

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasant Valley Joint Union Elementary

CDS Code: 40687910000000

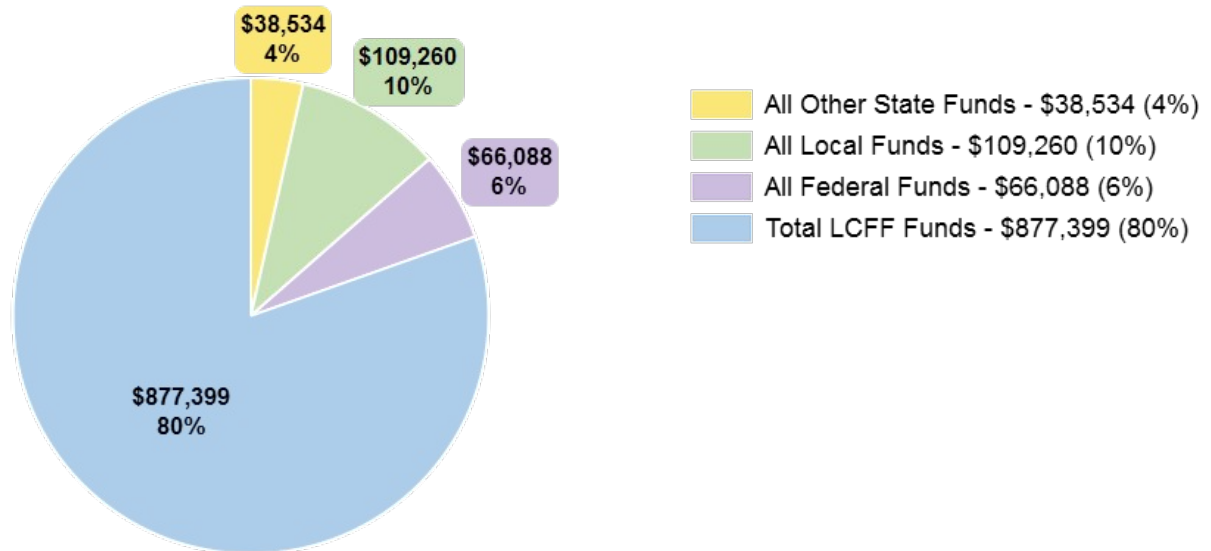
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Wendy Nielsen | wnielsen@pleasant-valley-school.org | 805-467-3453

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

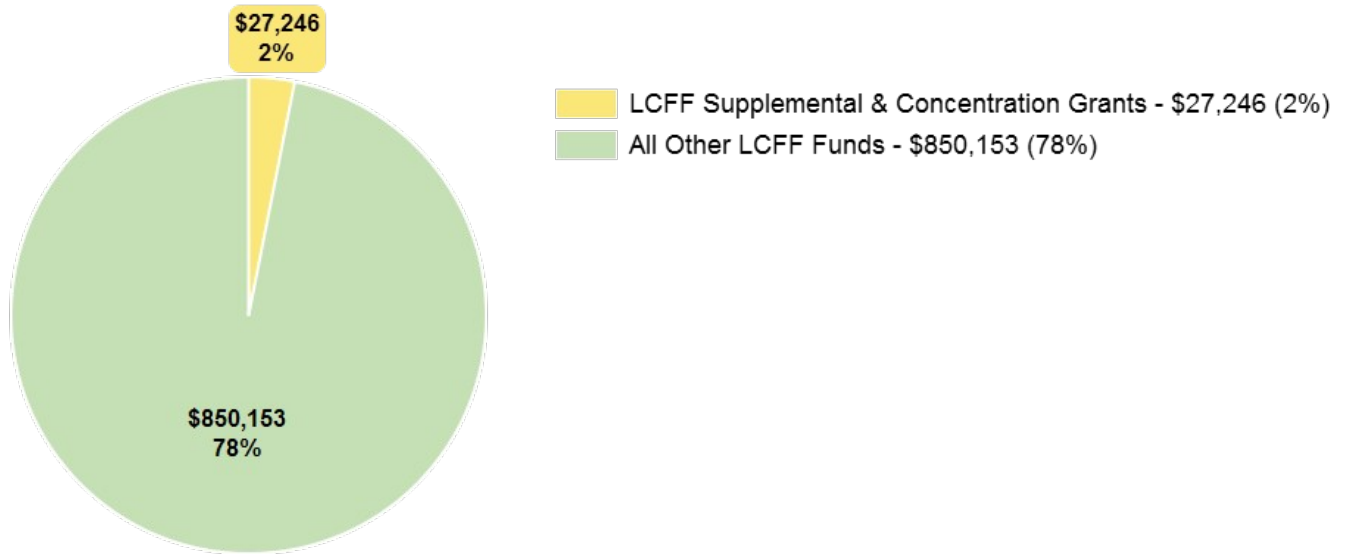
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$38,534	4%
All Local Funds	\$109,260	10%
All Federal Funds	\$66,088	6%
Total LCFF Funds	\$877,399	80%

Breakdown of Total LCFF Funds



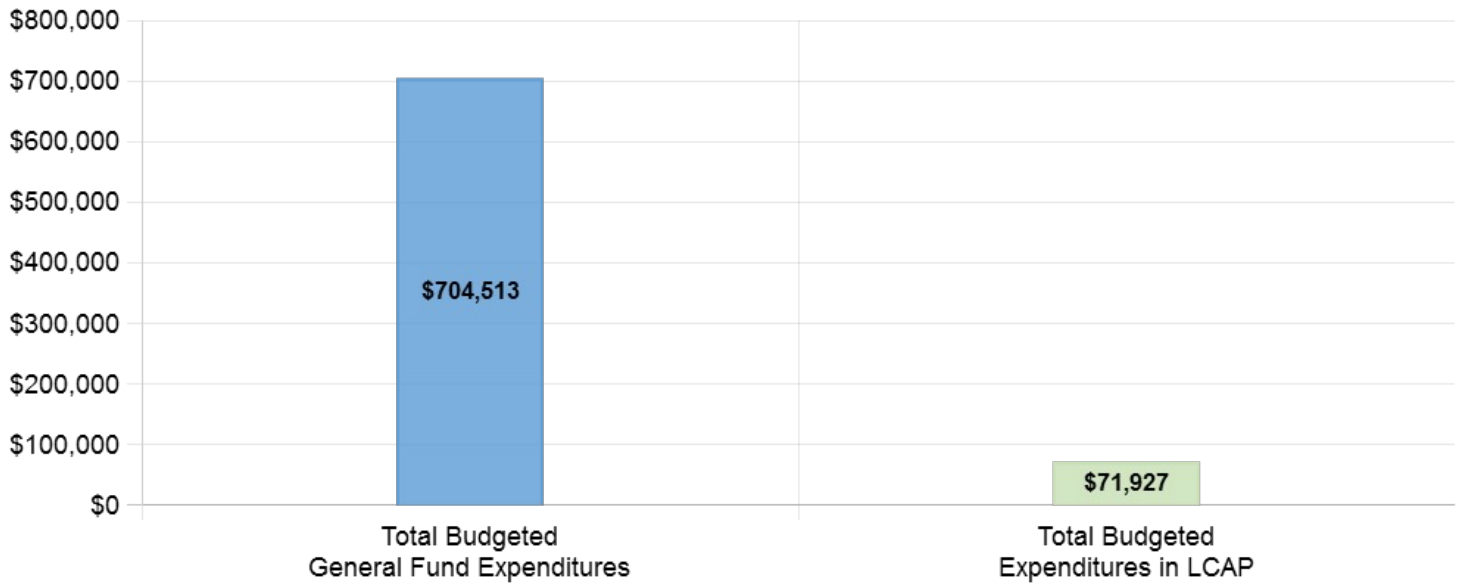
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$27,246	2%
All Other LCFF Funds	\$850,153	78%

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

The total revenue projected for Pleasant Valley Joint Union Elementary is \$1,091,281, of which \$877,399 is Local Control Funding Formula (LCFF), \$38,534 is other state funds, \$109,260 is local funds, and \$66,088 is federal funds. Of the \$877,399 in LCFF Funds, \$27,246 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$704,513
Total Budgeted Expenditures in LCAP	\$71,927

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

Pleasant Valley Joint Union Elementary plans to spend \$704,513 for the 2019-20 school year. Of that amount, \$71,927 is tied to actions/services in the LCAP and \$632,586 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

This number also includes \$367,646 in certificated salaries, \$179,176 in classified salaries, \$202,596 in employee benefits and statutory payroll taxes. This number also includes \$55,833 for books and supplies, \$290,816 for services\operations and \$0 in outgoing transfers.

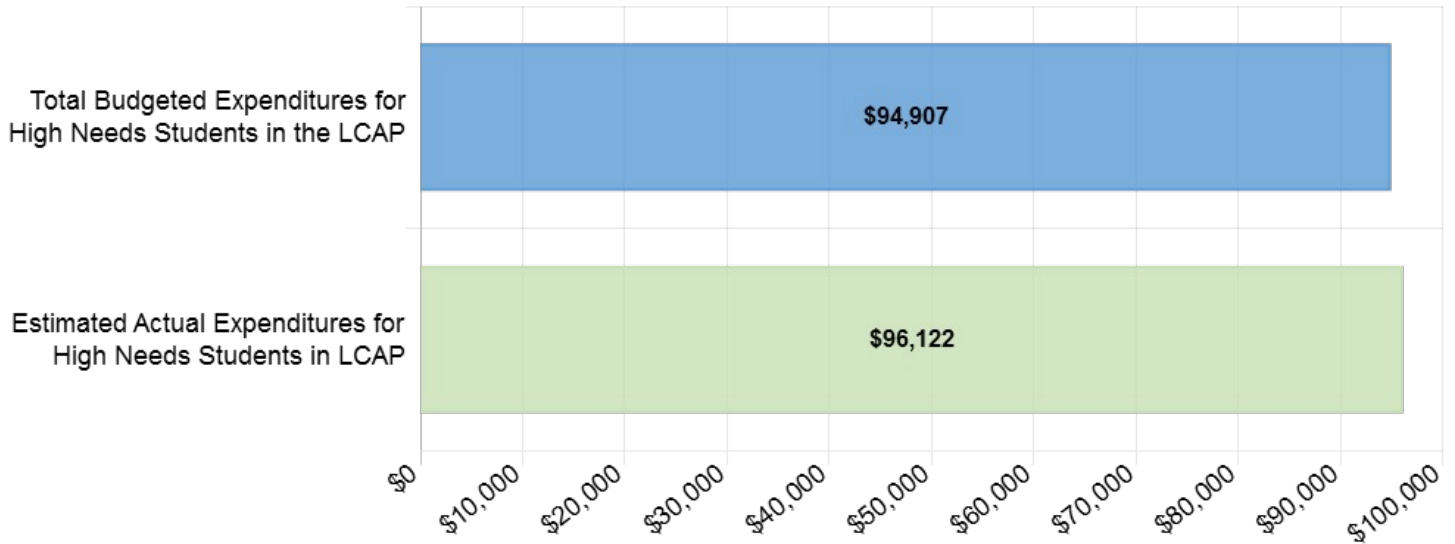
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Pleasant Valley Joint Union Elementary is projecting it will receive \$27,246 based on the enrollment of foster youth, English learner, and low-income students. Pleasant Valley Joint Union Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Pleasant Valley Joint Union Elementary plans to spend \$76,461 on actions to meet this requirement.

Update on Increased or Improved Services for

High Needs Students in 2018-19

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



Source

Funds

Total Budgeted Expenditures for High Needs Students in the LCAP

\$94,907

Estimated Actual Expenditures for High Needs Students in LCAP

\$96,122

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

In 2018-19, Pleasant Valley Joint Union Elementary's LCAP budgeted \$94,907 for planned actions to increase or improve services for high needs students. Pleasant Valley Joint Union Elementary estimates that it will actually spend \$96,122 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Pleasant Valley 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 fifty-three students enrolled at PVS. The student to teacher ratio averages 12:1. The teaching staff includes four full-time regular education teachers, one part-time special education teacher, a part-time speech therapist, four 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 twelve English Learners (23% of school's population). Twenty-two(42%) of students are economically disadvantaged, as identified by those who qualified for free or reduced lunch. Eleven students have IEPs. Four K-6 students receive Resource Program services, two receive speech services, and one receives speech services only. In addition, the district serves three 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. continue 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. continue to implement and expand the RTI interventions and data collection
8. continue to implement school-wide social-emotional curriculum and interventions
9. continue with multiple means and communicating with parents
10. continue to 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 California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

This year, with the help of funds from the MTSS grant, the district has greatly expanded and improved its RTI intervention program. Funds from the Low Performing Student and Title IV grants have been included in this endeavor to allow a year-round, systematic and regular schedule of one-on-one student assessments for all students for English language arts. The data has been used to create leveled reading groups that are responsive to growth and needs. In addition, new online standards-based assessment materials for mathematics have made it possible to create leveled groups for math intervention. More growth in this area is planned for next year.

With the advent of new staff in addition to workshops and other trainings that were attended, there has been tremendous growth in professional development for all teachers and instructional staff during the 2018-2019 school year.

One to one Chromebooks have been pushed all way down into kindergarten grade level and are used on a daily bases. As a result, not just older students but kindergartners and first-graders are now able to access and successfully use Google Classroom and other Google products. Twenty-first century, writing and other skills have greatly improved.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received

a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

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 was above state and county levels with an average of 76% 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, with a 0.8 drop overall. The main reason for this drop is the extreme drop of students in the fifth and sixth grades.

The student performance in mathematics did improve at some of the grade levels. It increased 8.4 points over the previous school year. 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 or stayed the same from the previous year. Students in the fifth and sixth grade performed very poorly.

The last key area of need is chronic absenteeism for our Hispanic population which increased by 9.4% last year. The primary reason for this increase is due to students going out of town over the holidays and either not obtaining an independent studies contract or not completing independent studies contract they have obtained.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The only performance gap at Pleasant Valley School is in the category of chronic absenteeism where our Hispanic population saw an increase in absenteeism. Work to educate parents and to increase steps taken under the SARB process will be expanded next year.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Pleasant Valley School has not been identified for CSI

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

NA

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

NA

Annual Update

LCAP Year Reviewed:

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

Goal 1

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

Annual Measurable Outcomes

Expected

No William's Uniform Complaint Reports

100% of the teachers are highly qualified

Actual

No William's Uniform Complaint Reports

100% of the teachers are highly qualified

Expected

Overall school performance of 51% proficient and/or advanced

Overall school performance of 34% proficient and/or advanced for English Language Arts

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.

Overall grown on STAR reading assessment is %1.2 months of growth

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.

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

Actual

Overall school performance of 34% proficient and/or advanced for English Language Arts

Overall school performance of 21% proficient and/or advanced for English Language Arts

Using other local indicators 6% of the students reclassified as a non-EL learner

Because the state is transitioning from the CELDT to the ELPAC a new baseline will need to be established for assessment.

Overall grown on STAR reading assessment is %.4 months of growth

Full implementation and expansion of RTI model to address all standards was put into place. Continued expansion of science and social studies materials also addressed.

100% of the students have access to enrichment programs, which include 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 Superintendent/principal and maintenance person conducted the annual FIT report, which provides information about facilities and repairs that may be needed. The report was completed on February 28, 2019

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, physical education, history/social studies, and science

The district purchased supplemental texts and consumables in alignment with California Common Core Standards.

\$5,000

\$5,006

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 technology in the classroom to ensure a smooth integration of the 1:1 Chromebooks in grades 3

Pleasant Valley teachers attended summer training for the Next Generation Science Standards as well as attended trainings as a part of the NGSS grant sponsored by the county. None of the training offered by the County Office of Education met the need of the district or the need of the school. No training was available for the implementation of the one-to-one computers in the classrooms. Because of the difficulty in getting training from the county

\$2,500

\$5,000

Planned Actions/Services

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.

Actual Actions/Services

or from our neighboring districts, a video library was purchased. The topics of the videos included meeting standards for English language arts, mathematics, and science. Title I funds were used to supplement this purchase. Title IV funds were used to pay for online classes for the instructional aides so that they could better understand how to support and teach reading language arts.

Budgeted Expenditures

Estimated Actual Expenditures

Action 4

Planned 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.

Actual Actions/Services

Aides were provided for all classrooms.

Budgeted Expenditures

\$35,299

Estimated Actual Expenditures

\$35,764

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. 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 continued and expanded the small group reading instruction. The students were leveled from the third through sixth-grade class into five different leveled groups based on skill level. Each group was taught by a different staff member. Funds from the Low Performing Students grant were used to pay for a substitute who allowed the teachers to continuously assess and keep the intervention groups fluid. The principal attended the one-week training in July 2018 for the MTSS grant up in Sacramento

\$23,000

\$22,000

Action 6

Planned Actions/Services

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

Actual Actions/Services

Homework club was provided after school twice a week for all students in second through sixth grade.

Budgeted Expenditures

\$5,500

Estimated Actual Expenditures

\$3,000

Action 7

Planned 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

Actual Actions/Services

A bilingual aide worked directly to support student learning and to facilitate parent to school communication.

Budgeted Expenditures

\$2,750

Estimated Actual Expenditures

\$2,750

Action 8

Planned Actions/Services

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.

Actual Actions/Services

A library technician was provided who maintained the district's intervention software and program, ran several intervention reading groups, and worked one-on-one with individual students with serious needs.

Budgeted Expenditures

\$24,908

Estimated Actual Expenditures

\$24,908

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

The district purchased 20 new chrome books and a new charging station. The new charging station will be put into the kindergarten classroom. The district supplemented these expenditures with Title IV funds.

\$2,000

\$6,000

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Prior to the start of the school year staff attended suicide and social-emotional education training. Three times during the school year someone from the San Luis Obispo County SELPA office came and conducted additional social-emotional training. Textbooks and assessing software to help evaluate social-emotional needs were purchased. The training from the County office and from the local county Mental Health did not cost the district any money.

\$5,000

\$700

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.

We had great improvements this past year in expanding and fine-tuning in our response to intervention groups. The instructional aides and library technician, along with the teachers were an integral part of making this happen. We used Low Performing Students grant funds to ensure that we had continual rounds of assessments so that our intervention groups had the kind of information they needed to work on specific skills. Through the use of the FastBridge program as well as the iXL program teachers were given much better information about individual students performances on math standards. The district chose to stop using the ST Math program as it had not been effective in the past two years in improving overall student performance, especially at the upper-grade levels where it was found to be demotivating instead of engaging. The teachers were better able to use the information from the FastBridge and the iXL to set up small intervention groups for students who were lacking some prerequisite skills for their grade level. The students at all grade levels have found these two programs to be much more engaging and much more informative for their own self-evaluation of their ability to master standards, which in turn helps to motivate them more.

Changes in staff have also been beneficial for student performance for this current school year. The scores from the fifth/sixth-grade students these past two years have been very low. A new teacher was hired this school year and the local benchmark assessments show significant growth is now occurring with that set of students. For example, the average growth for the STAR reading assessment is now at a 1.8 grade level increase versus the .4 increase for the 2017-2018 school year.

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

During the 2017-2018 school year, some of the interventions and plans were beginning to be put into place. Support staff needed much more training and the district needed a more systematic system for assessing and addressing the needs of students. This year, because of the additional influx of funds from the MTSS grant, the Low Performing Student grant, and the Title IV grant, we have been able to put a sustainable and strong system in place for English language arts.

Also during the 2017-2018 school year, the district saw a dramatic increase in students with social and emotional issues. Staff has had some training at the start and throughout this year; however, most of the students who were so afflicted by social and emotional issues have either matured greatly or have moved to another district. As a result, working with students with social-emotional needs is at a far less critical level for the 2018-2019 school year. The weekly character study and social-emotional assemblies have helped give the school staff and the students all universal language with which to address conflict and other issues on campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We have spent more funds than planned on some of these categories such as updating our technology and for professional development because these additional expenses were possible due to the ability to include other federal funds.

As a team, we felt that when it came to professional development because for the past three years we have struggled to find appropriate and cost-effective training opportunities, we needed to think outside of the box. The research-based video programs and online classes will be a help to the district because our rural location and extremely small size have made other options too costly both in funds and in man-hours. Teachers and staff met to discuss what they felt their greatest needs were and these combined with district goals helped when he came to making the selections for the programs we purchased.

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.

Despite the fact that we did not get the growth particularly in the fifth and sixth-grade classes last year that we had planned and hope to get, the district has doubled down on the strategies selected. As a result of using these additional funds, the assessment/instruction/reassessment/instruction circle for language arts is complete and has been put into place since the beginning of the school year. Students are regularly assessed, then assigned groups based on their skill level, receive targeted instruction for those missing skills, and then are reassessed to see what growth has occurred and what other needs are showing. The process for doing the same for mathematics is underway but is not as developed.

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

Annual Measurable Outcomes

Expected

Three to six parents attend meetings

96.1% attendance

Fewer than 5% of the students will be chronically absent

Actual

Attendance by parents for all events that did not include something fun for the kids was down this year. In part, it is because we only have 53 students and the parents who wish to volunteer seem to prefer to give their contributions to the school for things that are enriching for their children.

School attendance was 96.2%

Fewer than 7.5% of the students were chronically absent

Expected

Maintain 1% or better

Maintain 0%

Actual

No students were suspended during the 2018-2019 school year

No students were expelled during the 2018-2019 school year

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Communication utilizing the ParentSquare program, the Aeries Parent Portal, email, and individual calls by staff have been continued and enhanced. A new office clerk was hired who is fully bilingual.

\$3,898

\$3,900

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.

Students and parents are encouraged to attend school as often as possible. When there was a day when all students were present in on time, the district paid for by screen parties to reward students. Additional levels of letters and communication went out to parents who were in danger of having students who are chronic absentee students.

\$500

\$200

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

There were a number of field trips the school year. Students went to Cal Poly Learn By Doing Lab, the PAC in San Luis Obispo for a performance, the Paso Robles Fair Grounds for the Great AgVenture, the Mission San Antonio, the zoo in Atascadero, and the Ravine Waterpark. Assemblies such as Retro Bill, the Woods Humane Society, the California Parks and Recreation Department, and the Seed Survivor Outdoor Assembly all were brought to the school. Most of these field trips and assemblies did not cost the district any money or were paid for by donations to the school.

\$3,500

\$1,000

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Update outdated physical education equipment

Replacement physical education equipment was purchased.

\$1,000

\$900

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 extracurricular activities were presented throughout the school year. Many of these opportunities ended up not costing the district very much money or no money at all. The district could have increased the number of 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 have been recommended. Efforts to reduce chronic absenteeism had only mixed results. Fewer students left without independent study packets than in previous years. However, completion of these packets and extensions of time away from school outside of the contract continued to be a problem. In addition, illness and injury contributed to the absenteeism for at least a couple of students. Overall, however, attendance improved by .1%.

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

We are still challenged in that parents continue to only wish to participate in events that are fun and that immediately affect their students, such as for school feasts, track and field days, or eating lunch with their children. 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.

Efforts to improve overall attendance were successful. However, efforts to minimize the number of chronic absentee students were not as successful. Parents still report very high approval of the district's communication. Our communication with our Spanish speaking parents, who tend to not respond to the ParentSquare posts, has been helped by an office clerk who is bilingual. Anecdotally, our Spanish speaking parents still like the ParentSquare posts, which are translated into Spanish. They are just not comfortable in responding to them.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We spent significantly less on field trips and assemblies because we were able to find educational and entertaining assemblies and field trips that did not cost as much as they could have. In addition, donations help to cover the cost of some of the more expensive field trips.

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

No changes will be made to any items for this goal. The budget for assemblies and field trips will remain slightly elevated because the less expensive options are not always available. Students still need access to enrichment so these funds are essential.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

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 2019.
- Student and Adult LCAP surveys were made accessible on the website in both English and Spanish beginning in January 2019
- The School Accountability Report Card is linked to the district website. 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 August 2018 Back to School Night and the May 2019

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 2019 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 5, 2019, a Public Hearing of the LCAP draft presented at a regularly scheduled school board meeting. On June 19, 2019, the final draft of the LCAP was approved by the Board of Trustees.

In October 2017, November 2017, December 2017, 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 2019 through April 2019. 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

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 the 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.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

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 34.2% as measured by 2017-2018 CAASPP results. Math proficiency rate of 21.1% as measured by 2017-2018 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 K-6, this technology is three 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
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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 45% proficient and/or advanced
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 30% 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	5% of the students move up at least one band on the CELDT assessment. 7% of the students reclassified

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.	50% of the students who were in the 5 years or more cohort assessed to be proficient
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 %1.4 months of growth
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. Social studies will be at the implementation stage in 2020-2021.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 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.

2018-19 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.

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.

Budgeted Expenditures

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

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

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, physical education,

the garden and life science materials)

history/social studies, and science

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

New

2017-18 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 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

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

Modified

2018-19 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 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 new science textbooks and standards.

Provide curriculum rate time for teachers to meet and create joint units of study across

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

Modified

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 the County Office of Education TOSA's and neighboring school districts.

Provide additional training is the use of technology in the classroom to ensure a smooth integration of the 1:1 Chromebooks in grades K through 8.

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

curricular and grade levels.

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, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

New

2017-18 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.

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

Modified

2018-19 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.

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

Modified

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$29,603	\$35,299	\$42,542
Source	General Fund	Supplemental Funds	Supplemental Funds

Year	2017-18	2018-19	2019-20
Budget Reference	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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

New

2017-18 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

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

Modified

2018-19 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. 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.

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

Modified

2019-20 Actions/Services

Teachers will continue with small group reading instruction to differentiate student learning.
Continue to evaluate and revise when needed the current RTI model and intervention program during PLC time. In addition, substitute teachers to cover for days that teachers go to professional development training will be employed. A substitute teacher will be brought in for one day for thirty weeks to allow the regular teacher to assess students one on one at least once every four to five weeks.

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 Low Performing Student 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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Modified

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	\$3,200
Source	REAP	REAP	REAP

Year	2017-18	2018-19	2019-20
Budget Reference	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	01-5810-0-1100-1100-1000-053-0000-0000

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

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,750	\$2,468
Source	Title III	Title III	Title III
Budget Reference	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	01-4203-0-2100-4760-1000-000-0000-0000

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, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Modified

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

Year	2017-18	2018-19	2019-20
Amount	\$13,030	\$24,908	\$21,748
Source	General Fund (LCAP)	Supplemental Funds	Supplemental Funds
Budget Reference	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

\$3,000

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, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Modified

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	\$1,000
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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	Three to six 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

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

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

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

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

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

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

Year	2017-18	2018-19	2019-20
Budget Reference	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

Update outdated physical education equipment and update physical education curriculum materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$1,000	\$2,000
Source	General Fund (LCAP)	General Funds	General Funds
Budget Reference	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.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$71,902

Percentage to Increase or Improve Services

9.89%

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

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

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 student 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 teacher and instructional aides have received professional development to help meet the individual needs of 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 that 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 affected.

Instructional Aides: (\$35,299) increases access to one-to-one assistance by train staff for Unduplicated Students who are struggling with poor mastery. Without these supplemental funds, the 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 increase one-to-one instruction for students in 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. Librarian also supports the teacher with instruction on research and research writing as well as providing one-on-one support for those students do not have the technology or research skills to be successful when conducting a research project. Without these supplemental funds, the service would not be provided. Research indicates that approximately 20% of students require more than the typical classroom instruction. Use of the library provides group and one-to-one instruction for reading and who maintains, instructs, and provides 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 peers to access reading practice (in English), the

research and research writing practice, and to access the technology needed to meet the 21st-century requirements of the Common Core Standards. Most of our Unduplicated Students do not have access to the services in their home and need the additional support of the librarian in order to have academic success in class.

(\$5000) a large number of our Unduplicated Student population, in addition to other needs, also have an increased need for social\emotional guidance. Every tier 2 and tier 3 students 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 (\$3500) increase 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 for 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 improve student engagement and student attendance.