

Introduction:

Introduction: Pleasant Valley School (PVS) serves students in Kindergarten through 8th grade in a rural community northeast of Paso Robles. It is part of a single school district that extends through San Luis Obispo and Monterey Counties. Currently, there are 110 student enrolled at PVS. The student to teacher ratio averages 20:1. Teaching staff includes six full time regular education teachers, one part time special education teacher, a part time speech therapist, five instructional aides, and one library technician. The campus is situated on five acres (with an additional five unused acres to the south of the school) surrounded by vineyards. The rural setting lends itself to the agricultural programs offered by the school that include a school garden and a student run pigeon project.

The faculty and staff of PVS are highly qualified, caring professionals who promote a warm, safe, and family oriented atmosphere. They value pride in education and life-long learning. Each year, the school receives numerous inter-district transfer requests from parents who wish to have their students attend PVS but do not live in the district. Students are expected to rise to the high standards set by the faculty and staff. A rigorous curriculum, based on the California Common Core Standards is emphasized for all students and encompasses all areas of study. The small nature of the school many times results in combination/multi-grade classes. This class configuration demands that teachers differentiate for each student, thus creating an academic program that is catered to individual student needs.

The Professional Learning Community (PLC) and shared leadership are highly valued at PVS because of the positive impact on student learning. Students are released one hour early each Wednesday to allow teachers to meet in the PLC to evaluate assessments, assess student data, plan, and participate in ongoing professional development. Additionally, teachers participated in 4 work days (non-student contact days) focused on professional development, planning, and preparation. Teachers are released to attend various workshops and observe other classrooms throughout the year. In addition, the district contracts with the county to bring in curriculum specialists to

Students come from various backgrounds and have different needs. Currently, PVS serves thirty-six English Learners (33 % of school population). Fifty-four (49%) of students are economically disadvantaged, as identified by those who qualified for free or reduced lunch. Ten students have IEPs (9%). Ten students receive Resource Program services and seven receive speech services. All students are integrated into the regular school population. Students with special needs are accommodated in a variety of programs that strive to develop a balance between consultation, pull out, and inclusion models such as the Resource Specialist Program (RSP). Instructional aides work in the classroom room daily in close collaboration with the classroom and RSP teacher. One EL instructional aide has been designated to give extra support to English Learners. Intervention strategies are delivered in an in-class model.

The Student Study Team (SST) process is used to identify students needing extra support. When students are identified as “at risk,” a Student Study Team meeting is held. Parties typically involved in the SST meeting are the classroom teacher, resource teacher, parent, administrator, and any other staff that could give valuable input to the SST. After faculty and staff have tried multiple interventions and have had ongoing communication with families with no satisfactory progress, the SST team meets to make further suggestions for intervention and may or may not suggest that a student be tested for special education services.

The surrounding community is supportive and active at Pleasant Valley School. Parents volunteer in the classrooms and at school functions. They are invited to participate in decisions and goal setting throughout the school year. They are encouraged to give their feedback on a yearly survey and a suggestion box is available in the office year round. PASE (Parents Actively Supporting Education), the School Site Council (SSC), and the English Language Acquisition Committee (ELAC) meet regularly.

Family involvement is welcome and encouraged. Annually, students and their families enjoy a Harvest Festival, Thanksgiving Feast, Family Fun Run, Student Performances, Track and Field Day, School Pool Party, Open House and Science Night, and other fun family oriented

events. Many of these events are organized by PASE. The school also offers after-school enrichment classes to promote the arts, an after-school program, and a new computer lab, although technology is already a part of every classroom.

LEA: Pleasant Valley Joint Union Elementary
Contact: Wendy Nielsen, Superintendent, wnielsen@pleasant-valley-school.org, (805)467-3453
LCAP Year: 2015-16

Local Control and Accountability plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals,

actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP

Maintain school website

- Used to inform parents about school news, updates on committee meetings such as ELAC and Site Council. Those three committees were involved in the LCAP process.
- Open office hours for LCAP input posted in January 2016.
- Student and Adult LCAP surveys were made accessible on the website in both English and Spanish beginning January 2016
- The School Accountability Report Card is linked to site. The report card contains quantitative data about student performance, teacher qualifications, text book adoptions, and conditions of the facilities.

Two LCAP surveys were developed to encourage anonymous input for LCAP development- one for students grades 4-8 and one for adults (parents, community members, faculty, staff, board members). They were posted on the school website beginning in January. A handout was also sent to all families, staff, and board members with information about how to access the link to the adult survey. Teachers of students in grades 4-8 were asked to administer the student survey to all of their students. Announcements at two school events with significant parent involvement were also made.

At the September 2015 Back-to-School Night and the May 2016 Open House school events, presentations about the LCAP and opportunities to provide specific feedback about school goals and use of LCFF funds were given.

The school regularly uses the district's automated phone system and email communication that is aligned with information provided on the website and reminders about upcoming school events and meetings.

On a weekly basis, letters, handouts and flyers are sent home with students. These provide information to the parents about school events, educational issues in the state and important class information.

Faculty and Staff were asked for their input on the LCAP at staff meetings in March, April and May.

School Site Council members developed and approved the Single Plan for Student Achievement (SPSA). Quantitative data about student academic progress and performance was provided for the development of this plan. Areas of focus were academic achievement for all students

Inform parents about the LCFF, Pleasant Valley School's Plans (Strategic plan, SPSA, Safety, LCAP), and of the opportunity to give input on the development of the LCAP.

Parents are directed to the school website for information.

Survey results indicated: (17 respondents- 15 in English and 2 in Spanish)

-Continued interest in offering increased opportunities for enrichment both during the school day and after school.

-Parents, community members, staff, and faculty are satisfied with students' academic progress.

94% agreed that student are achieving

94% agreed that school provides high quality education

94% agreed that school is preparing students for college or career

94% agreed that school is effectively implementing CCSS.

100% agreed that students are being prepared for high school

100% agreed that teachers are highly qualified

-Student engagement is acceptable

100% agreed that students look forward to school each day

75% agreed that students maintain high attendance rates

100% agreed that school maintains a safe, positive environment

-Other areas considered:

70% agreed that there are adequate textbooks and supplies

100% agreed that school encourages parent involvement

94% agreed that parents have enough opportunities to take part in decision making

94% agreed that facilities were clean and in good repair

in language arts and math and increased access to technology.

School Site Council was educated about the LCAP process and asked for their input on the LCAP in October, January, March and May.

The ELAC committee was educated about the LCAP process and asked for their input on the LCAP in November, February, April and May.

PASE (Parents Actively Supporting Education) was informed of the LCAP process in October 2015, February 2015, April 2016, and May 2016 and asked for their input.

In October 2015, January 2016, February 2016, March 2016 and May 2016-Information was provided about the LCFF and the LCAP at an open board meeting. The school's fiscal specialist was at the January and March 2016 meetings to answer questions. The meeting agenda was posted in the school office, on the website, and on the kiosk at the entrance of the school parking lot.

May 25, 2016 Public Hearing of the LCAP draft presented at regularly scheduled school board meeting. On June 15, 2016 the final draft of the LCAP was approved by the Board of Trustees.

In August 2015, September 2015, October 2015, November 2015, January 2016, February 2016, March 2016, May 2016 and June 2016 the Administration and/or staff attended SEOC and SLOCOE meetings.

-Areas for improvement-

Increased opportunities for students to expand science, sports, technology, and middle school electives, after-school extended school day for tutoring and more advanced enrichment opportunities, expanded library offerings and college prep classes. Parents also indicated that they would like more emails in addition to the flyers and autodialers that are sent home.

Student responses were similar to adult stakeholder responses. All questions pertaining to academic success, student engagement and safety were all in the 75-90% range of agreement. The only questions in which students were not as confident were the ones regarding textbooks/supplies and facilities (in the 60th percentile). Students were interested in enrichment opportunities, increased opportunities for after-school homework and tutoring help, adding lockers for the upper grades, career day, increasing access to technology, updated textbooks and more books in the library, both fiction and nonfiction. In addition, students felt some of the classrooms and the playground could be cleaned and/or improved more often.

Staff identified a need for increased support for EL learners, the need for training in computer literacy and instructional strategies to improve in Common Core ELA and math. In addition, they pointed out that neighboring districts paid their teachers significantly more and than the teachers at Pleasant Valley School. They feel that the district should look into increasing certificated salaries. They also pointed out the need to update the district's PE equipment and offerings in science. The need in science specifically focused on STEM science that would include materials and training.

SPSA was used for the LCAP because Pleasant Valley Joint Unified Elementary School District is a single school district.

Continued interest in offering increased opportunities for enrichment both during the school day and after school. Maintain student performance in the core areas of language arts and math.

Annual Update:

In order to encourage and facilitate parent more parent involvement when face to face meetings were not attended, this year we continued and expanded the effort to try to get feedback from parents in an online or paper and pen survey. An online survey was developed and posted in both English and Spanish on the school website for stakeholder to access at their leisure beginning in January 2016 through April 2016. Stakeholders were reminded of the survey in several ways- email, phone call, memo and at two school assemblies. A paper copy was also made available in the school office and parents were offered the use of computers in the school library. Seventeen people responded.

The same online survey offered to adult stakeholders was offered to students grades 4-8. The language for this survey was adjusted to be student friendly. The website continues to be regularly maintained, expanded and updated.

Automated phone system and email communication that is aligned with information provided on the website and reminders about upcoming school events and meetings. The district continues to inform parents about the LCFF, Pleasant Valley School's Strategic Plan, and of the opportunity to give input on the development of the LCAP.

The three year Strategic Plan that was approved by the School board was used to guide LCAP focus and the process in the following target areas: academic performance, 21st century skills and facilities.

Faculty and Staff were asked for their input on the LCAP at staff meetings in March and April. They continue to be an integral part of plan evaluation, implementation and updates. This past year, staff attended at least one Google Camp and attended other SLOCOE provided staff development to improve their ability to integrate technology into their weekly lessons. Staff from SLOCOE also provided professional development and coaching in math instructional strategies and lesson planning, English language learning instruction, close reading, text dependent questions and vocabulary instruction.

School Site Council members developed and approved the School Site Plan. Quantitative data about student academic progress and performance was provided for the development of this plan. Areas of focus were academic achievement for all students in language arts and math and increased access to technology opportunities. Parents also

Annual Update:

As a result of parent concerns about student abilities to access the new Common Core math, the district hired a three hour a week certificated teacher to provide tutoring and homework help to the students in the seventh and eighth grade initially, and then opened it up to the fifth and sixth grade students.

As a result of no turnout for parent meetings, the LCAP meetings were held in conjunction with the parent organizations planning meetings for upcoming events. In this way we were able to get more and better parent input.

Concerns over students abilities to access technology on a regular basis or addressed once the Internet connectivity issue was somewhat resolved. The district purchased 64 chrome books which will be made available to students in grades three through eight. This connectivity will improve exponentially next year once the BIIG grant completes its building of a microwave tower. This tower was to have been built in December of the 2015-2016 school year but was delayed due to red tape.

In order to address the need for more science activities, the teachers of the fifth through eighth grade classes organized a science day in which they invited parent volunteers to come to the school to help students complete a series of experiments which were documented and used for future lessons. Plans to make this event a regular part of PVS have been put into place.

As a result of having attended several, in some cases, Google training camps, the teachers expanded their use of Google Classroom and other online educational applications, which gave students expanded opportunities to use computers and technology on a regular basis in their classroom.

indicated that they would like better communication from staff about math and other assignments. The School Site Plan was used for the LCAP because Pleasant Valley Joint Unified Elementary School District is a single school district.

School Site Council was educated about the LCAP process and asked for their input on the LCAP in October, January, March, and May. Concern about poor scores on the first CAASPP focused on the lack of professional development training opportunities for PVS teachers and staff. In addition, the lack of sufficient exposure to technology for students was addressed. Specifically, the lack of experience in taking high stakes assessments on line using a computer. Parents also expressed concern about the transition to Common Core math. In order to address this need, a twice weekly tutor during the course of the year was hired to work with fifth through eighth grade students.

The ELAC committee was educated about the LCAP process and asked for their input on the LCAP in October, February, March and May. Concerns about how Migrant Education funds were being used were shared. The ELAC parents want after-school opportunities for EL learners in order to address their academic needs in ELA and math.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite

level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

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 parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal #1 Improve and support student learning to close achievement gaps and ensure all students move to 9th grade level on track to graduate and to be college and career ready	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: N/A
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Identified Need:	<p>Need 1: Provide highly-skilled teachers, safe clean facilities. Pleasant Valley School is a small school that does not have the resources to compete with the larger school districts when it comes to remuneration. This coupled with the state-wide shortage of teachers makes this need more challenging than it is for other schools in the county. (State Priority 1)</p> <p>Need 2: Provide access to state adopted core textbooks. The current adoption for our ELA, science and social studies textbooks is quite old. The current ELA textbook was adopted in 2002. This is, in part, due to the large expense to replace textbooks. (State Priority 1)</p> <p>Need 3: Provide more professional development to implement the California Standards and classroom technology. Unlike teachers in the larger school districts that can afford to bring in more professional development and whose teachers regularly work in grade level collaboration trainings, the teachers in Pleasant Valley do not have access to as much professional development and no two teachers typically teach the same grade. Indeed, most teachers teach combination classes due to the low ADA of the school. Classroom observation shows that teachers could benefit from additional professional development opportunities. (State Priorities 4 and 8)</p> <p>Need 4: Maintain student to staff ratio that ensures small class sizes and intervention help to meet the needs of individual students. This is essential, especially due to the fact that almost every class is a combination classroom. (State Priorities 2 and 4)</p> <p>Need 5: The district currently does not have California Standards aligned pacing guides and curriculum maps to ensure curriculum is consistent and comprehensively presented. (State Priorities 2, 4, 7 and 8)</p> <p>Need 6: The district currently does not have California Standards aligned benchmark assessments for mathematics (State Priorities 2, 4, and 7)</p> <p>Need 7: Improved CAASPP results. (ELA proficiency rate of 50.5% as measured by 2014-2015 CAASPP results. Math proficiency rate of 23.0% as measured by 2014-2015 CAASPP results.) . (State Priorities 2, 4, 7 and 8)</p> <p>Need 8: EL students are not meeting proficiency in AMAO 3 for ELA. Based on the 2014-2015 CELDT test scores results only 45.8% of the students who were in the 5 years or more cohort were assessed to be proficient. (State Priorities 4, 7 and 8)</p>						
	Goal Applies to:	<table border="1"> <tr> <td data-bbox="428 1110 558 1233">Schools:</td> <td data-bbox="558 1110 1887 1233">Pleasant Valley School</td> </tr> <tr> <td data-bbox="428 1233 558 1282"></td> <td data-bbox="558 1233 1887 1282">Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</td> </tr> <tr> <td data-bbox="428 1282 821 1324">Applicable Pupil Subgroups:</td> <td data-bbox="821 1282 1887 1324">All</td> </tr> </table>	Schools:	Pleasant Valley School		Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	Applicable Pupil Subgroups:
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Applicable Pupil Subgroups:	All						
LCAP Year 1							

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of teachers will be fully qualified and there will be no mis-assignments as documented in the SARC.</p> <p>Class sizes will remain under 24 students in grades K-3 as reported in the SARC.</p> <p>Students, including English learners, economically disadvantaged students, and students with IEPs, will improve scores on CAASPP by 5%, which will move the proficiency rate to 60.5% for ELA and 28% for mathematics.</p> <p>Increase percentage to 70% of students in Grades K-8 who show at least one year's growth in reading scores for each year in school as measured by the STAR, Running Records and district assessments.</p> <p>For ELs, continued growth on CELDT scores. 8% will move to the next English proficiency level as reported on the CELDT assessment results.</p> <p>Increase EL students re-designated to FEP by 3%</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Need One:</p> <p>Maintain safe, clean school facilities in accordance with Williams Requirements</p> <p>Superintendent/Principal inspects facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed.</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$0</p>

<p>Need Two:</p> <p>Student access to core textbooks and other materials</p> <p>Expenditures on adopted textbooks are made as needed to ensure access to core curriculum for all students</p> <p>Purchase supplemental texts and consumables in alignment with California Common Core Standards.</p> <p>Acquire California Standards materials with an emphasis on ELA and ELD pending approved SBE textbook</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25,000 (General Fund)</p>
<p>Need Three:</p> <p>Continue to train staff, provide materials and implement California Common Core Standards, ELD standards and Next Generation Science Standards.</p> <p>Conduct professional development opportunities with new ELA textbook adoption through the publisher and the County Office of Education TOSA</p> <p>Provide additional training is use of technology in the classroom to ensure a smooth integration of the 1:1 Chromebooks in grades 3 through 8, in addition to the continued use of the computer lab and tablets in all grades.</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,500 (General Fund)</p>

<p>Need Four:</p> <p>In K-4 there will be aides assigned to each classroom (3 total). In 5-8, 1 aide will be shared among 2 classrooms.</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$35,235 (General Fund)</p>
<p>Need Five:</p> <p>Teachers will create and implement pacing guides for both ELA and math using the updated core textbooks</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p>Need Six:</p> <p>Teachers and the administrator will create or locate benchmark assessments for mathematics and will continue to assess using the ELA benchmark assessments.</p> <p>The data from these assessments will be used to improve and modify lesson planning and provide data for response to intervention and small group instruction</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500 (General Funds)</p>

<p>Need Seven:</p> <p>Teachers will continue with small group reading instruction to differential student learning.</p> <p>Continue to develop and revise an RTI model and intervention program during PLC time.</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p>Need Seven and Eight:</p> <p>Provide after-school homework and tutoring help by a certificated teacher for students in Migrant Education and all other subgroup students in grades 2 through 8.</p>	<p>LEA</p> <p>Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$12,000 (Supplemental Grants) (Title I and Migrant Education)</p>
<p>Need Eight:</p> <p>Provide a two-week summer program for migrant education students</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,000 (Supplemental Grant) (Migrant Education)</p>
<p>Need Eight:</p> <p>Provide bilingual aide to support students to acquire English language development.</p> <p>Provide integrated and designated ELD strategies to teachers during staff development days by San Luis Obispo County Office of Education ELD specialist</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,000 (Supplemental Grant) (Title III)</p>

<p>Need Seven and Eight:</p> <p>Class sizes will remain under 25 students in grades 4-8 in order to ensure the ability to provide individualized instruction for struggling and second language students.</p>	<p>LEA</p> <p>Grades: 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$34,000 (General Fund)</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of teachers will be fully qualified and there will be no mis-assignments as documented in the SARC.</p> <p>Class sizes will remain under 24 students in grades K-3 as reported in the SARC.</p> <p>Students, including English learners, economically disadvantaged students, and students with IEPs, will improve scores on CAASPP by 3%, for ELA which will move the proficiency rate to 63.5% for ELA and 5% for mathematics, which will move the proficiency rate to and 33% for mathematics.</p> <p>For ELs, continued growth on CELDT scores. 8% will move to the next English proficiency level as reported on the CELDT assessment results.</p> <p>Increase EL students re-designated to FEP by 3%</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Need One:</p> <p>Maintain safe, clean school facilities in accordance with Williams Requirements</p> <p>Superintendent/Principal inspects facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed.</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$0</p>

<p>Need Two:</p> <p>Student access to core textbooks and other materials</p> <p>Expenditures on adopted textbooks are made as needed to ensure access to core curriculum for all students</p> <p>Purchase supplemental texts and consumables in alignment with California Common Core Standards.</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 (General Fund)</p>
<p>Need Three:</p> <p>Continue to train staff, provide materials and implement California Common Core Standards, ELD standards and Next Generation Science Standards.</p> <p>Conduct professional development opportunities with ELA, math and Next Generation Science Standards through outside agencies including the County Office of Education TOSA</p> <p>Provide additional training is use of technology in the classroom to ensure a smooth integration of the 1:1 Chromebooks in grades 3 through 8, in addition to the continued use of the computer lab and tablets in all grades.</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,000 (General Fund)</p>
<p>Need Four:</p> <p>In K-4 there will be aides assigned to each classroom (3 total). In 5-8, 1 aide will be shared among 2 classrooms.</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$37,000 (General Fund)</p>

<p>Need Five:</p> <p>Teachers will continue to refine and implement pacing guides for both ELA and math using the core textbooks</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p>Need Six:</p> <p>Teachers and the administrator will refine and continue to implement benchmark assessments for mathematics and ELA benchmark assessments.</p> <p>The data from these assessments will be used to improve and modify lesson planning and provide data for response to intervention and small group instruction</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p>Need Seven:</p> <p>Teachers will continue with small group reading instruction to differential student learning.</p> <p>Continue to develop and revise an RTI model and intervention program during PLC time.</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p>Need Seven and Eight:</p> <p>Provide after-school homework and tutoring help by a certificated teacher for students in Migrant Education and all other subgroup students in grades 2 through 8.</p>	<p>LEA</p> <p>Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,000 (Supplemental Grants) (Title I and Migrant Education)</p>

<p>Need Eight:</p> <p>Provide a two-week summer program for migrant education students</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$2,000 (Supplemental Grant) (Migrant Education)</p>
<p>Need Eight:</p> <p>Provide bilingual aide to support students to acquire English language development.</p> <p>Provide integrated and designated ELD strategies to teachers during staff development days by San Luis Obispo County Office of Education ELD specialist</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$3,000 (Supplemental Grant) (Title III)</p>
<p>Need Seven and Eight:</p> <p>Class sizes will remain under 25 students in grades 4-8 in order to ensure the ability to provide individualized instruction for struggling and second language students.</p>	<p>LEA</p> <p>Grades: 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$35,000 (General Fund)</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<p>100% of teachers will be fully qualified and there will be no mis-assignments as documented in the SARC.</p> <p>Class sizes will remain under 24 students in grades K-3 as reported in the SARC.</p> <p>Students, including English learners, economically disadvantaged students, and students with IEPs, will improve scores on CAASPP by 3%, for ELA which will move the proficiency rate to 66.5% for ELA and 8% for mathematics, which will move the proficiency rate to and 41% for mathematics.</p> <p>For ELs, continued growth on CELDT scores. 8% will move to the next English proficiency level as reported on the CELDT assessment results.</p> <p>Increase EL students re-designated to FEP by 3%</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Need One:</p> <p>Maintain safe, clean school facilities in accordance with Williams Requirements</p> <p>Superintendent/Principal inspects facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed.</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$0</p>
<p>Need Two:</p> <p>Student access to core textbooks and other materials</p> <p>Expenditures on adopted textbooks are made as needed to ensure access to core curriculum for all students</p> <p>Purchase supplemental texts and consumables in alignment with California Common Core Standards.</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$10,000 (General Fund)</p>

<p>Need Three:</p> <p>Continue to train staff, provide materials and implement California Common Core Standards, ELD standards and Next Generation Science Standards.</p> <p>Conduct professional development opportunities with ELA, math and Next Generation Science Standards through outside agencies including the County Office of Education TOSA</p> <p>Provide additional training is use of technology in the classroom to ensure a smooth integration of the 1:1 Chromebooks in grades 3 through 8, in addition to the continued use of the computer lab and tablets in all grades.</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$3,000 (General Fund)</p>
<p>Need Four:</p> <p>In K-4 there will be aides assigned to each classroom (3 total). In 5-8, 1 aide will be shared among 2 classrooms.</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$38,000 (GeneralFund)</p>
<p>Need Five:</p> <p>Teachers will continue to refine and implement pacing guides for both ELA and math using the core textbooks</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$0</p>

<p>Need Six:</p> <p>Teachers and the administrator will refine and continue to implement benchmark assessments for mathematics and ELA benchmark assessments.</p> <p>The data from these assessments will be used to improve and modify lesson planning and provide data for response to intervention and small group instruction</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p>Need Seven:</p> <p>Teachers will continue with small group reading instruction to differential student learning.</p> <p>Continue to develop and revise an RTI model and intervention program during PLC time.</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p>Need Seven and Eight:</p> <p>Provide after-school homework and tutoring help by a certificated teacher for students in Migrant Education and all other subgroup students in grades 2 through 8.</p>	<p>LEA</p> <p>Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,000 (Supplemental Grants) (Title I and Migrant Education)</p>
<p>Need Eight:</p> <p>Provide a two-week summer program for migrant education students</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,000 (Supplemental Grant) (Migrant Education)</p>

<p>Need Eight:</p> <p>Provide bilingual aide to support students to acquire English language development.</p> <p>Provide integrated and designated ELD strategies to teachers during staff development days by San Luis Obispo County Office of Education ELD specialist</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$3,000 (Supplemental Grant) (Title III)</p>
<p>Need Seven and Eight:</p> <p>Class sizes will remain under 25 students in grades 4-8 in order to ensure the ability to provide individualized instruction for struggling and second language students.</p>	<p>LEA</p> <p>Grades: 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$18,000 (General Fund)</p>

GOAL:	Pleasant Valley Joint Union Elementary School District will ensure a safe, welcoming, engaging and inclusive climate for all students and their families that promotes increased academic excellence and daily attendance.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 X 7 _8 Local:
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Identified Need:

Need 1: Few to no parents (0 to 3 on average) attend school planning meetings that are not connected to holiday or other enrichment events. This makes it difficult to gain stakeholder input on important school decisions. (State Priority 3)

Need 2: For the 2014-2015 school year, the school attendance rate was 95.7% and could be improved; six students were chronically absent and are, thus, limited in their access to the learning; The number of unexcused excused tardies is 637. In addition there are a high number of parents picking up their child early at the end of the day. As noted in the sign out book 234 students left school before the end of the school day for a variety of reasons. Increased attendance will improve student outcomes. (State Priority 5)

Need 3: Need to continue to maintain a less than 1% suspension and 0% expulsion rate. This will help to maintain the safe school environment as well as improve student achievement. (State Priority 6)

Need 4: Continue to continue to maintain a 0% dropout rate, which improves the students' chances of earning a high school diploma in a regular high school setting. (State Priority 6)

Need 5: 80% of the graduating eighth graders are pre-enrolled in AVID and/or honors classes upon leaving Pleasant Valley School. This program will provide important help to students who would otherwise not qualify or know that they need to qualify for attendance at a four-year university. (State Priority 4)

Need 6: Students need enrichment opportunities during the school day, at assemblies, and after-school in order to increase student engagement and improve school culture and climate. (State Priority 6 and 8)

Need 7: Students need during school and after school sports opportunities in order to increase student engagement and improve school culture and climate. (State Priority 6 and 8)

PLEASE NOTE

Pleasant Valley Joint Union Elementary School District is a K-8 district

The following metrics do not apply

*High School dropout rate

*High School graduation Rate

*Graduates completing UC/CSU requirements

*AP Exam Results

*College Board Online Reports

Goal Applies to:	Schools: Pleasant Valley School Grades: All		
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Increase parent involvement at each school especially the need for input on the LCAP goals and outcomes and in other advisory committees such as School Site Council and ELAC by three to five parents on average per meeting. 2. Improve overall attendance rates (ADA) to 97%; improve chronic absenteeism rates or truancy rates to 2% (down from 4%); and improve unexcused and excused tardies rates to fewer than 400. The number of students who are being picked up early at the end of the school day will also decrease. 3. Continue to maintain low suspension and expulsion percentages (0%) 4. Continue to maintain a 0% student dropout rate 5. Continue to have a high percentage of graduating eighth graders go on to AVID and/or honors classes at PRHS. (72%) 6. The school will hold at least one enrichment assembly per trimester and students will take at least two field trips per school year. 7. The school will offer at least one to two sports opportunities both during lunch and after school each trimester. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Need One:</p> <p>Increase communication with parents and increase opportunities for parental involvement in school events.</p> <p>Communication with parents in both English and Spanish will be provided through: newsletters, webpage, AeriesParent Portal, email, Bright Arrow Auto Phone Call System, and individual calls by staff.</p> <p>Provide stipend for bilingual help with communication</p>	<p>LEA</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$2,500 (General Fund)</p>

<p>Need Two:</p> <p>Implement an attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies. This program will include the following:</p> <ul style="list-style-type: none"> • Review goals established for attendance with teachers and measure our progress toward improved student attendance monthly as a regular faculty meeting topic. • Attendance goals will reflect multiple measures: improvement in ADA, reduction in the percent of students chronically absent, increased students with satisfactory attendance, decrease the number of student excused and unexcused tardies, and increase the number of school days where students stay the entire day and are not pulled out early. • Recognize staff and teachers monthly whose students are making a significant contribution toward achieving annual attendance goals. • Recognize students and encourage exemplary on-time and daily attendance by trimester. • Establish an auto dialer call for attendance • Communicate the importance of attendance and progress toward improved attendance goals regularly with parents. 	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$2,000 (General fund)</p>
<p>Need Six:</p> <p>Continue to provide students with many educational opportunities including assemblies, programs and field trips throughout each school year allowing them exposure to events that they may not have experienced. The field trips and assemblies will include character development, art, music, dance, history, agriculture and college and career readiness.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$2,500 (General Fund)</p>

<p>Need Seven:</p> <p>Continue to provide students with many sports opportunities by hiring coaches and providing transportation to sporting events.</p>	<p>LEA</p> <p>Grades: 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$3,000 (General Fund)</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Increase parent involvement at each school especially the need for input on the LCAP goals and outcomes and in other advisory committees such as School Site Council and ELAC by three to five parents on average per meeting. 2. Improve overall attendance rates (ADA) to 98%; improve chronic absenteeism rates or truancy rates to 1% (down from 4%); and improve unexcused and excused tardies rates to fewer than 200. The number of students who are being picked up early at the end of the school day will also decrease to no more than 150. 3. Continue to maintain low suspension and expulsion percentages (0%) 4. Continue to maintain a 0% student dropout rate 5. Continue to have a high percentage of graduating eighth graders go on to AVID and/or honors classes at PRHS. (72%) 6. The school will hold at least one enrichment assembly per trimester and students will take at least two field trips per school year. 7. The school will offer at least one to two sports opportunities both during lunch and after school each trimester.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Need One:</p> <p>Increase communication with parents and increase opportunities for parental involvement in school events.</p> <p>Communication with parents in both English and Spanish will be provided through: newsletters, webpage, Aeries Parent Portal, email, Bright Arrow Auto Phone Call System, and individual calls by staff.</p> <p>Provide bilingual stipend for help with communication</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$2,500 (General Fund)</p>

<p>Need Two:</p> <p>Implement an attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies. This program will include the following:</p> <ul style="list-style-type: none"> • Review goals established for attendance with teachers and measure our progress toward improved student attendance monthly as a regular faculty meeting topic. • Attendance goals will reflect multiple measures: improvement in ADA, reduction in the percent of students chronically absent, increased students with satisfactory attendance, decrease the number of student excused and unexcused tardies, and increase the number of school days where students stay the entire day and are not pulled out early. • Recognize staff and teachers monthly whose students are making a significant contribution toward achieving annual attendance goals. • Recognize students and encourage exemplary on-time and daily attendance by trimester. • Establish an auto dialer call for attendance • Communicate the importance of attendance and progress toward improved attendance goals regularly with parents. 	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$1,500 (General Fund)</p>
<p>Need Six:</p> <p>Continue to provide students with many educational opportunities including assemblies, programs and field trips throughout each school year allowing them exposure to events that they may not have experiences. The field trips and assemblies will include character development, art, music, dance, history, agriculture and college and career readiness.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$2,500 (General Fund)</p>

<p>Need Seven:</p> <p>Continue to provide students with many sports opportunities by hiring coaches and providing transportation to sporting events.</p>	<p>LEA</p> <p>Grades: 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$3,000 (General Fund)</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Increase parent involvement at each school especially the need for input on the LCAP goals and outcomes and in other advisory committees such as School Site Council and ELAC by three to five parents on average per meeting. 2. Maintain overall attendance rates (ADA) at 98%; maintain chronic absenteeism rates or truancy rates to 1% (down from 4%); and maintain unexcused and excused tardies rates to fewer than 200. The number of students who are being picked up early at the end of the school day will also decrease to no more than 150. 3. Continue to maintain low suspension and expulsion percentages (0%) 4. Continue to maintain a 0% student dropout rate 5. Continue to have a high percentage of graduating eighth graders go on to AVID and/or honors classes at PRHS. (72%) 6. The school will hold at least one enrichment assembly per trimester and students will take at least two field trips per school year. 7. The school will offer at least one to two sports opportunities both during lunch and after school each trimester.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Need One:</p> <p>Increase communication with parents and increase opportunities for parental involvement in school events.</p> <p>Communication with parents in both English and Spanish will be provided through: newsletters, webpage, Aeries Parent Portal, email, Bright Arrow Auto Phone Call System, and individual calls by staff.</p> <p>Provide bilingual stipend for help with communication</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$2,500 (General Fund)</p>

<p>Need Two:</p> <p>Implement an attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies. This program will include the following:</p> <ul style="list-style-type: none"> • Review goals established for attendance with teachers and measure our progress toward improved student attendance monthly as a regular faculty meeting topic. • Attendance goals will reflect multiple measures: improvement in ADA, reduction in the percent of students chronically absent, increased students with satisfactory attendance, decrease the number of student excused and unexcused tardies, and increase the number of school days where students stay the entire day and are not pulled out early. • Recognize staff and teachers monthly whose students are making a significant contribution toward achieving annual attendance goals. • Recognize students and encourage exemplary on-time and daily attendance by trimester. • Establish an auto dialer call for attendance • Communicate the importance of attendance and progress toward improved attendance goals regularly with parents. 	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$1,500 (General Fund)</p>
<p>Need Six:</p> <p>Continue to provide students with many educational opportunities including assemblies, programs and field trips throughout each school year allowing them exposure to events that they may not have experiences. The field trips and assemblies will include character development, art, music, dance, history, agriculture and college and career readiness.</p>	<p>LEA</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$2,500 (General Fund)</p>

<p>Need Seven:</p> <p>Continue to provide students with many sports opportunities by hiring coaches and providing transportation to sporting events.</p>	<p>LEA</p> <p>Grades: 4th, 5th, 6th, 7th, 8th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,000 (General Fund)</p>
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Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to 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?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP:	All students will demonstrate proficiency in the core content area of Math in order to be prepared for high school.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	Pleasant Valley School	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Students will improve scores on CAASPP by 2%. At least 60% of students will demonstrate proficiency on the CAASP and district assessments. Teachers will participate in the Professional Learning	Actual Annual Measurable Outcomes:	8% of the students in third grade met proficiency standards in mathematics 59% of students in the fourth grade met proficiency standards in mathematics

	<p>Community on Early Release Wednesdays at least 2 days per month.</p> <p>All teachers will participate in a minimum of 10 hours professional learning per year that is aligned with CaCCSS.</p> <p>100% of teachers will be fully qualified and there will be no misassignments.</p> <p>All students will have access to standards-aligned materials and access to all required areas of study.</p>		<p>6% of students in the fifth grade met proficiency standards in mathematics</p> <p>27% of students in the sixth grade met proficiency standards in mathematics</p> <p>25% of the students in seventh grade met proficiency standards in mathematics</p> <p>15% of students in the eighth grade met proficiency standards in mathematics</p> <p>Overall, 23% of the students met proficiency standards than mathematics</p> <p>The school did not meet its goal of at least 60% of the students reaching proficiency on the CAASPP.</p> <p>Class sizes remained under 24 students in grades K through five.</p> <p>The teacher dissipated in more than 10 hours of professional development that were aligned with the California Common Core Standards in mathematics. This time included professional development provided by the publishers of the new standards based math textbooks. In addition, on three occasions, the county mathematics TOSA worked with teachers on improving their instruction.</p> <p>100% of the teachers are fully qualified and there are no mis-assignments as documented by the SARC.</p> <p>Students had access to standard-aligned materials and access to all required areas of study as demonstrated by the William's Report and the SARC.</p>
<p>LCAP Year: 2014-15</p>			

Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
-Professional development with a focus on Common Core math Implementation.		\$2000 (Gen Fund, Supplemental Grant)	The teachers participated in several professional development opportunities in mathematics during the course of the school year. On three occasions the San Luis Obispo County Office mathematics TOSA came to the school to work with teachers helping them to align their pacing guides and better understand how to instruct the standards. She also coached them to improve mathematic instruction and rigor. In addition, a sense the day looking at mathematics standards in a workshop presented by Cal Poly. Kindergarten and first grade teachers attended a workshop provided by the county on California standards for mathematics.	\$2,385
Scope of service:	LEA Grades: All		Scope of service: LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
-Collaborate with other small school districts for professional development opportunities.		\$0	The teachers collaborated with other school districts in professional development opportunities in mathematic.	\$0

Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Professional Learning Community (PLC) bi-monthly for teachers to analyze student achievement scores and collaborate on improving math instruction. Collaboration time to choose a district benchmark assessments and confer on new math materials.		\$0	Efforts to create district benchmark assessments were not successful. For the first part of the school year teachers struggled with the strategies needed to teach using the new textbooks. Further efforts to purchase or create district benchmark assessments will be necessary. This is an area of real need especially as the teachers moved forward with a better understanding of how to teach the new standards.		\$0
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>-Instructional aide support for the classroom- In K-3 there will be aides assigned to each classroom (3 total). In 4-8, 2 aides will be shared among 3 classrooms. Increased adult support allows the teacher to work individually or in small groups to meet the learning needs of struggling students.</p>		<p>\$18,315 (Gen Fund, Supplemental Grant)</p>	<p>Instructional aides were provided in the first through third grades. The enrollment of the kindergarten class did not warrant additional staffing. In grades four through eight two aides were shared amongst the teachers.</p>	<p>\$19,568</p>
<p>Scope of service:</p>	<p>LEA Grades: All</p>		<p>Scope of service:</p>	<p>LEA Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Class sizes will remain under 24 students in grades K-3.</p>		<p>\$0</p>	<p>Class sizes in kindergarten through third grade remained under 24 students per class</p>	<p>\$0</p>
<p>Scope of service:</p>	<p>LEA Grades: All</p>		<p>Scope of service:</p>	<p>LEA Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

-Develop an RTI model and intervention program for math (PLC). Develop and implement focus groups around basic skills to aide struggling students.		\$0	This action item did not take place during the course of the school year. The teachers did have small groups within their classrooms to work on specific skills. A teacher was hired midway through the school year to run a two day, one hour session after school/tutor session for students in fifth through eighth grade in math.		\$1,170
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Purchase math material (teacher and student) that are aligned to the CaCCSS in math in grades K-8.		\$20,000 (Gen Fund)	The new California Common Core Standards math textbooks were purchased and utilized in grades kindergarten through eighth grade.		\$23,375
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>-Student progress monitoring- Multiple Measures Program (compiles student CAASPP test score data). This data can be shared with stakeholders. Teachers can use this data to guide instruction.</p>		<p>\$250 (Gen Fund)</p>	<p>The Multiple Measures program was purchased. Though its usability is limited due to the extreme small size of the school. The company wanted to charge \$150 for every benchmark assessments we wish to analyze. The teachers gave six benchmark assessments and English language arts during the year, which would have made this cost raised by \$900. Next year we will look into a self-created Excel template which will give us better access to data</p>	<p>\$487</p>
<p>Scope of service:</p>	<p>LEA Grades: All</p>		<p>Scope of service:</p>	<p>LEA Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>-Aeries support for Gradebook and report card- Aeries will be used to communicate with parents and foster a regular home-school connection to improve student performance.</p>		<p>\$500 (Gen Fund)</p>	<p>The process to establish Aeries based report cards was put on the back burner as other professional development needs took precedence. The district hired and Aeries experts to help train office staff so that they could use aeries properly. However attempts by this experts and the county representative to turn on the Parent Portal were thwarted. This process will be addressed again during the summer so as to be able to start with the Parent Portal at the start of the school year thereby minimizing disruptions.</p>	<p>\$ funds accounted for in other section</p>

Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Monitor student progress on district assessments- Hire additional staff to compile district assessment scores. This data can be shared with stakeholders. Teachers can use this data to guide instruction.		\$500 (Gen Fund)	No district level benchmark assessments in mathematics were given during the course of the school year as they were not created as yet. This is an area of significant need for next year. No additional staff was hired.		\$0
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Access to computer programs for skills practice-Wowsers and Education City. These programs allow struggling students, including students with disabilities, another engaging way to practice skills that allow for differentiated practice.		\$ accounted for in another part of the plan	Wowsers and Education City were purchased for use by students. However, their use was minimal due to the new textbook adoption, the amount of time it took for teachers to ensure mastery of the new materials, and internet connectivity issues.		\$ accounted for in another part of the plan

Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Instructional aide support for the classroom during intervention time (1/2 hour per day)- 4 aides. Increased adult support allows the teacher to work individually or in small groups to meet the learning needs of struggling students, including students with disabilities. One bi-lingual aide will be available to work with EL students as necessary.		\$1,331 (Gen Fund, Supplemental Grant) (Title III)	Instructional aides were used to support classrooms during intervention time. However, due to decreased ADA, one parent educator was not brought back in order to cut costs	\$1,997	
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	Mathematics is an area of real concern for the students in Pleasant Valley. With the new textbook adoption, the Common Core Standards in math are being taught, but work on increasing rigor is needed. In addition, teachers will need to continue with their work on improving instructional strategies. District benchmark assessments are necessary. In addition, the afterschool homework club that ran for half of the year demonstrated that students at the upper grades need additional support in those standards that they need to have mastered from previous grade levels. This is especially true for eighth graders.
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Original Goal from prior year LCAP:	Pleasant Valley School will provide all students with opportunities for critical thinking, communication, creativity, and collaboration.		Related State and/or Local Priorities: _1 X 2 X 3 X 4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	Pleasant Valley Schools	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Student attendance rates will remain above 90%</p> <p>Middle school drop-out rates will remain at 0%. <i>High school drop-out and graduation rates are not applicable (K-8 school)</i></p> <p>Suspension and expulsion rates will remain below 2%.</p> <p>Improved access to technology for computer literacy, core content skills practice, collaboration, and communication- At least 90 % or more of computers, laptops, Chromebooks, and tablets will be functional at all times.</p> <p>All parents will have access to 2 surveys per year to give their input- LCAP Survey and School Site Council Survey. All parents will be eligible to serve on School Site Council and ELAC.</p>	Actual Annual Measurable Outcomes:	<p>Student attendance rates was 95.7%</p> <p>Middle school drop-out rates was 0%. High school drop-out and graduation rates are not applicable (K-8 school)</p> <p>Suspension and expulsion rates was 1%.</p> <p>Improved access to technology for computer literacy, core content skills practice, collaboration, and communication- At least 95 % or more of computers, laptops, Chromebooks, and tablets was functional at all times.</p> <p>All parents were give one survey for their input- LCAP Survey. A survey for the School Site Council was not created. All parents were eligible to serve on School Site Council and ELAC. An effort to ensure that at least one Spanish speaking School Site Council member was selected was fruitful.</p>

LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	
<p>-Update hardware and software yearly as needed.</p> <ul style="list-style-type: none"> • Replace at least 20% of computer hardware yearly to maintain effectiveness of machines. • Replace at least 33% of laptops yearly. • Replace at least 1 projector in the classrooms yearly. • Replace at least 2 printers yearly. <p>Maintaining working technology provides students the access that allows them to collaborate and communicate electronically, apply critical thinking skills, and expand their creative thinking.</p>		\$7800 (Gen Fund)	<p>Not all of the purchases that were planned took place. No printers were replaced as we had a donation of four printers from the local winery. Two data projectors were replaced. The local winery also donated eight used computers along with their keyboards and mice. In addition they donated 12 computer monitors</p>	
<p>Scope of service:</p> <p>LEA</p> <p>Grades: All</p>			<p>Scope of service:</p> <p>LEA</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>-Computer programs</p> <p>Access to ELA and math computer programs for practice- Wowsers, Education City, Type to Learn.</p>		\$2500 (Gen Fund, Supplemental Grant)	<p>Wowsers, Education City, Type to Learn were all purchased and used as well as Reading Naturally</p>	
			\$2,445	

Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Purchase a classroom set of Chromebooks to be shared among 5 classrooms. Maintaining working technology provides students the access that allows them to collaborate and communicate electronically, apply critical thinking skills, and expand their creative thinking.		\$9000 (Gen Fund)	64 chrome books were purchased which will make the school a 1:1 student to technology school in grades three through eight once fully implemented. The additional costs and purchase was necessary due to the increase demand support digital access with the new math and future English language arts textbooks as well as the need to provide more seamless access to technology which will provide students with the practice they need to be successful on the new state standards. Roughly 20 % of the students at the school either do not have computers or do not have Internet access at home.	\$11,702	
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

-Enrichment Assemblies- Exposes students to enrichment that fosters creativity and creative thinking.		\$2500 (Gen Fund)	There were two enrichment assemblies the school year. Both were free. However, this is an area that could be improved for next year.		\$0
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Hire docents to teach a series of specialty enrichment courses during the regular school day. Exposes students to enrichment that fosters creativity and creative thinking.		\$1,500 (Gen Fund)	Due to the increase in ADA at the beginning of the school year the choice was made not to hire docents this year in an effort to save funds.		\$0
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>-Work with PASE and ELAC to develop a scholarship fund for students that are unable to participate in after school enrichment due to financial hardship.</p>		\$0	<p>This action item was not put into place as donated parent funds went towards purchasing teacher textbooks, expenses for field trips and for purchasing library and teacher materials.</p>		\$0
<p>Scope of service:</p>	<p>LEA Grades: All</p>		<p>Scope of service:</p>	<p>LEA Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Offer at least 2 after-school enrichment opportunities yearly. Additional opportunity for enrichment that fosters creativity and creative thinking.</p>		\$0	<p>Several afterschool opportunities for enrichment were given and paid for with parent tuitions. These classes included dance, juggling, choir, and art.</p>		\$0
<p>Scope of service:</p>	<p>LEA Grades: All</p>		<p>Scope of service:</p>	<p>LEA Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

Offer at least one organized sport for upper grade students per year (stipend for staff). Research supports the positive relationship with physical health with mental health and the ability to learn.		\$600 (Gen Fund)	The stipend for coaching a sport was increased from \$300 to \$800 the end of the 2014-2015 school year. Three sports were offered during the course of the year.		\$2,400
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: 4th, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Professional development for teachers that incorporate 21st century skills.		\$ accounted for in a different part of the plan.	Teachers participated in multiple opportunities for professional development. These included Google workshops and direct instruction by the county technology person.		\$ accounted for in a different part of the plan.
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	<p>Parent involvement for school planning meetings that did not involve one of the family school nights was not as robust as it could/should have been. Increasing the number of times that family school night also have school business components will help this as will increased efforts to communicate with parents. Communication with the Spanish speaking population did improve as all PASE handouts were translated into Spanish this year for the first time. Difficulty with getting internet connectivity hampered teacher and student attempts to access programs and services for the first third of the school year. The connectivity was better for the remainder of the year, but periodic outages still occurred. The BIIG grant was supposed to have meant the installation of a microwave tower that would have fixed the connectivity issue. However, red tape between the state and the architect meant that the earliest that the tower will be built will be the summer of 2016. The efforts in the use of technology in the classroom were largely successful though still in the beginning stages. A more robust effort in improving student keyboarding skills is essential. Because of the new digital options in both math and English language arts use of some of the supplementary software programs may not be necessary and thus may not be purchased for the upcoming year. The additional cost for the additional books was, however, necessary in order to improve student ability to use the technology and their ability to write in a way that is being assessed by the new California Common Core Standards.</p>
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Original Goal from prior year LCAP:	All students will demonstrate proficiency in the core content area of Language Arts in order to be prepared for high school.		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	Pleasant Valley School Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Students will improve scores on CAASPP by 2%.</p> <p>For ELs, continued growth on CELDT scores. 8% will move to the next English proficiency level.</p> <p>At least 60% of all students, including English learners, economically disadvantaged students, and students with IEPs s will demonstrate proficiency on the CAASP and district assessments.</p> <p>Class sizes will remain under 24 students in grades K-3 as reported in the SARC.</p> <p>All students will have access to library program</p>	Actual Annual Measurable Outcomes:	<p>8% of the students in third grade met proficiency standards in English language arts</p> <p>58% of students in the fourth grade met proficiency standards in English language arts</p> <p>53% of students in the fifth grade met proficiency standards in English language arts</p> <p>64% of students in the sixth grade met proficiency standards in English language arts</p> <p>63% of the students in seventh grade met proficiency standards in English language arts</p>

	<p>services on a daily basis (including access to the Accelerated Reader Program) that provides access to informational and supplemental resources to support academic achievement as will be evidenced by library circulation records and AR reports.</p> <p>100% of teachers will be fully qualified and there will be no mis-assignments as documented in the SARC.</p> <p>All students will have access to standards-aligned materials and access to all required areas of study as assessed by the William's Report and the SARC.</p>		<p>52% of students in the eighth grade met proficiency standards in English language arts</p> <p>Overall, 50% of the students met proficiency standards than English language arts.</p> <p>The school did not meet its goal of at least 60% of the students reaching proficiency on the CAASPP.</p> <p>Based on the October 2015 assessment, the students' overall compositescores improved on the CELDT by 7.23% with 44% of the students moving up one performance band.</p> <p>Class sizes remained under 24 students in grades K through five.</p> <p>All students had access to the library program services on a daily basis. The services included the accelerated reader program. Though, at the beginning of the year access to the Internet made access to some of these programs problematic. By November most of the connectivity issues were resolved.</p> <p>100% of the teachers are fully qualified and there are no mis-assignments as documented by the SARC.</p> <p>Students had access to standard-aligned materials and access to all required areas of study as demonstrated by the William's Report and the SARC.</p>
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LCAP Year: 2014-15

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

<p>-Professional development with a focus on Common Core Language Arts Implementation</p> <p>All teachers will participate in a minimum of 10 hours professional learning per year that is aligned with CaCCSS.</p>		<p>\$ 2000 (Gen Fund, Supplemental Grant)</p>	<p>The teachers and the administrator attended several workshops during the course of the school year, which included training in: Multiple Intelligences, CA Standard Workshop provided by SELPA, teacher training provided by Cal Poly and hosted by San Miguel School District, Preparing all Students for CA Academic Interaction Demands, Tools to Prepare EL's for California Standards, Interdisciplinary Literacy Supporting the Needs of EL's, Text Dependent Questioning and additional substitute costs.</p>	<p>\$1,635</p>
<p>Scope of service:</p>	<p>LEA</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>LEA</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>-Collaborate with other small school districts for professional development opportunities.</p>		<p>\$0</p>	<p>The teacher collaborated with other districts in professional development for English language arts, math, and Google training.</p>	<p>\$0</p>
<p>Scope of service:</p>	<p>LEA</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>LEA</p> <p>Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Instructional aide support for the classroom- In K-3 there will be aides assigned to each classroom (3 total). In 4-8, 2 aides will be shared among 3 classrooms. Increased adult support allows the teacher to work individually or in small groups to meet the learning needs of struggling students.		\$18,315 (Gen Fund, Supplemental Grant) (Title 1)	Instructional aides were provided in the first through third grades. The enrollment of the kindergarten class did not warrant additional staffing. In grades four through eight two aides were shared amongst the teachers.		\$19,568
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Teachers will utilize small group reading instruction to differentiate student learning.		\$0	All teachers teaching language arts utilized small group instruction for reading. Instructional aide support made this possible.		These costs were accounted for in other areas
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Professional Learning Community (PLC) bi-monthly for teachers to collaborate on analyzing student performance data, improving Language Arts instruction, revising district assessments (specifically, choose a benchmark for reading in grades 4-8).		\$0	Teachers met bimonthly to collaborate on analyzing student performance data using the English language arts district assessments as well as self-studies in academic vocabulary and close reading.		\$0
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Continue to develop and revise an RTI model and intervention program during PLC time. Running records and guided reading are currently being utilized during intervention time for struggling readers. Next steps are to create focus groups such as sight word practice groups, targeted vocabulary development, etc.		\$0	Teachers continue to use Running Records in the primary grades. Work on developing and revising and RTI model and intervention program will need to be continued as no formal program has been created.. The new adoption of English language arts textbooks for next year will help with this process.		\$0

Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Student progress monitoring- Multiple Measures Program (compiles student CAASPP test score data). This data can be shared with stakeholders. Teachers can use this data to guide instruction		\$250 (Gen. Fund)	The Multiple Measures program was purchased. Though its usability is limited due to the extreme small size of the school. The company wanted to charge \$150 for every benchmark assessments we wished to analyze. The teachers gave six benchmark assessments and English language arts during the year, which would have made this cost increased by \$900. Next year we will look into a self-created Excel template, which will give us better access to data.	\$488	
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>-Monitor student progress on district assessments- Hire additional staff to compile district assessment scores. This data can be shared with stakeholders. Teachers can use this data to guide instruction.</p>		<p>\$500 (Gen. Fund)</p>	<p>Teachers gave six benchmark assessments in English language arts throughout the course of the school year. This data was tracked and the item analysis from the assessments helped to instruct teachers on how to improve the lesson. No additional staff was hired.</p>	<p>\$0</p>
<p>Scope of service:</p>	<p>LEA Grades: All</p>		<p>Scope of service:</p> <p>LEA Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Aeries support for Gradebook and report card- Aeries Will be used to communicate with parents and foster a regular home-school connection to improve student performance</p>		<p>\$500 (Gen. Fund)</p>	<p>The process to establish Aeries based report cards was put on the back burner as other professional development needs took precedence. The district hired an Aeries expert to help train office staff so that they could use Aeries properly. However, attempts by this expert and the county representative to turn on the Parent Portal were thwarted. This process will be addressed again during the summer so as to be able to start with the Parent Portal at the start of the school year thereby minimizing disruptions.</p>	<p>\$160</p>
<p>Scope of service:</p>	<p>LEA Grades: All</p>		<p>Scope of service:</p> <p>LEA Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Purchase Language Arts supplemental material aligned with Common Core Standards.		\$4,000 (Gen Fund)	Materials were purchased by teachers at the beginning of the year in order to supplement the lack of an adopted Common Core Standards-based ELD textbook.		\$6,422
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
--Library L4U- Program utilized to track library books, improving student access to books.		\$ 1500 (Gen Fund)	The Library L4U- Program was purchased and utilized.		\$750
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Library technician-Maintaining student access to reading material, specifically for Accelerated Reader Program, recreational reading, and research.		\$23,799 (Gen Fund)	The previous library technician began the school year as the substitute administrative assistant and was later hired as a full-time administrative assistant. While this process took place, substitutes were hired. By November, a library technician was hired to take the position.		\$14,285
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Accelerated Reader Program- used to encourage independent reading practice and increase reading fluency.		\$ 1,200 (Gen Fund)	The license for this program was purchased and used.		\$2,440
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Class sizes will remain under 24 students in grades K-3		\$0	Class sizes in kindergarten through third grade remained under 24 students per class		\$0
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Instructional aide support for the classroom during intervention time (1/2 hour per day)- 4 aides. Increased adult support allows the teacher to work individually or in small groups to meet the learning needs of struggling students, including students with disabilities.		\$2,663 (Gen Fund) (Title I) (Supplemental Grant)	Instructional aides were used to support classrooms during intervention time. However, due to decreased ADA, one parent educator was not brought back in order to cut costs		\$1,997
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>-Access to computer programs for skills practice- Education City- This program allows struggling students, including students with disabilities, another engaging way to practice skills that allow for differentiated practice.</p>		<p>\$ accounted for in another part of the plan</p>	<p>Education City was purchased and used by many of the teachers. In addition, the program Read Naturally, which was seen to be more helpful, was purchased in order to support struggling readers.</p>		<p>\$120</p>
<p>Scope of service:</p>	<p>LEA</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>-Continued ELD standards training for staff.</p>		<p>\$500 (Gen Fund, Supplemental Grant)</p>	<p>Many of the county planned English language development trainings (at least with Kate Kinsella), which we had signed up to attend, were canceled due to lack of sufficient participants. As a result, attendance was not possible. Other English language arts development workshops are noted above.</p>		<p>\$0</p>

Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
-Daily instructional aide support/bilingual aide available to work with EL students, including students with disabilities.		\$1,331 (Gen Fund) (Title III) (Supplemental Grant)	Bilingual aide was available to work with EL students, including students with disabilities.		\$7,270
Scope of service:	LEA Grades: All		Scope of service:	LEA Grades: All	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		

<p>-Bilingual office secretary to translate and help Spanish speaking parents, keep records of ELs and redesignated ELs.</p> <p>-Bi-lingual aide to conduct CELDT testing and monitor scores.</p>		<p>\$ 2000 (Gen Fund, Supplemental Grant) for record keeping and translating</p> <p>\$500 bi-lingual stipend (Gen Fund, Supplemental Grant)</p> <p>\$500 (Gen. Fund, Supplemental Grant)</p>	<p>At the beginning of the school year the bilingual office secretary quit and efforts to hire a bilingual secretary to replace her were not fruitful. Translation was done by the principal, instructional aides, or outside help. The district contracted for additional help with the CELDT with the help of the county English language learner coordinator. A stipend of \$500 was given to one of the instructional aides to pay for additional translation services.</p>	<p>\$796</p>
<p>Scope of service:</p>	<p>LEA</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>lea</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	

What changes in actions, services, and expenditures

Continue to work on data monitoring as well as professional development in strategies needed to improve regular and English language arts instruction will need to take place. Uniform and standard based English language arts materials are a must. Student access to digital content and digital practice using English language arts standards is also a must. Opportunities for teachers to collaborate on pacing guides and curriculum development are necessary to ensure that academic rigor is maintained. Additional training, if possible, on how to maintain academic rigor in combination classes should be investigated

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	73024
<p>The LEA's increase in funds is based on the following: for supplemental and for concentration.</p> <p>The LEA is receiving \$73,024 increase (8.12%) for 2016/17. The unduplicated student count is 49% school-wide.</p> <p>The LEA is principally directing the increase in LCFF funds to provide critical supports for students, to implement Common Core Standards, to increase rigor, engagement, and academic success. It is being used to provide students with increased access to technology, the development of 21st century skills, and enrichment opportunities. The funds will be principally directed to hire and retain quality personnel to support student learning and implement student programs that will further them toward college and career readiness. Funds will be used for ongoing staff development. Funds are to be used school-wide in the most effective and efficient manner.</p>	

- B. In the box below, 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).

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). 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.

8.12	%
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The LEA's increase in funds is based on the following: for supplemental and for concentration.

The LEA will receive \$73,024 increase (8.12%) for 2016/17. The proportionality percentage increase in funds shall be principally directed both quantitatively and qualitatively in the following ways:

Instructional aides will be retained for 4 of 5 classrooms for up to 4.25 hours per day. Students in these classes will have access to a instructional aide for approximately 49% of their school day. This expense above the base program is necessary and effective in providing differentiated instruction to students in multi-grade classrooms. Instructional aides will give support in the classroom during math and language arts core curriculum time. This will allow teachers to utilize small group instruction and differentiate for individual students, including EL, low socioeconomic, and foster youth.

Aides will spend 12% of their time being utilized during a designated intervention time to allow teachers to work one on one or in small groups who are struggling academically (which will include the subgroups of EL, low socioeconomic, and foster youth).

Teachers will be provided weekly (5% of their work week) collaboration (PLC) time to analyze student achievement data and plan strategic interventions. A Response to Intervention (RTI) model will be developed to more effectively use data to support accelerated student learning and achievement. Intervention will target struggling students such as EL, low income, and foster youth. The weekly PLC time and RTI development will result in improved instruction for all students, including EL, low income, and foster youth.

Teachers will have access to trainings that support the continued implementation of CaCCSS. Training beyond basic teacher certification is necessary to improve instruction and increase student achievement.

Computer programs will be purchased to provide additional support and means for students to practice content taught. This access to computer practice will give students increased opportunity to practice and learn content taught in the base program.

The LEA will work in close contact with local mental health and community resources for family support, making referrals as necessary. Superintendent is designated as the Homeless/Foster Youth Liaison.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1– June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

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

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