s)**

Specific Grade spans, K-5th

**Actions/Services**

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

New

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

New

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

Modified

**2017-18 Actions/Services**

Previously subsumed in Action 6. Action 22 was developed due to the need for greater specificity of the elements addressed in the action.

**2018-19 Actions/Services**

Provide increased access to reading support teachers for K-5 students identified as Homeless Youth, Foster Youth, English Learner, or Limited Income to increase academic reading achievement.

**2019-20 Actions/Services**

Provide part-time reading support teachers at each elementary and K-8 campus to support at-risk students and provide teacher coaching.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	New action for 2018-19	\$406,263	\$420,052
<b>Source</b>	New action for 2018-19	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant

**Budget Reference**

New action for 2018-19	MGT: 280 Objects:1000, 3000	MGT: 280 Objects:1000, 3000
------------------------	--------------------------------	--------------------------------

**Action #23**

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

**Students to be Served**

**Location(s)**

N/A	N/A
-----	-----

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools
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**Actions/Services**

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

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

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

New	New	Modified
-----	-----	----------

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Previously subsumed in action 1. Action 23 was developed due to the need for greater specificity of the elements addressed in the action.

Provide instructional assistants and a supply allotment for each site to support teachers in MakerSpace use and student technology use on campuses. There will be a core allotment based on ADA. An additional allotment will be provided to school sites based on unduplicated count for the purpose of purveying increased STEM exposure for Homeless Youth, Foster Youth, English Learner, and Limited Income pupils. Teacher stipend to support continuing professional development of Makerspace instructional assistants to adequately support teachers.

Provide instructional assistants and a supply allotment for each site to support teachers in MakerSpace use and student technology use on campuses. There will be a core allotment based on ADA. An additional allotment will be provided to school sites based on unduplicated count for the purpose of purveying increased STEM exposure for Homeless Youth, Foster Youth, English Learner, and Limited Income pupils. Teacher stipend to support continuing professional development of Makerspace instructional assistants to adequately support teachers.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	New action for 2018-19	\$160,409	\$195,804
Source	New action for 2018-19	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant
Budget Reference	New action for 2018-19	MGT: 280 Objects:1000, 2000, 3000, 4000	MGT: 280 Objects:1000, 2000, 3000, 4000

### Action #24

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Groups

All Schools

**Actions/Services**

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

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

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

New

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

New action

Provide increased music and/or arts opportunities for Homeless Youth, Foster Youth, English Learner, and Limited Income students through before school, during school, during lunch, or after school music and/or arts opportunities to increase academic outcomes through increased

Provide increased music and/or arts opportunities for Homeless Youth, Foster Youth, English Learner, and Limited Income students through before school, during school, during lunch, or after school music and/or arts opportunities to increase academic outcomes through increased

engagement and attendance.

engagement and attendance.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	New action for 2018-19	\$95,452	\$78,183
<b>Source</b>	New action for 2018-19	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant
<b>Budget Reference</b>	New action for 2018-19	MGT: 280 Objects: 1000, 2000, 3000, 4000	MGT: 280 Objects: 1000, 2000, 3000, 4000

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

Modified

## Goal 2

Provide a healthful environment where students feel welcomed, safe, and connected

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 3, 5, 6

**Local Priorities:** Strategic action plan Goal 2

### Identified Need:

- All Students need to feel safe, healthy, and connected at school.
- Increase parent/guardian engagement and opportunities for input .
- Facilities must be in good repair.
- Decrease student suspension rates in several student groups.
- Maintain student expulsion rates.
- Increase school attendance rates.
- Decrease chronic absenteeism rates.
- Maintain middle school dropout rates.

### Expected Annual Measureable Outcomes

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Local measures and/or California Healthy Kids Survey	2016 CHKS	2017 local measure	2018 CHKS demonstrating an increase in the number of students feeling safe and connected at school.	Local measure demonstrating an increase in the number of students feeling safe and connected at school.
Local measures, parent surveys, increased opportunities	Parent surveys Superintendents parent advisory, wellness committee 4 district/community events	Parent surveys Superintendents parent advisory, wellness committee 5 district/community events	Increased participation on parent surveys Increase or maintain stakeholder opportunities (Superintendent's Advisory, Committees)	Increased participation on parent surveys Increase stakeholder opportunities (Superintendent's Advisory, Committees)
FIT (Facilities Inspection Tool)	FIT report = Rating of GOOD for all schools	FIT report = Rating of GOOD for all schools	FIT report = Maintain rating of GOOD for all schools	FIT report = Maintain rating of GOOD for all schools

<p>District and state data including California Dashboard</p>	<ol style="list-style-type: none"> <li>1. Student suspension rates 1.5%</li> <li>2. Student expulsion rates 0%</li> <li>3. Chronic absenteeism rates 7.5%</li> <li>4. Middle school dropout rates 0%</li> </ol>	<ol style="list-style-type: none"> <li>5. Student suspension rates 1.5%</li> <li>6. Student expulsion rates 0%</li> <li>7. Chronic absenteeism rates 7.4%</li> <li>8. Middle school dropout rates 0%</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain student suspension rates at or below 1.5%</li> <li>2. Maintain student expulsion rates of 0%</li> <li>3. Improve chronic absenteeism rate to 7.3%</li> <li>4. Maintain middle school dropout rates at 0%</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain student suspension rates at or below 1.5%</li> <li>2. Maintain student expulsion rates of 0%</li> <li>3. Improve chronic absenteeism rate to 7.2%</li> <li>4. Maintain middle school dropout rates at 0%</li> </ol>
<p>Monthly attendance reports</p>	<p>97%</p>	<p>97.5%</p>	<p>97% (Percentage re-calibrated based on corrected information in Q (Student Information System). Baseline reported did not previously match any attendance records.</p>	<p>97.5% (Adjusted based on re-calibrated 2018-2019 percentage).</p>

## 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**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Increase school connectedness by providing funding to sites to support: school-wide goals, attendance incentives, 40 developmental assets, CHAMPS positive support behavior model.

Develop Positive Behavior Intervention Support (PBIS) strategies, alternatives to suspension, and provide attendance interventions for students, principally directed at reducing suspensions for Unduplicated Pupils.

Continue implementation of Positive Behavior Intervention Support (PBIS) strategies, alternatives to suspension, use of restorative practices, and provide attendance interventions for students, principally directed at reducing suspensions for Unduplicated Pupils.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$101,060	\$2,700	\$5,200
<b>Source</b>	Unrestricted Attendance Incentive, CIA	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant
<b>Budget Reference</b>	Resource 0075, 0280 Object 1000,2000,3000,4000,5000	MGT: 270 Objects: 1000, 3000, 4000	MGT: 270 Objects: 1000, 3000, 4000

## Action #2

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

LEA-Wide

### Location(s)

All Schools

## Actions/Services

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

Modified

### 2017-18 Actions/Services

Provide clerical support for Student Attendance Review Board.

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

Modified

### 2018-19 Actions/Services

Provide increased school transportation opportunities for students identified as Homeless Youth, Foster Youth, English Learner, or Limited Income with the purpose of improving attendance. Provide clerical support for Student Attendance Review Board with specific outreach to support Unduplicated Pupils.

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

Modified

### 2019-20 Actions/Services

Provide increased school transportation opportunities for students identified as Homeless Youth, Foster Youth, English Learner, or Limited Income with the purpose of improving attendance. Provide clerical support for Student Attendance Review Board with specific outreach to support Unduplicated Pupils.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$145,099	\$821,977	\$769,717
Source	Unrestricted Educational Services, LCFF Supplemental	Unrestricted:Supplemental grant	Unrestricted:Supplemental grant

**Budget Reference**

Resource 0280, 0790  
Objects: 1000,2000,3000,4000

MGT: 270, 520  
Objects: 2000, 3000, 4000, 5000

MGT: 270, 520  
Objects: 2000, 3000, 4000, 5000

**Action #3**

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

**Students to be Served**

All Students

**Location(s)**

Specific Grade spans, Grades 6-8

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide Tobacco Use Prevention and Education training and grant coordination, teacher facilitator stipends, and program materials through consortium grant participation with county. Education training will include an emphasis on electronic vapor devices.

Provide Tobacco Use Prevention and Education training and grant coordination, teacher facilitator stipends, and program materials through consortium grant participation with the county office of education. Education will include an emphasis on the hazards of electronic vapor devices.

Provide Tobacco Use Prevention and Education training and grant coordination, teacher facilitator stipends, and program materials through consortium grant participation with the county office of education. Education will continue to include an emphasis on the hazards of electronic vapor devices.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$28,497	\$15,952	\$24,070
Source	Unrestricted: Educational Services Restricted TUPE	TUPE	TUPE
Budget Reference	Resource 0280, 6690 Object 1000,3000,4000,5000	MGT: 270 Objects: 1000, 3000, 4000, 5000	MGT: 270 Objects: 1000, 3000, 4000, 5000

### Action #4

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Increase parent involvement: at school site trainings, in workshops and committees and during sponsored community events (i.e. Safety Committee, anti-bullying workshop, Anti-bullying Committee, wellness run event, Wellness Committee)

Increase parent involvement by exploring different parent meeting models such as: showcases at the beginning of the year, a fieldtrip committee, a wellness committee, or workshops.

Increase parent involvement and engagement by offering a parent university on social-emotional topics

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	0	\$30,202	\$22,600
<b>Source</b>	None	Unrestricted: Base grant	Unrestricted: Base grant
<b>Budget Reference</b>	None	MGT: 440 Objects: 1000, 2000, 3000, 4000	MGT: 440, 270 Objects: 1000, 2000, 3000, 4000

## Action #5

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

**for 2018-19**

**for 2019-20**

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Increase social/emotional support by providing additional counselors and resources to support students at all schools. Increase services by adding social/emotional curriculum for classrooms and training/workshop for families. Explore recruiting community mentors to further support students.

Increase social-emotional support by providing additional counselors and resources to support students at all schools. Pilot social emotional curriculum for classrooms through counselors.

Implement social-emotional curriculum for classrooms through counselors.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$822,838	\$177,297	\$31,000
<b>Source</b>	Unrestricted CIA, LCFF Supplemental	Unrestricted: Base grant	Unrestricted: Base grant
<b>Budget Reference</b>	Resource 0280, 0790 Object 1000,3000,4000,5000	MGT: 270 Objects: 1000, 3000, 4000	MGT: 270 Objects: 1000, 3000, 4000

## Action #6

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

Unchanged

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

Modified

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

Unchanged

### 2017-18 Actions/Services

Conduct annual analysis of school conditions (FIT report) and perform facility repairs and maintenance. Continue safety training and emergency bin preparation.

### 2018-19 Actions/Services

Conduct an annual analysis of school conditions (FIT report) and perform facility repairs and maintenance.

### 2019-20 Actions/Services

Conduct an annual analysis of school conditions (FIT report) and perform facility repairs and maintenance.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$692,598	0	0
<b>Source</b>	Unrestricted General Fund, CIA, LCFF Supplemental	None	None
<b>Budget Reference</b>	Resource 0000, 0280, 0790 Object 1000,2000,3000	MGT: 510	MGT: 510

## Action #7

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

Limited to Unduplicated Student Groups

### Location(s)

All Schools

## Actions/Services

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

Modified

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

Modified

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

Modified

### 2017-18 Actions/Services

Provide outreach to parents of targeted student populations to give input and participate in site and district level trainings, committees and events. Conduct a needs survey for parents of low income, English learner, and foster students.

### 2018-19 Actions/Services

Provide outreach to parents of targeted student populations to give input and participate in site-level and district-level trainings, committees, and events with the expected outcome of providing more targeted support.

### 2019-20 Actions/Services

Provide outreach to parents of targeted student populations to give input and participate in site-level and district-level trainings, committees, and events with the expected outcome of providing more targeted support.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$26,343	\$55,829
Source	None	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant
Budget Reference	None	MGT: 280 Objects:1000, 3000, 4000	MGT: 280 Objects:1000, 2000, 3000, 4000, 5000

## Action #8

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

New

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

Modified

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

Modified

### 2017-18 Actions/Services

Provide two elementary PE teachers to support 4th and 5th grade physical education.

### 2018-19 Actions/Services

Provide professional development to increase teacher capacity in purveying physical education.

### 2019-20 Actions/Services

Provide professional development to increase teacher capacity in purveying physical education.

## Budgeted Expenditures

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$183,286	\$5991	\$4,254
<b>Source</b>	Unrestricted CIA, Restricted YAA	Unrestricted: Base grant	Unrestricted: Base grant
<b>Budget Reference</b>	Resource 0280, 9020 Objects: 1000,2000,3000	MGT: 280 Objects:1000, 3000, 5800	MGT: 280 Objects:1000, 3000, 500

## Action #9

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

Modified

**2017-18 Actions/Services**

Support student connectedness through clubs, teams, and social activities for grades 6-8th. Help support community events (i.e. speech, CAO, spelling bee, wellness run, Rotary track meet) to expand ways to keep students connected to school.

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

Modified

**2018-19 Actions/Services**

Provide site support for student connectedness opportunities through clubs, teams, and school community events.

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

Modified

**2019-20 Actions/Services**

Provide site support for student connectedness opportunities through clubs, teams, and school community events.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	\$55,000	\$44,490
Source	None	Unrestricted: Base grant	Unrestricted: Base grant
Budget Reference	None	MGT: 280 Objects: 1000, 3000, 4000	MGT: 280 Objects: 1000, 3000, 4000, 5000

**Action #10**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

Unchanged

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Incorporate Wellness curriculum into daily lessons.

Incorporate Wellness curriculum into daily lessons.

Incorporate Wellness curriculum into regular lessons.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	0	0	0
<b>Source</b>	None	None	None
<b>Budget Reference</b>	MGT: 270	MGT: 270	MGT: 270

## Action #11

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

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

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

New

Modified

Unchanged

**2017-18 Actions/Services**

Foster a district culture in all departments and on all campuses that is welcoming, friendly, and customer-service oriented. Develop training and guidelines to help school staff gain awareness and handle situations specific to Foster Youth, English Learners, and Low Income students.

**2018-19 Actions/Services**

Foster a district culture in all departments and on all campuses that is welcoming, friendly, and customer-service oriented. Implement training and guidelines to help school staff gain awareness and build capacity in serving the needs specific to Homeless Youth, Foster Youth, English Learner, and Limited Income students, with the purpose of increasing student connectedness and family engagement.

**2019-20 Actions/Services**

Foster a district culture in all departments and on all campuses that is welcoming, friendly, and customer-service oriented. Implement training and guidelines to help school staff gain awareness and build capacity in serving the needs specific to Homeless Youth, Foster Youth, English Learner, and Limited Income students, with the purpose of increasing student connectedness and family engagement.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	None	None	None
Budget Reference	None	MGT: 410	MGT: 410

# Action #12

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

## Actions/Services

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

New

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

Modified

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

Modified

**2017-18 Actions/Services**

Develop Multi-Tiered Systems of Support (MTSS) plan. Explore recruiting community mentors to help support students.

**2018-19 Actions/Services**

Implement a Multi-Tiered System of Support (MTSS) plan with consistent protocols that are goal-based, action-oriented, and are principally directed at identifying and supporting Homeless Youth, Foster Youth,

**2019-20 Actions/Services**

Continue implementation of a Multi-Tiered System of Support (MTSS) plan with consistent protocols that are goal-based, action-oriented, and are principally directed at identifying and supporting Homeless

English Learner, and Limited Income students to improve academic and behavioral outcomes.

Youth, Foster Youth, English Learner, and Limited Income students to improve academic and behavioral outcomes.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$5,000	\$25,000	\$11,053
<b>Source</b>	Unrestricted CIA	MTSS grant	MTSS grant
<b>Budget Reference</b>	Resource 0280 Object 4000	MGT: 270 Objects:1000, 3000, 4000, 5800	MGT: 270 Objects:1000, 3000, 4000, 5000

### Action #13

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Schools, All K-5s and K-8s

### Actions/Services

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

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

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

New

New

Modified

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

Previously subsumed in Action 5. Action 13 was developed due to the need for greater specificity of the elements addressed in the action.

Provide itinerant counselors to provide additional support for Homeless Youth, Foster Youth, English Learner, and Limited Income students to increase student connectedness with the ultimate purpose of increasing student achievement.

Provide itinerant counselors to provide additional support for Homeless Youth, Foster Youth, English Learner, and Limited Income students to increase student connectedness with the ultimate purpose of increasing student achievement. Provide parent education on social-emotional topics.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	New action for 2018-19	\$518,606	\$794,259
Source	New action for 2018-19	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant

**Budget Reference**

New action for 2018-19

MGT: 270  
Objects:1000, 3000, 4000

MGT: 270  
Objects:1000, 3000, 4000

## Action #14

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

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

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

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

New

New

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Previously subsumed in Action 6. Action 14 was developed due to the need for greater specificity of the elements addressed in the action.

Continue safety training, partnering with community and law enforcement resources. Continue emergency bin preparation and review of safety protocols.

Continue safety training, partnering with community and law enforcement resources. Continue emergency bin preparation and review of safety protocols.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	New action for 2018-19	\$22,000	\$22,000
Source	New action for 2018-19	Unrestricted: Base grant	Unrestricted: Base grant
Budget Reference	New action for 2018-19	MGT: 270 Object: 4000	MGT: 270 Object: 4000

### Action #15

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

Limited to Unduplicated Student Groups

**Location(s)**

All Schools

**Actions/Services**

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

New

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

New

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

Modified

**2017-18 Actions/Services**

New action developed to provide greater specificity on services provided.

**2018-19 Actions/Services**

Provide increased/improved opportunities for Homeless Youth, Foster Youth, English Learner, and Limited Income students to participate in clubs teams, and school/community events that increase engagement, support college and career readiness, and improve student attendance.

**2019-20 Actions/Services**

Provide increased/improved opportunities for Homeless Youth, Foster Youth, English Learner, and Limited Income students to participate in clubs, teams, and school/community events that increase engagement, support college and career readiness, and improve student attendance.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	New action for 2018-19	\$19,586	\$30,100

<b>Source</b>	New action for 2018-19	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant
<b>Budget Reference</b>	New action for 2018-19	MGT: 280 Objects:1000, 3000, 4000	MGT: 280 Objects:1000, 3000, 4000

## Action #16

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

New

New

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

New action developed based on area of need.

Communicate a system for uniform reporting of bullying and develop consistent anti-bullying education through counselors and site administrators.

Communicate a system for uniform reporting of bullying and develop consistent anti-bullying education through counselors and site administrators.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	New action for 2018-19	0	0
<b>Source</b>	New action for 2018-19	None	None
<b>Budget Reference</b>	New action for 2018-19	MGT: 270	MGT: 270

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

New

## Goal 3

Maintain a fiscally sound budget that equitably aligns and maximizes available resources.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 3, 4, 5, 6, 7, 8

**Local Priorities:** Strategic action plan Goal 3

### Identified Need:

- Need to explore additional funding sources
- Need more efficient processes that can be automated
- Some schools/students need additional supports to meet student needs

### Expected Annual Measureable Outcomes

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

Business office- additional funding we received	No data in the baseline year as this goal not yet enacted	\$35,000	Maintain or increase as applicable	Maintain or increase as applicable
Business office- practices that have become more efficient	No data in the baseline year as this goal not yet enacted	Human Resources recruitment and Benefits office processes automated.	Maintain or increase office practices that have become more efficient.	Maintain or increase office practices that have become more efficient.
Business office- funded projects based on equity model	No data in the baseline year as this goal not yet enacted	Considered increased or improved services for Unduplicated Pupils when developing site budget allocations	Unduplicated Pupil supports allocated based on percent of Unduplicated Pupils at sites.	Unduplicated Pupil supports allocated based on percent of Unduplicated Pupils at sites.

## 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**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Actively seek additional funding opportunities and partnerships including grant writing and explore hiring a community liaison.

Actively seek funding opportunities and partnerships including grant writing, and enlist the services of a community liaison.

Actively seek funding opportunities and partnerships including grant writing.

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

0

\$22,000

\$22,000

<b>Source</b>	None	Unrestricted: Base grant	Unrestricted: Base grant
<b>Budget Reference</b>	None	MGT: 420 Object:5800	MGT: 420 Object:5800

## Action #2

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Strengthen efficiencies through automation of processes that make district operations more efficient.

Strengthen efficiencies through automation of processes that make district operations more efficient.

Strengthen efficiencies through automation of processes that make district operations more efficient.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$51,000	\$51,000	\$10,000
<b>Source</b>	Unrestricted General Fund	Unrestricted: Base grant	Unrestricted: Base grant
<b>Budget Reference</b>	Resource 0000 Object 5000	MGT: 420 Objects: 5000, 5800	MGT: 420 Objects: 5000

**Action #3**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Align our budget with district goals and allocate funding with equity, based on need.

Align our budget with our district goals.

Align our budget with our district goals.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

0

0

0

**Source**

None

None

None

<b>Budget Reference</b>	None	MGT: 420	MGT: 420
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## Action #4

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

Students to be Served	Location(s)
N/A	N/A

**OR**

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	New	Modified
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>

Previously subsumed in Action 3. Action 4 was developed due to the need for greater specificity of the elements addressed in the action.

Allocate funding with equity, based on need.

Allocate funding with equity, based on need.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	New action for 2018-19	\$203,771	\$320,570
<b>Source</b>	New action for 2018-19	Unrestricted supplemental grant	Unrestricted: Supplemental grant
<b>Budget Reference</b>	New action for 2018-19	MGT: 420 Object 7000	MGT: 420 Object: 7000

### Action #5

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

New

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

New

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

Modified

**2017-18 Actions/Services**

New action developed for 2018-2019 based on need.

**2018-19 Actions/Services**

Provide site administrator and department head training on budget development and management, including training on Title I funding.

**2019-20 Actions/Services**

Provide site administrator and department head training on budget development and management, including training on Title I funding.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

New action for 2018-19

\$5,025

\$5,025

**Source**

New action for 2018-19

Unrestricted: Base grant

Unrestricted: Base grant

**Budget Reference**

New action for 2018-19

MGT: 420  
Object: 4000

MGT: 420  
Object: 4000, 5000

**Action #6**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

N/A

Provide parent education on Local Control Funding Formula.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	N/A	N/A	0
<b>Source</b>	N/A	N/A	None
<b>Budget Reference</b>	N/A	N/A	MGT: 420

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

New

## Goal 4

Continuously engage in open and meaningful communication with all stakeholders.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 6

**Local Priorities:** Strategic action plan Goal 4

### Identified Need:

Need increased communication and participation with stakeholders to provide information on needs and strengths. This will allow us to better meet the needs of students and to engage in a cycle of continuous improvement informed by feedback.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Stakeholders report increased communication efforts via surveys and/or stakeholder group sessions.

No data in the baseline year as this goal not yet enacted

25% increase in participation on LCAP survey and increased participation in stakeholder meetings

Increase participation on surveys and in stakeholder meetings.

Increase participation on surveys and in stakeholder meetings.

## 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**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

## Actions/Services

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

New

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

Modified

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

Modified

### 2017-18 Actions/Services

Increase stakeholder involvement and create avenues for two-way communication for all stakeholder groups.

### 2018-19 Actions/Services

Increase stakeholder involvement and create avenues for two-way communication for all stakeholder groups.

### 2019-20 Actions/Services

Increase stakeholder involvement and create avenues for two-way communication for all stakeholder groups.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,296	\$7,298	\$15,426
Source	Unrestricted General Fund	Unrestricted: Base grant	Unrestricted: Base grant
Budget Reference	Resource 0000 Object 1000, 3000, 4000	MGT: 440 Object: 4000	MGT: 440 Object: 4000

## Action #2

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Improve internal communication and provide consistent external communication.

Improve internal communication and provide consistent external communication.

Improve internal communication and provide consistent external communication.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$9,691	\$23,100	\$5,908
<b>Source</b>	Unrestricted General Fund	Unrestricted: Base grant	Unrestricted: Base grant
<b>Budget Reference</b>	Resource 0000 Object 4000,5000	MGT: 440 Objects: 4300, 5600	MGT: 440 Objects: 4300, 5600

### Action #3

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

**for 2018-19**

**for 2019-20**

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Create a centralized Pleasant Valley School District Master Calendar online that is updated regularly.

Create a centralized Pleasant Valley School District Master Calendar online that is updated regularly.

Maintain centralized Pleasant Valley School District Master Calendar online that is updated regularly.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$27,504	\$12,750	\$5,100
<b>Source</b>	Unrestricted General Fund	Unrestricted: Base grant	Unrestricted: Base grant
<b>Budget Reference</b>	Resource 0000 Object 2000,3000	MGT: 260 Objects: 5000, 5800	MGT: 260 Objects: 5000

**Action #4**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Increase community outreach and transparency using various mediums.

Increase community outreach and transparency using various mediums.

Increase community outreach and transparency using various mediums.

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

\$43,040

\$8,018

\$23,100

<b>Source</b>	Unrestricted General Fund	Unrestricted: Base grant	Unrestricted: base grant
<b>Budget Reference</b>	Resource 0000 Object 5000	MGT: 260 Objects: 5000, 5800	MGT: 260, 410 Objects: 4000, 5000

## Action #5

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

Explore the possibility of adding a communication specialist position. Work on building the positive perception of all schools in the Pleasant Valley School District.

**2018-19 Actions/Services**

Continue communication specialist support to improve district communication efforts.

**2019-20 Actions/Services**

Continue communication specialist support to improve district communication efforts.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$30,000	\$15,000	\$22,000
<b>Source</b>	Unrestricted General Fund	Unrestricted: Base grant	Unrestricted: Base grant
<b>Budget Reference</b>	Resource 0000 Object 5000	MGT: 260, 440 Object 5800	MGT: 260, 440 Object 500

**Action #6**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served****Scope of Services:****Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

Modified

Modified

**2017-18 Actions/Services****2018-19 Actions/Services****2019-20 Actions/Services**

Expand the Oxnard Union High School District articulation meetings to include discussions on programming, schedules, and pedagogy.

Expand OUHSD-PVSD articulation meetings to include discussions on programming, schedules, and middle school to high school transitions.

Continue OUHSD-PVSD articulation meetings to include discussions on programming, schedules, and middle school to high school transitions.

**Budgeted Expenditures****Year****2017-18****2018-19****2019-20****Amount**

\$417

\$1,198

0

<b>Source</b>	Unrestricted General Fund	Unrestricted: Base grant	None
<b>Budget Reference</b>	Resource 0000 Object 1000,3000	MGT: 280 Objects: 1000, 3000	MGT: 280

## Action #7

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

### Students to be Served

### Location(s)

N/A

N/A

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

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

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

New

Modified

Unchanged

**2017-18 Actions/Services**

Previously subsumed in Goal 2, Action 7. Action was moved to Goal 4 as part of communication with stakeholders.

**2018-19 Actions/Services**

Conduct a needs survey of parents/guardians of students identified as at-risk, Homeless Youth, Foster Youth, English Learner, or Limited Income to more specifically address areas of social-emotional and academic need.

**2019-20 Actions/Services**

Conduct a needs survey of parents/guardians of students identified as at-risk, Homeless Youth, Foster Youth, English Learner, or Limited Income to more specifically address areas of social-emotional and academic need.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	New action for 2018-19	\$1,698	\$1,698
<b>Source</b>	New action for 2018-2019	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant
<b>Budget Reference</b>	New action for 2018-19	MGT: 280 Objects: 1000, 2000, 3000, 5800	MGT: 280 Objects: 1000, 2000, 3000, 5800

**Action #8**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

LEA-Wide

All Schools

**Actions/Services**

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

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

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

New

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

New action for 2018-19 based on stakeholder feedback

Improve access to translation services and information materials.

Improve access to translation services and information materials.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

New action for 2018-19

\$71,400

\$7,835

<b>Source</b>	New action for 2018-19	Unrestricted: Supplemental grant	Unrestricted: Supplemental grant
<b>Budget Reference</b>	New action for 2018-19	MGT: 270 Objects: 2000, 3000, 4000	MGT: 270 Objects: 2000, 3000, 4000

## Action #9

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

New

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

New action based on stakeholder feedback.

Offer up-to-date teacher, school, and district websites.

Offer up-to-date teacher, school, and district websites.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	New action	\$40,000	\$28,000
<b>Source</b>	New action	Unrestricted: Base grant	Unrestricted: Base grant
<b>Budget Reference</b>	New action	MGT: 260 Objects: 5000, 5800	MGT: 260 Objects: 5000, 5800

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$2,958,757

Percentage to Increase or Improve Services

6.29%

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.

Supplemental LCFF funds are allocated district-wide and principally directed toward meeting the needs of Unduplicated Student Groups. These funds are targeted to support low income, foster youth, and English learner populations. We have allocated increased LCFF funds to increase support and intervention services to ensure equity and close the achievement gap for identified subgroups (Goal 1, Actions 6,8,9; Goal 2, Actions 7, 11; Goal 3, Action 3). Funds will be used to increase or improve services for unduplicated pupils by:

- Increasing reading teachers to support students in identified subgroups at all school sites
- Increasing counseling services to support students in identified subgroups at all school sites
- Adding instructional technology and supplemental materials to support student achievement and access to technology
- Providing professional development in the areas of identified need and goals targeted to subgroups
- Providing professional development and materials support to ensure English learner students are making annual gains towards English proficiency
- Increasing parental involvement and engagement

One district-wide strategy involves providing Cultural Proficiency training to ALL district staff in order to benefit our Unduplicated Student Groups through efforts to eliminate discrimination of any kind. By increasing knowledge and understanding of other cultures, our district staff can better support our Unduplicated Students. Cultural events and activities offered to students, parents, staff, and community will benefit all Unduplicated Student Groups through increased awareness and acceptance/celebration of differences. This action will also allow groups to gather from all across the district in order to discuss issues related to diversity and offer support to one another. The results of the action will principally be directed at our Unduplicated Student Groups; however, the action needs to be applied district wide as our Unduplicated Student population is disseminated throughout our district rather than at a single school. Therefore, the training, events, and support groups need to be provided on a district-wide basis to be the most effective use of funds. Research on Cultural Proficiency by Randall Lindsey supports training on cultural proficiency as a way to support equity and diversity and also to close the achievement gap between our Unduplicated students and all students. Lindsey, Randall B. (1999). Cultural proficiency: a manual for school leaders. Thousand Oaks, Calif.: Corwin Press

A second district-wide strategy involves developing training and guidelines on the special needs of our Unduplicated Student Groups and sharing with ALL district staff in order to benefit our Unduplicated Student Groups with increased knowledge, understanding, and resources. The results of the action will principally be directed at our Unduplicated Student Groups; however, the action needs to be applied district-wide as our Unduplicated Student population is spread throughout our district rather than concentrated at a single school. Therefore, the training, and resources need to be developed and provided on a district-wide basis to be the most effective use of funds. Vera, E. M., Israel, M. S., Coyle, L., Cross, J., Knight-Lynn, L., Moallem, I., Goldberger, N. (2012). Exploring the educational involvement of parents of English Learners. *School Community Journal*, 22(2), 183-202. Zwiers, J., Susan O'Hara, and Robert Pritchard. (2014). *Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy*. Portland, ME: Stenhouse. Mattos, M., Austin Buffum, Chris Weber. (2008) *Pyramid response to intervention. RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*. Bloomington, IN: Solution Tree.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$3,025,603

Percentage to Increase or Improve Services

6.26%

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.

LCFF Supplemental funds are principally directed toward meeting the needs of Unduplicated Pupils district-wide. LCFF funds have been allocated to increase support and intervention services to ensure equity and close the achievement gap for Unduplicated Pupils.

Goal 1 centers on increasing student achievement through high expectations for all. Goal 1, Action 4 provides teacher support in building capacity through the Professional Learning Community (PLC) model. DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006), underline the importance of continuous professional development that builds capacity in educators to focus on improvement of student outcomes through PLCs that are focused on high levels of learning for all students. Hord (1997) situates PLCs at the center of building collective capacity to meet student needs. We have started the process of providing teachers with targeted professional development in the establishment of PLCs to ensure a cycle of continuous improvement that expects high achievement of all students. Additional staff development is planned for mathematics and for using the adopted ELA curriculum to serve the needs of all students, as we seek ways to improve outcomes for Unduplicated Pupils who have trailed behind their counterparts (Goal 1, Action 11). Darling-Hammond et al, (2009), underscore the importance of professional development that reflects system coherence, and is sustained by building collective educator capacity. A continued focus will be on increasing staff cultural proficiency to ensure that expectations of all students are high and that educators understand the context necessary to effect change that leads to closing the achievement and expectation gaps (Lindsey, 1999).

Ensuring that we are prepared to meet the needs of our Unduplicated Pupils, the implementation of a Multi-Tiered Systems of Support (MTSS) model (Goal 1, Action 13; Goal 2, Action 12) will provide the structure necessary to make student-centered, data-informed decisions. Teacher training in Universal Design for Learning (CDE, 2017; Novak, 2018) will provide teachers with the tools to differentiate content delivery and assessment strategies (Goal 1, Action 15). Further, Novak (2018) propagates the importance of situating English Language development support activities in a way that ensures that English Learners have access to a rigorous curriculum. Teacher development in providing effective designated and integrated ELD instruction (Goal 1, Action 15) further supports this goal.

Card & Giuliano (2015) discuss the implications of referral processes for identifying gifted students. They found that traditional identification practices have led to overlooking qualified disadvantaged students. Goal 1, Action 5 provides a part-time GATE coordinator who will develop systems to improve the identification of Unduplicated Pupils as GATE.

In a study of out of school programs, McCombs, Whitaker, & Woo (2017) found that out of school time programs can improve academic outcomes. Hattie (2017) ascribed a .53 effect size to both second chance and enrichment programs. Action 6 will provide Unduplicated Pupils with additional out of school time homework and tutoring support. Action 16 will provide Unduplicated Pupils with summer enrichment opportunities through the Olimpico STEAM program.

Lesaux (2012) describes the relationship between low income students, linguistically diverse students, and skills-based reading instruction. Unduplicated Pupils who require additional support in reading will have increased access to reading teachers who will provide targeted, skill-based intervention (Goal 1, Action 22).

To ensure that Unduplicated Pupils have access to cultural capital-building experiences that lead to improved outcomes, Action 24 of Goal 1 provides increased access to arts and music opportunities. Catterall, J., R. Chappleau, et al. (1999) found that academic achievement increased for students who were involved in the arts over time in comparison to counterparts who were not.

Goal 2 focuses on ensuring that students are provided with a healthful environment where they feel welcomed, safe and connected. Goal 2, Action 13 provides increased counseling services to students identified as at-risk, Homeless Youth, Foster Youth, English Learner, or Limited Income. One of our areas of greatest need is improvement in our suspension rate across all of our student groups. Baker, S. B., & Gerler, E. R. (2001) found that school counselors had a positive impact on school discipline. Access to counseling services in schools also yielded improved academic outcomes.

Witherspoon, Schotland, Way, & Hughes (2009) found that students who feel connected to school were more engaged in their learning. McNeely, Nonnemaker, & Blum (2002) noted that students who felt cared for in school felt more connected and saw reductions in disciplinary incidents. School activities designed to build a sense of connectedness and agency are addressed within Goal 2. In their 1997 study, Mahoney & Cairns found that drop out rate was lower in students who had early participation in extra-curricular school activities. Action 15 of Goal 2 will provide increased/improved opportunities for students identified as at-risk, Homeless Youth, Foster Youth, English Learner, or Limited Income to participate in clubs, teams, and school/community events that support college and career readiness, with the goal of increasing student connectedness.

Goal 3 centers on maintaining a fiscally sound budget that equitably aligns and maximizes available resources. Action 4 allocates funding with equity, based on need. Our Unduplicated Pupils are dispersed throughout the district and supplemental funds will be distributed based on that distribution. A formula to allocate reading teacher and counselor time at school sites will be based on the percentage of district-wide Unduplicated Pupils at the sites rather than concentrating the services at single schools.

Goal 4 aims to continuously engage in open and meaningful communication with all stakeholders. In order to more specifically address the needs of our Unduplicated Pupils, we need data from parents and guardians regarding areas of need. As stated in Action 7, we will conduct a needs survey of parents/guardians of students identified as at-risk, Homeless, Foster Youth, English learners or Limited Income. The data extracted from this survey will be used to develop our plan-> do->study-> act (PDSA) cycle of continuous improvement.

The actions below demonstrate increased or improved services as compared to services provided for all students.

Goal 1: Ensure increased student achievement through high expectations for all

Action 5: Unduplicated Pupils are not represented at the same rate as their counterparts in GATE programming. The GATE teacher on special assignment will develop training to ensure that Unduplicated Pupils are not overlooked in the GATE identification process.

Action 6: Sites with higher numbers of Unduplicated Pupils will receive additional math and reading tutoring support and homework help. Additional hours allocated to sites will be based on unduplicated numbers.

Action 8: English Learner progress will be supported through a dedicated English Learner coordinator who will work to develop integrated and designated ELD models on campuses.

Action 10: Campuses with higher numbers of Unduplicated Pupils will have increased access to online tech resources and internet access through after school homework/tutoring centers.

Action 11: Professional development that addresses differentiating standards and adopted materials in mathematics and ELA for the primary purpose of increasing academic outcomes for Unduplicated Pupils will be provided for teachers.

Action 13: In order to more specifically identify the academic needs of Unduplicated Pupils, a universal screening tool will be purchased to provide valid and reliable data.

Action 15: Teachers will participate in Universal Design for Learning training, specifically addressing strategies applied to Unduplicated Pupils. Teachers will participate in continued professional development in the implementation of effective Designated and Integrated ELD.

Action 16: Unduplicated Pupils will be provided with additional summer learning opportunities through programs such as the Olimpico STEAM program.

Action 17: A bilingual psychologist will be hired to increase the accuracy of special education testing for English learners in order to better support their academic goals.

Action 22: Hours allocated for reading support at school sites will be based on the number of district-wide unduplicated students enrolled at the school site. Sites with higher numbers of Unduplicated Pupils will receive greater support.

Action 23: Additional Makerspace hours and supplies will be provided to school sites based on unduplicated counts.

Action 24: Unduplicated Pupils will have increased opportunities to participate in arts and/or music programs through in school and after school models. Allocations will be based on number of Unduplicated Pupils at the sites.

Goal 2: Provide a healthful environment where students feel welcomed, safe, and connected

Action 1: PBIS strategies and alternatives to suspension will be developed to reduce the suspension rate of at-risk and Unduplicated Pupils.

Action 2: To increase attendance, targeted transportation assistance and attendance intervention outreach will be provided for Limited Income students.

Action 11: In order to increase student connectedness and family engagement, guidelines and training will be implemented to help school staff gain awareness and build capacity in serving the needs specific to students identified as Homeless Youth, Foster Youth, English Learner, or Limited Income.

Action 12: A multi-tiered system of support will be implemented with consistent protocols, principally directed at improving academic and behavioral outcomes for Homeless Youth, Foster Youth, English Learner, and Limited Income students.

Action 13: Additional counseling support will be provided to campuses with higher numbers of Unduplicated Pupils. Campuses will receive a base allotment with additional days allotted based on Unduplicated Pupil percentages.

Action 15: Additional funding will be provided to sites with higher numbers of Unduplicated Pupils to participate in clubs, teams, and school/community events that support college and career readiness.

Goal 3:

Action 4: Allocate funding with equity, based on need. Site support allocations will be determined based on a model that factors Unduplicated Pupil numbers at school sites.

Goal 4: Continuously engage in open and meaningful communication with all stakeholders

Action 7: Conduct a needs survey of parents/guardians of students identified as at-risk, Homeless Youth, Foster Youth, English Learners, or Limited Income. Staff will code and disaggregate survey data to determine themes and areas of priority. This input will be utilized to plan future actions and services.

## LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$3,212,946

Percentage to Increase or Improve Services

6.45%

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).

LCFF Supplemental funds are principally directed toward meeting the needs of Unduplicated Pupils district-wide and services to support at-risk students are provided through the low performing student block grant. LCFF funds have been allocated to increase support and intervention services to ensure equity and close the achievement gap for at-risk and Unduplicated Pupils through research-evidenced practices.

Goal 1 focuses on increasing student achievement through high expectations for all. The achievement gap that is often caused by the opportunity gap is a problem districts must work to ameliorate. In his study of the opportunity gap as revealed through math achievement of minority students on standardized tests, Flores (2007), found that students of color as well as students from disadvantaged socio-economic backgrounds did not have the same access to high levels of math instruction that emphasized critical thinking. Action 5 in goal 1 addresses the need to ensure that historically under-represented students have access to GATE programming. Card & Giuliano (2015) discuss the implications of referral processes for identifying gifted students and found that traditional identification practices have led to overlooking qualified disadvantaged students. Through the development of practices that utilize the principles of Universal Design for Learning (UDL), students have access to rigorous content by removing barriers to learning (Novak, 2018). To ensure that educators have the tools to support the needs of a variety of learners, action 15 provides support for educators building capacity in utilizing UDL.

Professional Learning Communities support educators through purposeful collaboration that builds collective capacity of team members to support students (Hord, 1997). With a focus on high levels of learning for all students, professional learning communities provide the opportunity for educators to work collaboratively to design instruction, analyze outcomes, and plan next steps for student learning as promulgated by DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Pleasant Valley School District educators will continue to grow professional learning communities through the California Principals Support Network and through continued professional development in building common assessments (action 9) and the analysis of nationally-normed universal screening data (action 13). Through extensive meta-analysis, Hattie (2017) found that collective teacher efficacy is strongly correlated with student achievement underscored by an effect size of  $d=1.57$ , further emphasizing the call for continued development of professional learning communities.

Providing students with quality outside of school programming has demonstrated significant academic results as notes by Lauer, Akiba, Wilkerson, Apthorp, Snow & Martin-Glenn, 2006 in their meta-analysis of after school program effectiveness targeted to support students identified as

academically at-risk. Hattie (2017) found a .53 effect size connected to second chance and enrichment programs. Action 6 will provide Unduplicated Pupils with additional out of school time homework and tutoring support. Action 16 will provide a rich opportunity for students to participate in the Young Writers Camp through the National Writing Project and the University of California at Santa Barbara.

Lesaux (2012) describes a positive relationship between low income students, linguistically diverse students, and skills-based reading instruction. Reading teachers will provide Unduplicated and at-risk students with specific, skill-based reading support to increase literacy outcomes. Additionally, through targeted English Language Development and Support, action, 8 provides specific support for English Learners.

Tanenbaum (2016) discusses the participation and access of historically under-represented groups in STEM programming. Action 23 provides additional opportunities for engagement in STEM programming through Makerspaces.

Catterall, J., et al. (1999) found that academic achievement increased for students who were involved in the arts over time in comparison to counterparts who were not. In order to provide Unduplicated Pupils to cultural-capital building experiences in the arts, action 24 of goal 1 provides increased access to the arts and music.

Inextricably linked with student achievement is the connection and well-being of students at school. Goal 2 aims to provide students with a healthful environment where they feel welcomed, safe, and connected.

Pleasant Valley School District continues to implement positive behavior intervention strategies (PBIS) to support students behaviorally. McNeely, Nonnemaker, & Blum (2002) found that when students feel cared for and connected to their school environment, there is a reduction in disciplinary incidents. Through the use of restorative practices (action 1), student behavior is better supported resulting in a more positive connection to their school environment.

Further, Witherspoon, Schotland, Way, & Hughes (2009) found that students who feel connected to their school were more engaged in their individual learning. Activities to connect students through after-school sports, clubs, and other extra-curricular activities are addressed in action 15 of goal 2. Mahoney & Cairns (1997) found that the dropout rate was lower in students who had early participation in extra-curricular school activities.

Baker, S. B. & Gerler, E. R. (2001) found that school counselors had a positive impact on student behavior and the reduction of disciplinary problems. Action 13 provides Unduplicated Pupils access to additional counseling services to support students both behaviorally and social-emotionally. This year, counselors will work with parents through a Parent University (action 4) structure to provide education on social-emotional topics.

Goal 3 punctuates the importance of a maintaining a fiscally sound budget that equitably aligns and maximizes available resource. PVSD has developed systems for allocating funding with equity, based on need (action 4). While our Unduplicated pupil population is at 30%, Unduplicated student numbers vary from school to school. Supplemental funded supports are distributed to schools based on the Unduplicated pupil distribution. An example of this is the increased allocation of tutoring hours, reading teacher hours, and counselor time at school sites with higher Unduplicated Pupil percentages.

As we seek to improve our programs and services, stakeholder feedback is very important. The emphasis of Goal 4 is to continuously engage in open and meaningful communication with all stakeholders. Through action 7 of goal 4, a needs survey of parents/guardians provides data to inform current and future actions. Through the use of survey filtering tools, data can be disaggregated by specific student group in order to assess the specific needs of Unduplicated Pupils. Additionally, the District English Learner Survey provides an additional data point to inform services. Harry, B., & Waterman, R. (2008) found that reducing linguistic barriers increased parent/guardian participation and engagement in schools. Action 8 will provide increased translation services for parents and guardians to support students.

For each goal, the actions below demonstrate increased or improved services for Unduplicated pupils above the district base program.

#### Goal 1

Action 5: Provide GATE part-time teacher on special assignment to: support teachers in GATE certification and in-class support for GATE-identified students through Universal Design for Learning strategies. Further, to improve identification of historically under-identified student populations, the GATE coordinator will continue to provide increased access to GATE testing.

Action 6: Provide tutoring and homework help in English and Math with the principal goal of increasing academic outcomes for at-risk, HY, FY, EL, and LI students.

Action 8: Support English Learners (EL) by providing an EL coordinator, EL testing support, monitoring, reclassification, classroom support, teacher leadership professional development, DELAC facilitation, and parent education. Build teacher capacity to purvey integrated and designated ELD.

Action 9: Build capacity to support students identified as Homeless Youth, Foster Youth, English Learner, or Limited Income, to increase student connectedness and achievement. Develop practices for school-level data discussions that closely monitor Unduplicated student achievement.

Action 10: Provide increased access to technology devices/internet connection to Homeless Youth, Foster Youth, English Learner, or Limited Income students to support their academic achievement.

Action 11: Increase instructional coherence throughout the district through professional development that addresses areas of needed professional growth to differentiate standards and adopted materials in mathematics and ELA for the primary purpose of increasing academic outcomes for Unduplicated students.

Action 13: Purchase FastBridge, a diagnostic screening and progress monitoring tool, to identify academic and social-emotional areas of student need that support an MTSS model principally directed at providing more targeted support for Unduplicated and at-risk students.

Action 15: Build teacher capacity to serve at-risk, HY, FY, EL, and LI students through training in Professional Learning Communities (PLC), Universal Design for Learning (UDL), and English Language Development (ELD) with the purpose of improving student outcomes.

Action 16: Provide summer school enrichment opportunities for at-risk, HY, FY, EL, and LI students with the purpose of mitigating academic summer loss and working toward closing the achievement and opportunity gaps.

Action 17: Provide a bilingual psychologist to increase accuracy of special education testing for English language learners in order to better support their academic goals.

Action 22: Provide increased access to reading support teachers at each elementary and K-8 campus to support K-5 students identified as HY, FY, EL, or LI to increase reading achievement and provide teacher coaching.

Action 23: Provide instructional assistants and a supply allotment for each site to support teachers in MakerSpace use and student technology use on campuses. There will be a core allotment based on ADA.

An additional allotment will be provided to school sites based on Unduplicated count for the purpose of purveying increased STEM exposure for HY, FY, EL, and LI pupils.

Action 24: Provide increased music and/or arts opportunities for HY, FY, EL, and LI students through before school, during school, during lunch, or after school music and/or arts opportunities to increase academic outcomes through increased engagement and attendance.

## Goal 2

Action 1: Continue implementation of Positive Behavior Intervention Support (PBIS) strategies, alternatives to suspension, use of restorative practices, and provide attendance interventions for students, principally directed at reducing suspensions for Unduplicated Pupils.

Action 2: Provide increased school transportation opportunities for students identified as HY, FY, EL, and LI with the purpose of improving attendance. Provide clerical support for Student Attendance Review Board with specific outreach to support Unduplicated pupils.

Action 4: Increase parent involvement and engagement by offering a parent university on social-emotional topics

Action 7: Provide outreach to parents of targeted student populations to give input and participate in site-level and district-level trainings, committees, and events with the expected outcome of providing more targeted support.

Action 11: Foster a district culture in all departments and on all campuses that is welcoming, friendly, and customer-service oriented. Implement training and guidelines to help school staff gain awareness and build capacity in serving the needs specific to HY, FY, EL, and LI students, with the purpose of increasing student connectedness and family engagement.

Action 12: Continue implementation of a Multi-Tiered System of Support (MTSS) plan with consistent protocols that are goal-based, action-oriented, and are principally directed at identifying and supporting Homeless Youth, Foster Youth, English Learner, and Limited Income students to improve

academic and behavioral outcomes.

Action 13: Provide itinerant counselors to provide additional support for Homeless Youth, Foster Youth, English Learner, and Limited Income students to increase student connectedness with the ultimate purpose of increasing student achievement. Provide parent education on social emotional topics.

Action 15: Provide increased/improved opportunities for Homeless Youth, Foster Youth, English Learner, and Limited Income students to participate in clubs, teams, and school/community events that increase engagement, support college and career readiness, and improve student attendance.

### Goal 3

Action 4: Allocate funding with equity, based on need.

### Goal 4

Action 7: Conduct a needs survey of HY, FY, EL, and LI students to more specifically address areas of social-emotional and academic need.

Action 8: Improve access to translation services and informational materials to increase engagement of parents/guardians of English Language Learners.