

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

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

## LEA Name

Pleasant Valley Joint Union  
Elementary

## Contact Name and Title

Wendy Nielsen

Superintendent/Principal

## Email and Phone

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## 2017-20 Plan Summary

### The Story

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

Pleasant Valley School (PVS) serves students in kindergarten through 6th 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 seventy-three students enrolled at PVS. The student to teacher ratio averages 15:1. Teaching staff includes four full-time regular education teachers, one part-time special education teacher, a part-time speech therapist, six 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 includes a school garden.

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 school year.

Students come from various backgrounds and have different needs. Currently, PVS serves twenty-six English Learners (36% of school's population). Thirty-two (44.4%) of students are economically disadvantaged, as identified by those who qualified for free or reduced lunch. Fourteen students have IEPs. Seven K-6 students receive Resource Program services, two receive speech services, and three receive speech services only. In addition, the district serves four preschoolers who receive speech services. All students, with the exception of the preschoolers, 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 in-class and pull-out models.

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 Fall Carnival, 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 and ELAC. 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.

## LCAP Highlights

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

This year's LCAP continues with the work that was begun with the 2017-2018 LCAP. The district will continue to focus on academic achievement and school culture. To that end goals and action items have been created to:

1. ensure student access to all core content materials

2. continue the process of bringing in new Next Generation Science materials while continuing to help teachers learn to make the necessary shift and changes needed with the new standards
3. begin the process of bringing in new material to meet the requirements of the new History-Social Studies standards while continuing to help teachers learn to make the necessary shift and changes needed with the new standards
4. ensured teachers continue with their professional development both on teaching strategies and on specific content materials
5. provide for additional staff both certificated and classified to minimize the ratio between staff and students
6. provide students with additional opportunities to master the standards and achieve academic success in afterschool programs
7. implement new RTI interventions and data collection
8. implement new school-wide social-emotional curriculum and interventions
9. continue with multiple means and communicating with parents
10. encourage and promote improved student attendance.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

The district has made three key improvements this year. These improvements are a part of a multi-year plan to improve academic performance.

The first area of improvement happened with our expanded use of Walk to Learn RTI reading program. We had begun last year implementing this with third and fourth graders, and this year we expanded that to fifth and sixth graders. In addition, for first and second graders, we implemented targeted one-on-one interventions for students in the first and second grade who were behind in their ability to read. The interventions for third through sixth graders took place using available teachers and instructional aides. The interventions for first and second graders used the kindergarten teacher during the after-lunch sleeping time of her kindergartners, instructional aides, and volunteers. Teachers and parents are noticing growth with specific students. Next year we hope to expand this intervention even more systematically through the use of and training from the MTSS grant.

The second area of major progress is our continued use of the twice a week afterschool homework club. We expanded staffing in the homework club from just one teacher to a teacher and an aide in order to provide more one-on-one help for students who are struggling with their homework.

The last key improvement comes with our continued emphasis on writing. Last year, the teacher received training on the Step Up to Writing program and began implementing its strategies with their

students. This year, they expanded on last year's beginning. With additional training on the strategies, the teachers began to use the universal language when teaching writing so that the learning can continue building from grade level to grade level. This year students began using kid-friendly rubrics to self-evaluate their own work. In conjunction with the one-to-one computers and Google Classroom, all students in grades one through six levels engaged in much more complex and structured writing instruction.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

There are three key areas that are the district's greatest need.

Student performance in English language arts is an area of need for most of the grade levels. The performance for third-graders, seventh-graders, and eighth-graders on the last year's SBAC were above state and county levels with an average of 77% proficient and/or advanced. However, for grades four, five, and six, performance achievements slightly dropped from the previous year and are lower than both state and county averages. This group of students has been our poorest performing students these past three years. Part of the reason for the drop in performance is because a few of the students at these grade levels who performed well on the state test in 2015-2016 did not return to Pleasant Valley for the 2016-2017. With class sizes as small as four by the time of testing, losing one high performing student can make a very difference. When comparing individual student scores between the two years, fourth and fifth-graders maintain scores that were only slightly better than the year before but not enough to show growth at their grade level. With the six graders having only four students in the class at the time of testing and one student's performance dropping significantly, that affected the overall average for the class.

The student performance in mathematics did improve at some of the grade levels. Students in the third grade outperformed the county and the state with 63% scoring proficient and/or advanced. The other grade levels saw scores that dropped from the previous year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

There is only one "subgroup" at Pleasant Valley School that perform "two or more performance levels" below the "all student" performance. However, since this subgroup consisted of only one student at one grade level, this may not constitute a performance gap. A single student in seventh-grade who qualified both as an English language learner as a special ed student scored two performance levels below her peers for English language arts. All other subgroups at all grade levels demonstrated no performance

gaps. Because we are a school with fewer than 100 students, we have very few subgroups.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved Services

The district continues to utilize response to intervention and higher than state and county averages staff to student ratios to address the additional needs of low income, special education, and English language learners. There are no foster youth students enrolled at Pleasant Valley School.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$1,760,331

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$71,353

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

This number also includes \$416,000 in certificated salaries, \$209,721 in classified salaries, \$217,395 in employee benefits and statutory payroll taxes. This number also includes \$71,227 for books and supplies, \$268,873 for services\operations and \$0 in outgoing transfers.

### DESCRIPTION

### AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$828,493

# Annual Update

**LCAP Year Reviewed:** 2017-18

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

## Goal 1

Improve and support student learning to close achievement gaps and ensure all students move successfully to the next grade level.

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

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

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

William's Uniform Complaints: No William's Uniform Complaint Reports

Highly Qualified Teachers: 100% of the teachers are highly qualified

**Actual**

There have been no William's Uniform Complaints during the 2017-2018 school year.

100% of the teachers are highly qualified

**Expected**

CAASPP English Language Arts Results: Overall school performance of 50% proficient and/or advanced

CAASPP Mathematics Results: Overall school performance of 33% proficient and/or advanced

English Learner Reclassification: 56.5 of the students move up at least on band on the CELDT assessment. 6% of the students reclassified

CELDT: 48% of the students who were in the 5 year or more cohort assessed to be proficient

STAR Reading Assessment: Overall grown on STAR reading assessment is %1.1 months of growth

Implementation of State Standards: Full implementation of all standards as reported in the LCFF Dashboard.

**Actual**

Overall school performance of 46% proficient and/or advanced

Overall school performance of 24% proficient and/or advanced

Because of the shift from the CELDT test, which was taken in the fall to the ELPAC, which is taken in the spring, no data is available as yet from the state to provide growth numbers for this outcome.

Because of the shift from the CELDT test, which was taken in the fall to the ELPAC, which is taken in the spring, no data is available as yet from the state to provide growth numbers for this outcome.

Overall grown on STAR reading assessment is %.63 months of growth

Full implementation of all standards as reported in the LCFF Dashboard.

**Expected**

Broad Course of Study: 100% of the students have access to enrichment programs, which include music, art and drama as well as many CTE strands.

**Actual**

100% of the students have access to enrichment programs, which includes music, art, and drama as well as many CTE strands.

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

Maintain safe, clean school facilities in accordance with Williams Requirements  
Superintendent/Principal inspects facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed.

**Actual Actions/Services**

The school's maintenance person continued to ensure the school facilities maintenance. Repairs and upgrades were made as needed. SIPE funds were used to finish repairing the blacktop and front parking lot areas.

**Budgeted Expenditures**

\$0

**Estimated Actual Expenditures**

\$0

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Purchase supplemental texts and consumables in alignment with California Common Core Standards.  
 Acquire California Standards materials with an emphasis on math and science (including the garden and life science materials)

Consumables for both math and language arts were purchased for the current textbook adoptions. Additional copies of the English language arts textbook and digital materials were purchased for the third grade and the fifth grade classes which were much larger than the classes the previous years. Curriculum for social studies and science was also purchased. Much of the curriculum for science was materials for STEM science lessons. The district did return roughly \$1,300 worth of purchased text science material after reviewing it and finding that it did not meet the needs of the school.

\$10,000 (General Fund)

\$7,600

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue to train staff, provide materials and implement California Common Core

The district did provide training for staff on the California Common Core Standards and

\$2,500 (General Fund)

\$720

**Planned Actions/Services**

Standards, ELD standards and Next Generation Science Standards. Conduct professional development opportunities with new ELA textbook adoption through the publisher and the County Office of Education TOSA's and neighboring school districts

Provide additional training is use of technology in the classroom to ensure a smooth integration of the 1:1 Chromebooks in grades 3 through 6, in addition to the continued use of the computer lab and tablets in all grades.

Provide training on implementation of the Next Generation Science Standards

Provide curriculum rate time for teachers to meet and create joint units of study across curricular and grade levels. in all grades.

**Actual Actions/Services**

Generation Science Standards. However, for the most part, LCAP funds were not used to pay for these activities. The remainder of Educator Effectiveness Funds were used. LCAP funds are used to pay for the registration for the MTSS conference for the administrator and one teacher. All the teachers at Pleasant Valley attended one-day science STEM training provided by One Cool Earth. One teacher attended a History\Social Studies framework conference.No continue training on the ELA textbook took place as it was not offered anywhere. No additional training on technology was offered or attended either. The original budget reflected a continued practice of contracting with the County Office of Education for TOSA and other training opportunities. However, the County Office of Education, due to restructuring and people

**Budgeted Expenditures****Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

leaving the County, did not offer these services for the 2017-2018 school year. The workshop offerings through the county were not specifically helpful for the needs of the district or the students.

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

In K-2 there will be aides assigned to each classroom (2 total). In 3-6, 2 aides will be shared among the classrooms.

Instructional aides were assigned to the kindergarten through second-grade classes. Instructional aides were also assigned as needed in the third through sixth-grade classes.

\$29,603 (General Fund)

The full \$29,603 has been encumbered to meet this expense. The total amount encumbered from all fund sources for instructional aides is \$74,670.29

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Teachers will continue with small group reading instruction to differentiate student learning. Continue to develop and revise an RTI model and intervention program during PLC time

The teachers and many of the instructional aides organized Walk to Learn RTI reading intervention groups for grades three through six. The students received small group instruction at their individual reading level. Students in first and second grade received a one-on-one pull out intervention for reading through the use of the kindergarten teacher for the first half of the year when she was available during the kindergarten after lunch nap, the instructional aides and to volunteers who works periodically throughout the year.

\$0

\$0

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide after-school homework and tutoring help by a certificated teacher for all students in grades 2 through 6.

On Tuesdays and Thursdays throughout the school year a certificated teacher and an instructional aid provided homework and tutoring help for students in grades two through six.

\$5,000

\$3,200

### Action 7

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Provide bilingual aide to support students to acquire English language development. Provide integrated and designated ELD strategies to teachers during staff development days by San Luis Obispo County Office of Education ELD specialist

A bilingual aide was provided to support students and parents in the efforts to improve English language development of all second language students. The planned training on integrated and designated ELD strategies was not possible because the County ELD specialist left her job early in the 2017-2018 school year. No other qualified ELD specialist was hired to replace her.

\$2,500

\$1,750

### Action 8

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Class sizes will remain under 25 students in grades 4-6 in order to ensure the ability to provide individualized instruction for struggling and second language students and to maintain the lack of achievement gap for student subgroups.

All classes at Pleasant Valley school, with the exception of one remain under 25 students. The one class that, for a short time had 26 students, is now back under 25 students.

\$13,030

The full \$13,030 has been encumbered to meet this expense.

## Action 9

### Planned Actions/Services

Update and replace classroom projectors and document cameras as needed.  
Mount the projectors on the ceiling or wall for classroom safety sake

### Actual Actions/Services

For classroom projectors, speakers, document cameras, and new laptops were purchased. This equipment was all installed and mounted for classroom safety. Because of the additional draw on the Wi-Fi, four Wi-Fi access points and signal repeaters also have to be installed.

### Budgeted Expenditures

\$7,500

### Estimated Actual Expenditures

\$9,170

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

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Most of the actions\services were implemented and improved the overall instruction of students. Efforts to get training for teachers and instructional aides were hampered by availability and distance of the school from these trainings. In the past we have attempted to work with neighboring districts on professional development days. Doing so this year was more difficult because our neighboring districts were working on initiatives that we did not put in place, such as Thinking Maps. Sufficient curriculum was purchased for the year. The original budget overstated that cost.

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

Because the goals were created after the 16-17 state tests were completed and before the results were reported, it is difficult to precisely indicate the overall effectiveness of the actions and services in our previous plan.

- The first action item was to maintain a safe school and have qualified teachers. This is measured by the FIT report and by analysis of teachers' qualifications. We were successful in both of these areas.
- The district was successful in purchasing state approved Common Core Standards-based English language arts textbooks and math support materials, which helped to raise the level of rigor in the classroom as evidenced by the students' increased ability to explain and demonstrate understanding and mastery of the material at a much higher depth of knowledge level. In math, specifically, the students' ability to summarize and explain their understanding of how to address a math problem, which is a crucial part of the Common Core Standards, was greatly improved. In addition we were able to purchase several units for Next Generation Science Standards STEM lessons. The district dedicated one of our available portable classrooms as a STEM lab. Our RSP teacher facilitated in setting up this lab and in setting up the individual hands-on activities that were done by students throughout the school year in the lab. This has shown to be effective because it allowed the students to participate in far more hands-on labs than they typically would have without this additional support. Our RSP teacher is also very experienced in teaching science standards and helped to provide professional guidance and support to the other teachers.
- The teachers did receive several opportunities for professional development. Two teachers attended the California Teacher Association conference in

Orange County and brought back information for the rest of the staff. All five teachers attended a weekend outdoor STEM workshop provided by a local agency. They were able to bring back several practical lessons that they were able to implement in their classrooms. Continue training was provided by the administrator in Step Up to Writing to help improve the writing program in the district. The students now beginning as low as in first grade, now have a very good understanding of the correct structures that need to be seen in several genres of writing. Further growth is needed and expected, but the foundations are very much in place. In addition, instructional aides during their monthly instructional aide meeting were given instruction in student engagement, lesson structure and sequence, Depth of Knowledge questioning, and Step Up to Writing. Their increased understanding of best teaching practices is evidenced through the classroom visits and observations made on their teaching.

- The use of funds to provide aides and to ensure smaller class sizes with teachers was very effective in that the district has not demonstrate an achievement gap between its subgroups and its general population.
- Anecdotally from both parents and staff, the homework club was very successful for a number of students. Those students who did not use the time wisely were not as successful; however, for at least 25 to 30 students they were able to get homework done on time and make progress towards their reading goals. Those students who chose not to attend homework club are far less likely to have good effort or completion on their much needed academic practice.
- Having a bilingual aide has helped to ensure that the students with which she works are not significantly behind their classmates. Indeed, some of the students with which she works are at the same level as their classmates. Spanish speaking parents also reported very positively in the survey that they appreciated her continued communication about school and classroom issues.
- Because of a need to improve English language arts and math performance, the district augmented these goals to include implementing a school-wide rigorous writing program and the purchase of a highly regarded math program to supplement their regular classroom instruction. These two additions have shown to be effective. Student writing samples taken from the beginning of the year and the end of the year show tremendous growth. Working towards improving writing, however, is something that will need to be continued for several years before it can be shown to be a complete success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated funds needed to pay for consumables and curriculum for English language arts, math and science were not all spent. One reason was that we returned \$1,200 in text materials for science that had been recommended to us, but when it arrived was deemed as not being as useful as we would want. The decision was made to purchase more hands-on materials instead. Attempts to find training for teachers was complicated by lack of opportunity and by the fact that the school had unspent Educator Effectiveness Funds that also needed to be spent before the end of the school year. These Educator Effectiveness Funds had originally been planned to pay for a year's worth of Teacher Induction Program that ultimately was not needed

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The only changes that have been made to this goal were to dig deeper and attempt to expand, giving our staffing limits, into the RTI reading help for the 1st through 6th graders. Our failure to find qualified professional development that is aimed at meeting our needs and is within our budget will in all likelihood continue to be a challenge for the future. However, this professional development is essential for the continued growth of the teachers and the students.

## Goal 2

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.

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

**State Priorities:** 3, 5, 6, 7, 8

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Number of Parents Who Attend a Meeting to Discuss Student Academic and School Programming: Three to six parents attend meetings

### Actual

The District did worse at this outcome for the 2017-2018. Turnout for fundraising and school events is the same or even better proportionally given that we have twenty fewer students attending this year than last year. However, attempts to get participation in School Site Council, ETAC and LCAP planning meetings have mostly failed. Our parent-teacher association is very active. Issues of academic performance and requests for feedback from them is better in that the turnout for these meetings is generally good. However, their interests are less on academics and more on fundraising and school safety.

**Expected**

Student Attendance: 96% Attendance

Chronic Absenteeism: Fewer than 6% of the students will be chronically absent

Pupil Suspension Rate: Maintain 1% or better

Pupil Expulsion Rates: Maintain 0%

**Actual**

The attendance through mid-May is at 96.14%, which is an increase of 1.09% over the overall for the 2016-2017 school year. There are still several students who are chronically absent. Five of those students are kindergarteners and the remaining five are students in the first through third grade. Most of these students are siblings of the kindergarteners.

There are still several students who are chronically absent. Five of those students are kindergarteners and the remaining five are students in the first through third grade. Most of these students are siblings of the kindergarteners. The overall chronic absenteeism rate rose to 12%.

As of this reporting, no students at Pleasant Valley School were suspended during the 2017-2018 school year.

There were no students expelled from Pleasant Valley School.

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue increasing communication opportunities with parents and increase opportunities for parental involvement in school events. Communication with parents in both English and Spanish will be provided through newsletters, web page, Aeries Parent Portal, email, Bright Arrow Auto Phone Call System, and individual calls by staff. Provide a stipend for bilingual help with communication

This includes the stipend for the bilingual aide, the cost of paper for the many flyers, and part of the cost for Aeries as we expanded to use the Parent Portal and standards-based grading parts of the programs in our efforts to give parents more access to information. In addition, it includes a subscription to the program ParentSquare, which is a program designed to help the parent between schools and parents.

\$3,500 (General Fund)

\$ 2,850

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue to implement our attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies. This program includes the following: 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 students excused and unexcused tardies, and increase the number of school days where students stay the entire day and are not pulled out early. Recognize students and encourage exemplary on-time and daily attendance by trimester. Communicate the importance of attendance and progress toward improved attendance goals regularly with parents.

At the end of each trimester, the office accumulated a list of students with potential attendance issues. Parents were addressed through the SARB process. Classes of students on a weekly basis were recognized for having good attendance. No money was spent on this, except that the ParentSquare program was used very assertively to follow up on attendance issues with parents.

\$1,000 (General fund)

\$20

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

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.

**Actual Actions/Services**

The school had several enrichment assemblies and field trips during the school year. In September, Retro Bill visited to discuss having a positive outlook and what to do in the case of bullying. In October, folks from the Recycling and Water Education Program came and gave two assemblies on vermicomposting. Students adopted a bucket of worms, which they continue to feed over the course of a couple of months before they returned to the program. In February assembly called Extreme Energy came and performed for the third through sixth graders. This was in keeping with the STEM science lessons they had been working on. In April folks from the local Woods Humane Society came and gave two presentations about caring for animals, and in May, a troop of drummers from Drum and Perk came and performed and

**Budgeted Expenditures**

\$3,500 (General Fund)

**Estimated Actual Expenditures**

\$2,500

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

provided interactive experience for the students. There were also several field trips during the course of the school year. All students in kindergarten through sixth grade were able to participate in an all day field trip to Studios at the Park in Paso Robles where they were given docent led art lessons. Students from the third and fourth grade class went to see a movie that tied into a novel unit they were working on in class. All students from kindergarten through sixth grade spent a day at the Santa Margarita Ranch where they focused on history\social science and science standards and visited the outdoor museum there.

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue to provide students with many sports opportunities by hiring coaches and providing transportation to sporting events. Update outdated physical education equipment

Due to the reduced number of students attending Pleasant Valley School, the fact that the majority of the students this year or in the kindergarten through third grade, and the district requirements that students maintain a C average in order to participate in extracurricular sports activities, we were unable to put together teams sufficiently large enough to participate in any sporting events. The district did, however, purchase a number of pieces of new sports equipment which expanded the curriculum for the classroom use.

\$2,500 (General Fund)

\$1,200

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

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Several opportunities for students to participate in next curricular activity were presented throughout the school year. Many of these opportunities ended up not costing the school very much money. The district could have increase the number a field trips and/or assemblies. However, with the addition of the previously scheduled schoolwide activities, these assemblies and field trips might have pulled students out of class more than what would be recommended. The increased communication with parents via ParentSquare was introduced before the start of the school year and expanded throughout the year as parents became more familiar and comfortable with the program.

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

We were challenged in that parents continue to only wish to participate in events that are fun and that immediately affect their students. Even when parents did attend meetings where academic programs were discussed, they tended to want to focus on school safety and other non-academic issues instead. Providing an extracurricular sports program proved to be not possible this year. However, in future years if the third through sixth-grade classes increase in size, we will definitely be implementing these opportunities again. Efforts to improve overall attendance were good. However, this year we had five students whose parents pull them out for an extended period of time and who did not take advantage of the independent study opportunity thereby ensuring that their child would fall into the chronic absentee list. The parents in the district survey report very high approval of the expanded communication tools that the district has put into place. While there were very good reviews for the ParentSquare program and anecdotally we have heard from the Spanish speaking parents that they use it, we had very few Spanish speaking parents who used the program to communicate back to the school, even though the program has the capability of doing so. One way we know that this program is definitely working is that attendance to during school activities, such as the Thanksgiving Feast, Eat Lunch with Your Kid days and other school events has definitely increased with all parents both English and Spanish speaking. Previously these events were announced with flyers and occasionally Robocalls. The addition of ParentSquare is the only new change.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We ended up spending far less on improving attendance than what we had thought we would need. We also spent far less on sports because we were unable to put together the three sports seasons that we had wanted to implement. We spent last on the field trips and the assemblies because we were able to get so many of them at little or no cost.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The changes moving forward for this goal will include attempting different ways to try to get parents to get involved in student programs, not just student events. We will also try to, if possible, expand extracurricular sports activity. More aggressive measures towards parents who take students from school for extended periods of time need to be implemented.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Maintain school website

- Used to inform parents about school news, updates on committee meetings such as PASE, ELAC, and Site Council. Those three committees were involved in the LCAP process.
- Open office hours for LCAP input posted in January 2018.
- Student and Adult LCAP surveys were made accessible on the website in both English and Spanish beginning January 2018
- The School Accountability Report Card is linked to site. The report card contains quantitative data about student performance, teacher qualifications, textbook adoptions, and conditions of the facilities.

Two LCAP surveys were developed to encourage anonymous input for LCAP development- one for students grades 3-6 and one for adults (parents, community members, faculty, staff, board members). They were posted on the school website beginning in January. A handout and ParentSquare post were 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 3-6 were asked to administer the student survey to all of their students. The adult survey was offered in both English and Spanish. Parents and staff commented on the need to update some school facilities and the athletic field. They would like to see increased use of technology and afterschool intervention classes. They are interested in after school parenting classes to help them help their child with academics and specifically reading. They would also like for more parents to be able to participate in the classes during student lessons.

Announcements at two school events with significant parent involvement were also made. At the September 2017 Back-to-School Night and the May 2018 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 ParentSquare program, take-home flyers and Robocalls to communicate with parents. 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. The District's website was updated to meet all Section 508 requirements.

Faculty and Staff were asked for their input on the LCAP at staff meetings in February, 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 the academic achievement for all students 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, November, February, and April.

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

PASE (Parents Actively Supporting Education) was informed of the LCAP process and progress toward meeting the goals in October 2017, January 2018, March 2018, and May 2018 and asked for their input.

In October 2017, February 2018, and June 2018-Information was provided about the LCFF and the LCAP at an open board meeting. The school's fiscal specialist was at the March 2018 meetings to answer questions. The meeting agendas are posted in the school office, on the website, and on the kiosk at the entrance of the school parking lot.

On June 6, 2018, a Public Hearing of the LCAP draft presented at regularly scheduled school board meeting. On June 20, 2018, the final draft of the LCAP was approved by the Board of Trustees.

In October 2017, November 2017, December 1017, February 2018, and March 2018, the superintendent attended SLOCOE run LCAP training and feedback meetings.

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

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

In order to encourage and facilitate more parent involvement when face-to-face meetings were not attended, this year we continued 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 stakeholders to access at their leisure beginning in January 2018 through April 2018. Stakeholders were reminded of the survey in several

ways- email, phone calls, memos 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. Twenty people responded, which was a significant increase from the previous two years. The number of responses was similar to two other surveys that were conducted by the school and the parent organization. Based on the responses from participants in the survey, we will be looking to try to expand our afterschool homework club for at least one additional day. Finding staff for this may prove difficult, however. Though it does not come under the umbrella of the LCAP, updates to facilities and athletic fields are already in the planning. The other suggestions, while important, are not areas we have the resources or staffing to implement at this time but will be kept in the current for future possible changes.

The same online survey offered to adult stakeholders was offered to students grades 3-6. 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. In addition, ParentSquare a parent/school communication platform that includes the ability to post messages, send out alerts, create polls, request volunteers, post photos and documents, as well as pay for school lunch or daycare, was put into place in used by all office staff and teachers to help improve communication. 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.

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# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New

## Goal 1

Improve and support student learning to close achievement gaps and ensure all students move successfully to the next grade level.

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

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

**Local Priorities:** NA

**Identified Need:**

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 makes this need more challenging than it is for other schools in the county. (State Priority 1)

Need 2: Provide access to state-adopted core textbooks and support materials. The current adoption for our science and social studies textbooks is quite old. The current science textbook was adopted in 2007. The lack of up-to-date science and social studies texts books is, in part, due to the tremendous expense to replace textbooks for the entire school. (State Priority 1)

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)

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)

Need 5: Improved CAASPP results. (ELA proficiency rate of 48.7% as measured by 2015-2016 CAASPP results. Math proficiency rate of 28.5.0% as measured by 2015-2016 CAASPP results.) . (State Priorities 2, 4, 7 and 8)

Need 6: 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. For the 2018-2019 school year, the CELDT scores cannot be used as the district transitions to the ELPAC. A new baseline will be established with the ELPAC. (State Priorities 4, 7 and 8)

Need 7: Technology in the classroom has become increasingly important. While the District currently has a 1:1 of students to Chromebooks in grades 1-6, this technology is two years old and will be in need of repairs and replacements. In addition, additional Chromebooks will be needed to accommodate the larger than average 1st-grade class.

Need 8: Identify and develop programs that support the social and emotional well-being of students

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
William's Uniform Complaints	No William's Uniform Complaint Reports	No William's Uniform Complaint Reports	No William's Uniform Complaint Reports	No William's Uniform Complaint Reports
Highly Qualified Teachers	100% of the teachers are highly qualified	100% of the teachers are highly qualified	100% of the teachers are highly qualified	100% of the teachers are highly qualified
CAASPP English Language Arts Results	Overall school performance of 45.8% proficient and/or advanced	Overall school performance of 50% proficient and/or advanced	Overall school performance of 51% proficient and/or advanced	Overall school performance of 53% proficient and/or advanced

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
CAASPP Mathematics Results	Overall school performance of 28.5% proficient and/or advanced	Overall school performance of 30% proficient and/or advanced	Overall school performance of 34% proficient and/or advanced	Overall school performance of 37% proficient and/or advanced
English Language Learner Reclassification	54.2% of the students move up at least one band on the CELDT assessment. 3% of the students reclassified	56.5 of the students move up at least one band on the CELDT assessment. 6% of the students reclassified	Because the state is transitioning from the CELDT to the ELPAC a new baseline will need to be established for assessment. Using other local indicators 8% of the students reclassified	Because the state is transitioning from the CELDT to the ELPAC a new baseline will need to be established for assessment. Using other local indicators 10% of the students reclassified
CELDT	45.8% of the students who were in the 5 year or more cohort assessed to be proficient	48% of the students who were in the 5 year or more cohort assessed to be proficient	Because the state is transitioning from the CELDT to the ELPAC a new baseline will need to be established for assessment.	Because the state is transitioning from the CELDT to the ELPAC a new baseline will need to be established for assessment.
STAR Reading Assessment	Overall grown on STAR reading assessment is %0.9 months of growth	Overall grown on STAR reading assessment is %1.1 months of growth	Overall grown on STAR reading assessment is %1.2 months of growth	Overall grown on STAR reading assessment is %1.3 months of growth

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of State Standards	Currently, we are at the full implementation stage for English language arts, math, health, social studies, and physical education. We are at the implementation stage for the Next Generation Science Standards	Full implementation of all standards as reported in the LCFF Dashboard.	Full implementation and sustainability of all standards, with the exception of social studies as those standards will be updated most likely this year. Social studies will be at the beginning stage of implementation.	Full implementation and sustainability of all standards, with the exception of social studies as those standards will be updated most likely in 2018-2019. Social studies will be at the implementation stage in 2019-2020.
Broad Course of Study	100% of the students have access to enrichment programs, which include music, art and drama as well as many CTE strands.	100% of the students have access to enrichment programs, which include music, art and drama as well as many CTE strands.	100% of the students have access to enrichment programs, which include music, art and drama as well as many CTE strands.	100% of the students have access to enrichment programs, which include music, art and drama as well as many CTE strands.

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Maintain safe, clean school facilities in accordance with Williams Requirements Superintendent/Principal inspects facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed.

Maintain safe, clean school facilities in accordance with Williams Requirements Superintendent/Principal inspects facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed.

Maintain safe, clean school facilities in accordance with Williams Requirements Superintendent/Principal inspects facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$0	\$0	\$0
<b>Source</b>	N/A	N/A	N/A
<b>Budget Reference</b>	N/A	N/A	N/A

## Action #2

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Purchase supplemental texts and consumables in alignment with California Common Core Standards.  
Acquire California Standards materials with an emphasis on math and science (including the garden and life science materials)

Purchase supplemental texts and consumables in alignment with California Common Core Standards.  
Acquire California Standards materials with an emphasis on math, physical education, history/social studies, and science

Purchase supplemental texts and consumables in alignment with California Common Core Standards.  
Acquire California Standards materials with an emphasis on math, physical education, social studies, and science

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$5,000	\$10,000
Source	General Fund (LCAP)	General Fund	General Fund
Budget Reference	01-0000-0-4100-1110-1000-991-0000-0000	01-0000-0-4100-1110-1000-000-0000-0000	01-0000-0-4100-1110-1000-000-0000-0000

**Action #3**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Continue to train staff, provide materials and implement California Common Core Standards, ELD standards and Next Generation Science Standards.  
Conduct professional development opportunities with new ELA textbook adoption through the publisher and the County Office of Education TOSA's and neighboring school

Continue to train staff, provide materials and implement California Common Core Standards, ELD standards and Next Generation Science Standards.  
Conduct professional development opportunities with the County Office of Education TOSA's and neighboring school districts

Continue to train staff, provide materials and implement California Common Core Standards, ELD standards and Next Generation Science Standards.  
Conduct professional development opportunities with the County Office of Education TOSA's and neighboring school districts.  
Provide additional training is use of

districts  
 Provide additional training is use of technology in the classroom to ensure a smooth integration of the 1:1 Chromebooks in grades 3 through 6, in addition to the continued use of the computer lab and tablets in all grades.  
 Provide training on implementation of the Next Generation Science Standards  
 Provide curriculum rate time for teachers to meet and create joint units of study across curricular and grade levels.

Provide additional training is use of technology in the classroom to ensure a smooth integration of the 1:1 Chromebooks in grades 3 through 6, in addition to the continued use of the computer lab and tablets in all grades.  
 Provide training on implementation of new science textbooks and standards.  
 Provide curriculum rate time for teachers to meet and create joint units of study across curricular and grade levels.

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.  
 Provide curriculum rate time for teachers to meet and create joint units of study across curricular and grade levels.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,500	\$2,500
Source	General Fund	General Fund	General Fund
Budget Reference	01-0000-0-5810-1110-1000-000-0000-0000	01-0000-0-5810-1110-1000-000-0000-0000	01-0000-0-5810-1110-1000-000-0000-0000

### Action #4

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

In K-2 there will be aides assigned to each classroom (2 total). In 3-6, 2 aides will be shared among the classrooms.

In K-2 there will be aides assigned to each classroom (2 total). In 3-6, 2 aides will be shared among the classrooms.

In K-2 there will be aides assigned to each classroom (2 total). In 3-6, 2 aides will be shared among the classrooms.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$29,603	\$35,299	\$36,500
<b>Source</b>	General Fund	Supplemental Funds	Supplemental Funds
<b>Budget Reference</b>	01-0000-0-2100-1110-1000-991-0000-0000	01-0000-0-2100-1110-1000-991-0000-0000 01-0000-0-3202-1110-1000-991-0000-0000 01-0000-0-3302-1110-1000-991-0000-0000 01-0000-0-3312-1110-1000-991-0000-0000 01-0000-0-3502-1110-1000-991-0000-0000 01-0000-0-3602-1110-1000-991-0000-0000	01-0000-0-2100-1110-1000-991-0000-0000 01-0000-0-3202-1110-1000-991-0000-0000 01-0000-0-3302-1110-1000-991-0000-0000 01-0000-0-3312-1110-1000-991-0000-0000 01-0000-0-3502-1110-1000-991-0000-0000 01-0000-0-3602-1110-1000-991-0000-0000

## Action #5

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Teachers will continue with small group reading instruction to differentiate student learning.  
Continue to develop and revise an RTI model and intervention program during PLC time

Teachers will continue with small group reading instruction to differentiate student learning.  
Continue to develop and revise an RTI model and intervention program during PLC time. This RTI will expand to include the materials and training provided by the MTSS SUMS grant. In addition, substitute teachers to cover for days that teachers go to professional development training will be employed. Hotel and travel costs will be covered for state-level training.

Teachers will continue with small group reading instruction to differentiate student learning.  
Continue to develop and revise an RTI model and intervention program during PLC time. This RTI will expand to include the materials and training provided by the MTSS SUMS grant. In addition, substitute teachers to cover for days that teachers go to professional development training will be employed.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$23,000	\$2,000
Source	MTSS SUMS Grant	MTSS SUMS Grant	MTSS SUMS Grant
Budget Reference	N/A	01-7823-0-1160-1110-1000-000-0000-0000 01-7823-0-3000-1110-1000-000-00000-0000 01-7823-0-4100-1110-1000-000-0000-0000 01-7823-0-5200-1110-1000-000-0000-0000	01-7823-0-1160-1110-1000-000-0000-0000 01-7823-0-3000-1110-1000-000-00000-0000

## Action #6

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

### Actions/Services

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

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

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

New

Modified

Modified

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

Provide after-school homework and tutoring help by a certificated teacher for all students in grades 2 through 6.

Provide after-school homework and tutoring help by a certificated teacher for all students in grades 2 through 6.

Provide after-school homework and tutoring help by a certificated teacher for all students in grades 2 through 6.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,500	\$6,000
Source	REAP	REAP	Title I and REAP

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	01-5810-0-2100-1110-1000-053-0000-0000 01-5810-0-1100-1100-1000-053-0000-0000	01-5810-0-2100-1110-1000-053-0000-0000 01-5810-0-1100-1100-1000-053-0000-0000	01-5810-0-2100-1110-1000-053-0000-0000 01-5810-0-1100-1100-1000-053-0000-0000

## Action #7

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

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

**OR**

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

Students to be Served	Scope of Services:	Location(s)
English Learners	LEA-Wide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

**2017-18 Actions/Services**

Provide bilingual aide to support students to acquire English language development. Provide integrated and designated ELD strategies to teachers during staff development days by San Luis Obispo County Office of Education ELD specialist

**2018-19 Actions/Services**

Provide bilingual aide to support students to acquire English language development. Provide integrated and designated ELD strategies to teachers during staff development days by San Luis Obispo County Office of Education ELD specialist

**2019-20 Actions/Services**

Provide bilingual aide to support students to acquire English language development. Provide integrated and designated ELD strategies to teachers during staff development days by San Luis Obispo County Office of Education ELD specialist

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$2,500	\$2,750	\$2,785
<b>Source</b>	Title III	Title III	Title III
<b>Budget Reference</b>	01-4203-0-2100-1214-1000-000-0000-0000 01-4203-0-1100-1214-1000-000-0000-0000	01-4203-0-2100-1214-1000-000-0000-0000 01-4203-0-1100-1214-1000-000-0000-0000	01-4203-0-2100-1214-1000-000-0000-0000 01-4203-0-1100-1214-1000-000-0000-0000

**Action #8**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Class sizes will remain under 25 students in grades 4-6 in order to ensure the ability to provide individualized instruction for struggling and second language students and to maintain the lack of achievement gap for student subgroups.

A library technician will be provided to provide maintenance for the district's intervention software and technology and programs as well as provide literacy support to classrooms and individual students.

A library technician will be provided to provide maintenance for the district's intervention software and technology and programs as well as provide literacy support to classrooms and individual students.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$13,030	\$24,908	\$26,697
<b>Source</b>	General Fund (LCAP)	Supplemental Funds	Supplemental Funds
<b>Budget Reference</b>	01-0000-0-1100-1110-1000-991-0000-0000	01-0000-0-2200-0000-2420-991-0000-0000 01-0000-0-3202-0000-2420-991-0000-0000 01-0000-0-3302-0000-2420-991-0000-0000 01-0000-0-3312-0000-2420-991-0000-0000 01-0000-0-3502-0000-2420-991-0000-0000 01-0000-0-3602-0000-2420-991-0000-0000	01-0000-0-2200-0000-2420-991-0000-0000 01-0000-0-3202-0000-2420-991-0000-0000 01-0000-0-3302-0000-2420-991-0000-0000 01-0000-0-3312-0000-2420-991-0000-0000 01-0000-0-3502-0000-2420-991-0000-0000 01-0000-0-3602-0000-2420-991-0000-0000

## Action #9

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Update and replace classroom projectors and document cameras as needed. Mount the projectors on the ceiling or wall for classroom safety sake

Maintain existing equipment including Chromebooks and classroom technology and replace elements when needed.

Update and replace classroom projectors, document cameras, library and office technology, and Chromebooks as needed.

**Budgeted Expenditures**

**Year 2017-18**

**2018-19**

**2019-20**

**Amount**

\$7,500

\$2,000

\$4,000

Year	2017-18	2018-19	2019-20
Source	REAP	REAP	REAP
Budget Reference	01-5810-0-4400-1214-1000-000-0000-0000	01-5810-0-4400-1214-1000-000-0000-0000	01-5810-0-4400-1214-1000-000-0000-0000

## Action #10

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

## Actions/Services

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

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

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

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Develop and implement social/emotional intervention program. The District will provide all staff with professional development, curriculum and specific frameworks and approaches for addressing student social-emotional issues. The District will deploy an RTI model to assist in dealing with acute student social-emotional issues.

Develop and implement social/emotional intervention program. The District will provide all staff with professional development, curriculum and specific frameworks and approaches for addressing student social-emotional issues. The District will deploy an RTI model to assist in dealing with acute student social-emotional issues.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	\$5,000	\$3,000
Source	N/A	Supplemental Funds	Supplemental Funds
Budget Reference	N/A	01-0000-0-4100-1110-1000-991-0000-0000 01-0000-0-5800-1110-1000-991-0000-0000	01-0000-0-4100-1110-1000-991-0000-0000 01-0000-0-5800-1110-1000-991-0000-0000

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

New

## Goal 2

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.

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

**State Priorities:** 3, 5, 6, 7, 8

**Local Priorities:** NA

### Identified Need:

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

Need 2: Thus far through the first week of May for the 2017-2018 school year, the school attendance rate was 96.1%; ten students were chronically absent and are, thus, limited in their access to the learning; 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: 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 6: Students need 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

**Expected Annual Measureable Outcomes**

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Number of parent who attend a meeting to discuss student academic and school programming	Zero to three parents attend meetings	Three to six parents attend meetings	Three to six parents attend meetings	Six to nine parents attend meetings
Student Attendance	95.1% attendance	96% attendance	96.1% attendance	96.2% attendance
Chronic Absenteeism	7% of the students qualified as be chronically absent	Fewer than 6% of the students will be chronically absent	Fewer than 5% of the students will be chronically absent	Fewer than 4% of the students will be chronically absent

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Pupil Suspension Rates	1%	Maintain 1% or better	Maintain 1% or better	Maintain 1% or better
Pupil Expulsion Rates	0%	Maintain 0%	Maintain 0%	Maintain 0%

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

## Actions/Services

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

New

### 2017-18 Actions/Services

Continue increasing communication opportunities with parents and increase opportunities for parental involvement in school events.  
 Communication with parents in both English and Spanish will be provided through newsletters, web page, Aeries Parent Portal, email, Bright Arrow Auto Phone Call System, and individual calls by staff.  
 Provide a stipend for bilingual help with communication

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

Modified

### 2018-19 Actions/Services

Continue increasing communication opportunities with parents and increase opportunities for parental involvement in school events.  
 Communication with parents in both English and Spanish will be provided through newsletters, web page, Aeries Parent Portal, email, ParentSquare, and individual calls by staff.  
 Provide a stipend for bilingual help with communication

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

Modified

### 2019-20 Actions/Services

Continue increasing communication opportunities with parents and increase opportunities for parental involvement in school events.  
 Communication with parents in both English and Spanish will be provided through newsletters, web page, Aeries Parent Portal, email, ParentSquare, and individual calls by staff.  
 Provide a stipend for bilingual help with communication

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,500	\$3,898	\$3,898

Year	2017-18	2018-19	2019-20
Source	General Fund (LCAP)	General Fund	General Fund
Budget Reference	01-0000-0-2100-4760-1000-991-0000-0000 01-0000-0-5922-0000-2700-991-0000-0000 01-0000-0-5822-1110-2700-991-0000-0000	01-0000-0-2100-4760-1000-000-0000-0000 01-0000-0-4300-1214-1000-000-0000-0000 01-0000-0-5822-1110-2700-000-0000-0000	01-0000-0-2100-4760-1000-000-0000-0000 01-0000-0-4300-1214-1000-000-0000-0000 01-0000-0-5822-1110-2700-000-0000-0000

## Action #2

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

New

**2017-18 Actions/Services**

Continue to implement our attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies. This program includes the following:  
 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 students excused and unexcused tardies, and increase the number of school days where students stay the entire day and are not pulled out early.  
 Recognize students and encourage exemplary on-time and daily attendance by trimester.  
 Communicate the importance of attendance and progress toward improved attendance goals regularly with parents.

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

Modified

**2018-19 Actions/Services**

Continue to implement our attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies. This program includes the following:  
 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 students excused and unexcused tardies, and increase the number of school days where students stay the entire day and are not pulled out early.  
 Recognize students and encourage exemplary on-time and daily attendance by trimester.  
 Communicate the importance of attendance and progress toward improved attendance goals regularly with parents.

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

Modified

**2019-20 Actions/Services**

Continue to implement our attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies. This program includes the following:  
 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 students excused and unexcused tardies, and increase the number of school days where students stay the entire day and are not pulled out early.  
 Recognize students and encourage exemplary on-time and daily attendance by trimester.  
 Communicate the importance of attendance and progress toward improved attendance goals regularly with parents.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$500	\$500
Source	General Fund (LCAP)	General Fund	General Fund
Budget Reference	01-0000-0-4300-0000-2700-991-0000-8000	01-0000-0-4300-0000-2700-000-0000-8000	01-0000-0-4300-0000-2700-000-0000-8000

### Action #3

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

### Actions/Services

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

New

**2017-18 Actions/Services**

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.

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

Modified

**2018-19 Actions/Services**

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.

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

Modified

**2019-20 Actions/Services**

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.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$3,500	\$3,500	\$3,500
<b>Source</b>	General Fund (LCAP)	Supplemental Funds	Supplemental Funds

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	01-0000-0-5861-1110-1000-991-0000-0000 01-0000-0-5800-8500-5000-991-0000-0000	01-0000-0-5861-1110-1000-991-0000-0000 01-0000-0-5800-8500-5000-991-0000-0000	01-0000-0-5861-1110-1000-991-0000-0000 01-0000-0-5800-8500-5000-991-0000-0000

## Action #4

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Continue to provide students with many sports opportunities by hiring coaches and providing transportation to sporting events. Update outdated physical education equipment

Update outdated physical education equipment

Continue to provide students with many sports opportunities by hiring coaches and providing transportation to sporting events. Update outdated physical education equipment

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$2,500	\$1,000	\$2,000
<b>Source</b>	General Fund (LCAP)	General Funds	General Funds
<b>Budget Reference</b>	01-0000-0-4300-1721-1000-991-0000-0000 01-0000-0-2250-1110-4200-991-0000-0000	01-0000-0-4300-1721-1000-000-0000-0000	01-0000-0-4300-1721-1000-000-0000-0000 01-0000-0-2250-1110-4200-000-0000-0000

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$ 68,707

Percentage to Increase or Improve Services

10.82 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The district is demonstrating increased and improved services for unduplicated students. Without these increases in funds, we would not be able to provide our highly individualized instructional program. In a typical kindergarten through third-grade class, the student to staff ratio is 24:1. In a typical fourth through the sixth-grade class that ratio increases to 35:1. By using these supplemental and concentration grant funds, the district has a student to staff ratio in kindergarten through sixth-grade of 13:1 for most of the school day. This ensures that all students, including English language learners, low-income students, and special needs students receive a quality and often very individual educational program. This higher staff to student ratio allows staff to individualize and to react more quickly to the changing needs of students. Many of the students that make up the unduplicated students group typically need more one-to-one support than their peers. The aides enable that support to be implemented in the classroom at the same time the teacher is implementing her instruction. In addition, the teachers and the instructional aides have received professional development to help meet the individual needs of the students. The teachers worked with the county EL specialist to help understand and implement designated and integrated English language learning. Instructional aides also received professional development on how best to work with individual and small group settings in

order to provide the response to intervention needed to meet the needs of individual students. They also have received instruction on how to work with students with behavioral issues.

Students that struggle in school are more willing to persevere when they have the benefit of something they really love to look forward to during their school day. The various sports and enrichment opportunities provided by the school help to create a school culture that gives all students a place to be successful and therefore more engaged.

If we did not have these additional funds, the school would still communicate and would still work with students, but the ability to provide so much individualized instruction as a part of our regular school program would not be possible. The lack of an achievement gap between our student subgroups and our overall school indicates that these actions and services have been effective.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$ 58,800

Percentage to Increase or Improve Services

9.38%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The district is demonstrating increased and improved services for unduplicated students. Without these increases in funds, we would not be able to provide our highly individualized instructional program. In a typical kindergarten through third-grade class, the student to staff ratio is 24:1. In a typical fourth through sixth-grade class that ratio increases to 35:1. By using these supplemental and concentration grant funds, the district has a student to staff ratio in kindergarten through sixth-grade of 8:1 for most of the school day. This ensures that all students, including English language learners, low-income students, and special needs students receive a quality and often very individual educational program. This higher staff to student ratio allows staff to individualize and to react more quickly to the changing needs of students. Many of the students that make up the unduplicated students group

typically need more one-to-one support than their peers. The aides enable that support to be implemented in the classroom at the same time the teacher is implementing her instruction. In addition, the teachers and the instructional aides have received professional development to help meet the individual needs of the students. The teachers worked with the county EL specialist to help understand and implement designated and integrated English language learning. Instructional aides also received professional development on how best to work with individual and small group settings in order to provide the response to intervention needed to meet the needs of individual students. They also have received instruction on how to work with students with behavioral issues.

Students that struggle in school are more willing to persevere when they have the benefit of something they really love to look forward to during their school day. The various enrichment opportunities provided by the school help to create a school culture that gives all students a place to be successful and therefore more engaged.

If we did not have these additional funds, the school would still communicate and would still work with students, but the ability to provide so much individualized instruction as a part of our regular school program would not be possible. The lack of an achievement gap between our student subgroups and our overall school indicates that these actions and services have been effective.

**Instructional Aides: (\$35,299)** Increases access to one-on-one assistance by trained staff for Unduplicated Students who are struggling with core mastery. Without these supplemental funds, this service would not be possible. Research indicated that approximately 20% of students require more than typical classroom instruction. Use of instructional aides provides additional embedded instruction during the school day. It will improve services through increased one-on-one instruction for English language arts, math, and science.

**Library Technician: (\$24,908)** Increases access to intervention, research, and reading technology through the efforts of the librarian. In addition, increased and targeted literary instruction and intervention provided. The librarian also supports the teacher with instruction on research and research writing as well as providing one on one support for those students who do not have the technology or research skills to be successful when conducting a research project. Without these supplemental funds, this service would not be provided. Research indicated that approximately 20% of students require more than typical classroom instruction. Use of the librarian who provides group and one-on-one instruction for reading and who maintains, instructs and provide assistance to students for their research projects, and supports all software and technology provides additional embedded instruction during the school day. Low-income students and ELD students need additional opportunities from their peer to access reading practice (in English), the research and research writing practice, and to access the technology needed to meet the 21 Century requirements of the Common Core Standards. Most of our Unduplicated Students do not have access to these services in their home and need the additional support of the librarian in order to have academic success in class.

Social-Emotional Curriculum and Program: (\$5,000) A large number of our Unduplicated Student populations, in addition to other needs, also have an increased need for social/emotional guidance. Every Tier II and Tier III student at the school with this need fits into this subgroup. Studies show students with caring and supportive interpersonal relationships in school report more positive academic attitudes and values. This is not just positive relations with adults but with their peers as well. Social and emotional needs are barriers to academic success for students without strong support and coping skills. Students with high levels of social/emotional dysfunction are far more likely to fall behind their peers, which in turn creates more social and emotional problems for them.

Field Trips and Assemblies: (\$3,500) Increased access to arts, science, and social studies field trips and assemblies provides Unduplicated Students access to the greater community. The majority of our Unduplicated Students do not have the same background experiences as their peers as they have not been exposed to our local historical sites or local agencies. Providing enrichment helps to level the playing field. Low-income students and ELD students need additional opportunities from their peer to access subjects such as the arts and history over and above their daily lessons. This enrichment also helps to improved student engagement.