

Meeting date: June 25, 2014

Item 11.E. Approve Local Control Accountability Plan

Presented by: Superintendent Lisa Gonzales

Classification: Business of the Organization

Materials attached: Yes

Action Item: Yes

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### **Action**

Staff recommends the adoption of the Local Control Accountability Plan for the 2014-2015 through 2016 – 2017 school years.

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### **Background Information**

The Local Control Funding Formula requires all California school districts to maintain a Local Control Accountability Plan. The plans are intended to document and monitor goals and expenditures aligned with the State and local priorities.

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### **Financial Implication**

The costs associated with the Local Control Accountability Plan have been included in the preliminary budget which will be presented tonight.

The plan calls for Year One spending in the following ways:

- English Language Arts: \$70,000
- Math: \$33,000
- Response to intervention: \$473,700
- English Language Development: \$184,000
- School Climate / SEL: \$348,600

## \$ 15497. Local Control and Accountability Plan and Annual Update Template

LEA: Portola Valley School District Contact : Jon Barth, Chief Business Official, jbarth@pvsd.net, 650-851-1777 LCAP Year: 2014-15

### **Introduction:**

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

We are an innovative learning community inspiring the hearts and minds of all our children.

### **Guiding Principles**

1. Children thrive in a nurturing and supportive environment. We will honor every child and put the needs of children first in everything we do.
2. To be successful, children need a broad set of skills that includes a core academic foundation, higher-order thinking, and character education.
3. Children learn best when deeply engaged in authentic learning experiences.
4. We serve children with a variety of different learning styles and will help each of them reach her or his full potential.
5. Students, teachers and staff do their best work within a culture of mutual respect, personal responsibility, and kindness.

### **Strategic Directions**

#### **1. DEVELOP CREATIVE AND PASSIONATE LEARNERS**

Students will:

- a) Demonstrate continual growth toward high-level mastery of foundational skills.
- b) Learn in an environment where project-based learning and differentiation are key instructional approaches within an integrated curriculum.
- c) Engage deeply in real-world learning experiences that develop higher-order thinking skills.

#### **2. NURTURE CONNECTED, CONTRIBUTING GLOBAL CITIZENS.**

Students will:

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

**3. COMMIT TO TRANSFORMATIVE PROFESSIONAL DEVELOPMENT.**

The District will:

- a) Invest in training the entire staff in common core standards and project-based learning.
- b) Foster a culture of sharing and collaboration that supports individual and organizational growth.
- c) Develop a long-range systemic professional development plan for continuous growth.

**4. FOSTER A RESPECTFUL AND COLLABORATIVE CULTURE**

Our staff, parents and larger community will:

- a) Embrace and model shared expectations.
- b) Engage in informed, transparent decision-making.
- c) Ensure proactive communication.

The Portola Valley School District has designed intervention strategies which focus on the needs of students in the following areas: pupils with disabilities; English learners; socioeconomically disadvantaged pupils, ethnic subgroups; redesignated English learners; foster youth.

Even though the Portola Valley School District currently has no identified Foster Youth enrolled in the district, there are structures in place to identify and support the needs of Foster Youth or homeless students that may enter the district. District staff responsible for enrolling students are trained in identifying Foster Youth and or homeless students and families so the district can support the student(s) in the most appropriate way.

The Portola Valley School District ensures access to highly qualified and appropriately credentialed teachers through internal credential audits and participation in annual county training. Teaching assignments are reviewed and monitored by the district to prevent misassignments. In compliance with the *Williams Settlement*, student access to materials is guaranteed through annual textbook inventory. Facilities are maintained and in good repair.

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### **State Priorities**

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

#### **A. Conditions of Learning:**

**P1 - Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**P2 - Implementation of State Standards:** implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

**P7 - Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**P9 - Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

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

#### **B. Pupil Outcomes:**

**P4 - Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

*P8 - Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

*P3 - Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

*P5 - Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

*P6 - School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

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

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

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.017?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>5/19/2014 Parent Input Meeting            5/19/14 Ormondale Staff Input            5/19/14 Corte Madera School Staff Input            6/11/14 Public Hearing            6/25/14 Board adoption of LCAP</p>	<p>Feedback on the LCAP was given on reporting LCAP and student achievement data in a more comprehensive way for parents to be able to have a greater understanding and connection to the plan. Input from parents was taken on improving our methods for communicating progress and consolidating information to make comprehensive summary for parents.</p> <p>English Learner Parent LCAP advisory is not required as the district does not have sufficient numbers of English learners.</p> <p>Board took action on June 11, 2014 to affirm the Parent Advisory Committee for the LCAP shall be the established School Site Councils.</p>

**Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and*

*each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

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

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	Goals	Applicable Pupil Subgroups	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	What will be different/improved for students?	(based on identified metric)	Year 3: 2016-17	Related State and Local Priorities (Identify specific state priority.)
Need: To improve student achievement in English Language Arts. Metric: Data from SBAC, District Writing Assessment, and DRA (K-3) will be used to demonstrate growth.	Goal 1: Students will perform at high levels of achievement in Language Arts.	All students	District-wide	Left blank until first review year	Students will achieve high levels in English Language Arts. Through professional development, collaboration and ongoing analysis of student data, implementation of common core state standards will provide more effective instruction for all students.	Students will achieve high levels in English Language Arts. Through professional development, collaboration and ongoing analysis of student data, implementation of common core state standards will provide more effective instruction for all students.	Year 2: 2015-16	P1, P2, P4, P5, P6, P7
Need: To improve student achievement in Mathematics. Metric: SBAC, District math	Goal 2: Students will perform at high levels of achievement in Mathematics.	All students	District-wide	" "	Students will achieve high levels in English Language Arts. Through professional development, collaboration and ongoing analysis of student data, implementation of common core state standards will provide more effective instruction for all students.	Students will achieve high levels in Mathematics. Through professional development, collaboration and ongoing analysis of	Year 2: 2015-16	P1, P2, P4, P5, P6, P7



assessment, interim classroom assessments.					student data, implementation of common core state standards w/ provide more effective instruction for all students.	student data, implementation of common core state standards w/ provide more effective instruction for all students.	student data, implementation of common core state standards w/ provide more effective instruction for all students.	P1, P2, P4, P5, P6, P7
Need: Target students performing below grade level with strategic instruction. Metric: AIMSweb, DRA, SBAC, Interim Assessments,	Goal 3: At-risk students will receive strategic intervention through our Response to Intervention:	Students performing below grade level, English learners EL, Reclassified Fluent English Proficient RFP, low-income students	District-wide	" "	Students performing below grade level will receive targeted intervention from credentialed teachers. Through professional development, collaboration and ongoing analysis of student data, and implementation of data-driven intervention with ongoing progress monitoring.	Students performing below grade level will receive targeted intervention from credentialed teachers. Through professional development, collaboration and ongoing analysis of student data, and implementation of data-driven intervention with ongoing progress monitoring.	Students performing below grade level will receive targeted intervention from credentialed teachers. Through professional development, collaboration and ongoing analysis of student data, and implementation of data-driven intervention with ongoing progress monitoring.	P1, P2, P4, P5, P6, P7
Need: To improve student achievement in English Language Development Metric: CELDT, DRA, SBAC, Interim Assessments	Goal 4: English Language Development What metric percentage increase?	English Learners	District-wide	" "	A goal of 5% rate of increase in the number of students qualifying to be reclassified as CELDT and local academic data. Students will achieve high levels in English Language Development w/ a goal of growing one ELL level per year. Through professional development, collaboration and ongoing analysis of student data, implementation of English Language Development Standards and targeted ELD instruction will provide more effective	A goal of 5% rate of increase in the number of students qualifying to be reclassified as CELDT and local academic data.	A goal of 5% rate of increase in the number of students qualifying to be reclassified as CELDT and local academic data.	P1, P2, P4, P5, P6, P7

<p>Need: Provide a safe and supportive environment for learning and nurture social emotional well being of students.</p> <p>Metric: School site council survey, California Healthy Kids Survey, local data from Social/Emotional Learning staff (Counselors, Psychologist, etc.)</p>	<p>Goal 5: School climate Students will: a) Develop personal responsibility, self-awareness and individual voice. b) Engage in learning experiences that promote perseverance, risk-taking and resiliency. c) Contribute to a shared purpose within the classroom, school and larger community. d) Respect other cultures and points of view.</p>	<p>All Students</p>	<p>District-wide</p>	<p>" "</p>	<p>Instruction for ELL students.</p>	<p>Schools will see a 5% reduction in the number of behavior referrals for discipline. Students will have access to a core social emotional development program that supports the needs and grows the goals of the school community. Additional support will be provided by school based counseling services.</p>	<p>Schools will see a 5% reduction in the number of behavior referrals for discipline. Students will have access to a core social emotional development program that supports the needs and grows the goals of the school community. Additional support will be provided by school based counseling services.</p>	<p>Schools will see a 5% reduction in the number of behavior referrals for discipline. Students will have access to a core social emotional development program that supports the needs and grows the goals of the school community. Additional support will be provided by school based counseling services.</p>	<p>F3, F4, F5, F6, F8</p>
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**Section 3: Actions, Services, and Expenditures**

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

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are

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

#### **Guiding Questions:**

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

but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year	(and are projected to be provided in years 2 and 3)?	What are the anticipated expenditures for each action (including funding source)?
Goal #1 English Language Arts	P1, P2, P4, P5, P6, P7	-Provide Reader's/Writer's Workshop coaching -Purchase instructional materials -Provide collaboration and release time for teachers	District-wide	Left blank until first review year	LCAP YEAR Year 1: 2014-15 Provide consultant to build staff capacity. Purchase materials to implement the program. Provide budget resources to compensate additional staff time to fully develop Workshop program (General Fund) Total cost: \$70,000	Year 2: 2015-16 Purchase materials to implement the program. Provide budget resources to compensate additional staff time to fully develop Workshop program (General Fund) Total cost: \$40,000	Year 3: 2016-17 Purchase materials to implement the program. Provide budget resources to compensate additional staff time to fully develop Workshop program (General Fund) Total cost: \$40,000
Goal #2 Math	P1, P2, P4, P5, P6, P7	-Provide training for teachers on common core implementation -Provide collaboration and release time for teachers	District-wide	" "	Silicon Valley Math Initiative Spotlights cost time card and training cost Budget hourly salary cost to provide release and collaboration time (general fund, foundation grant sources, parcel tax, DEA) Provides supplies, materials, and training Total cost: \$33,000	Ongoing professional development activities provided to staff. Staff provided with release and collaboration time Staff will be provided with sufficient supplies and materials to support implementation of curriculum. Total cost: \$33,000	Ongoing professional development activities provided to staff. Staff provided with release and collaboration time Staff will be provided with sufficient supplies and materials to support

Goal #3 Response to Intervention	P1, P2, P4, P5, P6, P7	-Provide strategic intervention services for students -Frequent progress monitoring using AIMSweb, DRA, local assessments	District-wide	" "	Service: 4.0 FTE, AIMSweb Reading materials  Total cost: \$473,700	Service: 4.0 FTE, AIMSweb Reading materials  Total cost: \$476,000	implementation of curriculum.  Total cost: \$33,000 Service: 4.0 FTE, AIMSweb Reading materials  Total cost: \$481,000
Goal #4 English Language Development	P1, P2, P4, P5, P6, P7	-Provide targeted explicit English Language Development support for English Learners	District-wide	" "	1.6 FTE General Fund  Total Cost \$184,000	1.6 FTE General Fund  Total Cost \$189,880	1.6 FTE General Fund  Total Cost \$195,965
Goal # 5 Climate	P3, P4, P5, P6, P8	-Counseling services -Instruction in Social Emotional Learning	District-wide	" "	Counselors: 2.0 FTE Program Materials  Total cost: \$348,600	Counselors: 2.0 FTE Program Materials  Total cost: \$351,500	Counselors: 2.0 FTE Program Materials  Total cost: \$357,400

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

Goal (include and Identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?	Year 2: 2015-16  Year 3: 2016-17	Students with academic need are targeted for
Goal #3 RTI	P1, P2, P4, P5, P7	For low income pupils: ELD, RTI, ELA and Math goals overlap	District-wide	blank	LCAP YEAR Year 1: 2014-15  Students with academic need are targeted for strategic interventions	Students with academic need are targeted for	

Goal #4 ELD	P1, P2, P4, P5, P7	English learners (EL): -Provide targeted explicit English Language Development support for English Learners	District-wide	blank	in reading, math or ELD (staff time) IEA and; General Fund) Total cost: \$80,000	strategic interventions in reading, math or ELD (staff time: IEA and; General Fund) Total cost: \$80,000 Students receive push-in ELD support from certificated staff to accelerate learning academic English. .8 FTE Li Teacher: .5FTE Total cost: \$149,500	strategic interventions in reading, math or ELD (staff time: IEA and; General Fund) Total cost: \$80,000 Students receive push-in ELD support from certificated staff to accelerate learning academic English. .8 FTE Li Teacher: .5FTE Total cost: \$149,500
		For foster youth:	Currently no foster youth. Mechanism in place to identify and support.	blank			
Goal 1, 2, and 3 Target all rlep students to perform at Proficient or equivalent by year 5 of RREP Status	P1, P2, P4, P5, P7	For redesignated fluent English proficient (RFEP):	District-wide	blank	State and local assessment data are used to identify students not performing at grade level ELA, Math and RII overlapping goal. Strategy used for all students. Data evaluation covered as part of General Fund and IEA budget allocation for all certificated staff. Total cost: Costs not broken out for this work. All staff are expected to participate in this work as part of their routine work in the District.	State and local assessment data are used to identify students not performing at grade level, ELA, Math and RII overlapping goal. Strategy used for all students. Data evaluation covered as part of General Fund and IEA budget allocation for all certificated staff. Total cost: Costs not broken out for this work. All staff are expected to participate in this	State and local assessment data are used to identify students not performing at grade level, ELA, Math and RII overlapping goal. Strategy used for all students. Data evaluation covered as part of General Fund and IEA budget allocation for all certificated staff. Total cost: Costs not broken out for this work. All staff are expected to participate in this

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

The district's calculated concentration and supplemental revenues amount is a contribution to programs and services related to the needs of the targeted sub-populations exceeds the required .75% of budget or \$29,626, as calculated based on EIA funding levels in the previous year. The District's low percentage of students in poverty and English Learners coupled with the high property values within PVSD boundaries keeps this District within its traditional community funded status. Previous income and LCFF income are essentially the same.

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

The district's calculated minimum proportionality percentage is 0.75% or \$29,629. Based on the calculation of dollars spent, PVSD exceeds the minimum requirement in providing services for low income pupils and English learners. These funds will be spent on coaching, professional development, teacher planning time and curriculum resources.

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