Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Palo Verde Union Elementary	Phil Anderson	phil@palo-verde.k12.ca.us
	Superintendent/Principal	559-688-0648

2017-20 Plan Summary

The Story

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

Palo Verde Union Elementary is a rural, single-site school district encompassing approximately 20 square miles, located just southwest of the city of Tulare. Approximately 534 preschool through eighth grade students are served. In the past five years, the district has been in declining enrollment due to the economy and loss of many agriculture related jobs. The demographics of the district ethnic composition includes approximately 86.54% Hispanic, 11.59% White, 1.31% Indian, .19% Asian, and .19% African-American students and two more races 0.19%. The district is composed of 90.93% Socioeconomically disadvantaged, 42.2% English Language Learners and 3.6% students with disabilities.

Palo Verde originated in 1949 and today's campus encompasses 19.75 acres. There are sixteen permanent classrooms and eleven portable classrooms in-use on the campus. The sixteen permanent classrooms were remodeled in 1994, and recent construction has added a multi-purpose building with six new classrooms. The administration office and three sets of bathrooms were modernized in 2014. In 2015-2016 an acre of property was devoted to a beautiful campus garden with raised beds equipped with drip irrigation for all classrooms, two open-shaded classroom structures, two storages sheds stocked with garden equipment and supplies. The school also has two fully-equipped science labs, and four computer labs each with 35 multi-media computers and eight mobile carts equipped with 32 Chromebooks. All classrooms are equipped with five internet capable multi-media computers. During a recent facility inspection, the school was found to be in overall "good condition". In the most recent Williams Compliance Review the school was commended for "providing a safe, clean, attractive and student-centered environment that is conducive to learning".

Our teachers and staff believe that education is a shared responsibility — shared by the school, the parents, and the students. By working together, we can make our vision a reality, whereby all students perform at their maximum potential, and where differences of language, culture, economics, and abilities are celebrated, and become sources of strength for our students. The priorities of our school are to attain high student achievement, self-esteem, and a love of learning. We are extremely proud of the quality of education students receive at Palo Verde. It prepares them well for their continuing education in high school, college, their chosen careers in their adult lives.

In addition to our core academic program, we offer enriching as well as supplemental programs that enhance our student body including Poetry and Prose, Spelling Team, Math Team, History Day, Science Olympiad, Student Leadership Team and Spanish, Garden, Art and Crafts, and Band electives for our 6-8th grade students. The students are given many opportunities to feature their talents both academically and socially. Our staff strives toward building a school community whereby students and staff interact in a peaceful and cooperative environment that promotes order and highlights learning.

Our school community has worked hard to provide Palo Verde students with the very best education possible. This hard work and dedication has paid off in substantial academic success as Palo Verde is proud to be a California Distinguished School, and a two- time Title I Academic Achievement Award winner. Our staff is committed to making this school year another exciting and successful experience for each of our students. We are very fortunate to have many experienced and highly trained teachers passionate about making a difference for our students.

Palo Verde is dedicated to serving each student's individual needs as well as reaching our overall school academic goals. Our staff strives toward building a school community whereby students and staff interact in a peaceful and cooperative environment that promotes order and highlights learning. At Palo Verde School, we provide the essential components of a quality school program. A rigorous academic curriculum is in place to challenge and meet the needs of all our students.

Board members, staff, parents and students are committed to continued improvement and working together to make Palo Verde a distinguished school.

LCAP Highlights

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

Palo Verde's LCAP, planning for academic years 2017-18, 2018-19, and 2019-20, strengthens successful innovations from previous LCAPs and adds critically needed programs and services to help our students achieve high standards of academic achievement and college and career goals.

Goal 1 addresses state priorities 1,2,4,and 8 with emphasis on fully implementing and sustaining all state academic and performance standards in a broad course of study. It continues expansion of the Visual and Performing Arts course of study and begins implementation of the Next Generation Science Standards to further strengthen Palo Verde's exemplary elementary science course of study.

Goal 2 continues to strengthen and expand support for our English learners to assure that they have the skills, knowledge and support to learn academic English and have access to the broad course of study.

Goal 3 expands our investment in student technology skills and knowledge to assure that all students have full access to technology required to succeed in the skills embedded in the Common Core State Standards and learn the technology skills required to succeed in their college and career aspirations.

Goal 4 addresses parent involvement, student engagement and school climate and culture.

Review of Performance

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

Greatest Progress

Palo Verde is very proud of its English learners. This subgroup continues to outperform English learners statewide. We will continue to strengthen and improve our English learners program to maintain this growth and the success of this subgroup.

Palo Verde has achieved full implementation of state standards. Local criteria for evaluating implementation include: professional development for teachers and staff; monitoring and support by coordinators and administration; core textbooks and instructional materials aligned to standards for all students; supplementary materials, including technology resources, for differentiating instruction to assure access to the curriculum for all students; effective remedial/intervention programs to assure that all students have access and success in the curriculum.

We will build upon these successes by using local and state evaluation to maintain continuous improvement and sustain improvements in curriculum and instruction. We will also align our excellent K-8 science program with Next Generation Science Standards and continue to expand and improve Visual and Performing Arts. Throughout the continuous improvement process, we will focus efforts on unduplicated count students to assure that every student has access and success in the broad curriculum and is prepared for the next step in career and college readiness.

Palo Verde has made significant progress in parent involvement and student engagement with annual increases in parent participation in school and decision making, parent education and training to help their children succeed in school, and student participation in schoolwide and countywide academic showcases and competitions aligned with state standards. We will build on this progress by continuing to expand opportunities for all parents and students to engage in the schooling process and in school and district decision-making.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has

determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

In overall performance, English Language Arts and Mathematics assessments in CAASPP both declined from the previous year and are in the orange rating. Palo Verde will address this by strengthening professional development in these subjects, especially differentiated instruction, for all teachers and closely monitoring classroom instruction. In addition, all teachers will participate in publisher training for the new textbook adoptions in these subjects. Administration and teachers will examine available interventions for students who are struggling and assure that appropriate high quality interventions are available for all students.

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

Performance Gaps

There are no indicators in which there are two or more performance levels between "all students" and any subgroup.

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

Increased or Improved Services

One of the examples of new services strengthened for the 2017-20 LCAP is the Outreach Consultant worker in Goal 4. This is a vital need for disadvantaged students: to increase support and community resources for all students and parents of students who struggle with mental and social emotional issues. This also aligns Palo Verde with AB 2246-Suicide Prevention Plan beginning July 1, 2017. Another program added addresses college and career aspirations of students. In the 2018 year, Palo Verde will begin Tiger University for grades 6-8 to support college and career readiness and to align with high school opportunities for students, train teachers and administrators in the hybrid AVID program-purchase student agendas, college visits. Articulation with the high schools our students will attend is critical for our students' success beyond high school. Tiger University will help us achieve that objective. Another service that will continue to be strengthened and expanded is extended learning. This will be done by expanding and strengthening one-on-one assistance and small group assistance by teachers and highly trained instructional aides and expanding summer school and after school interventions.

Budget Summary

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

DESCRIPTION	AMOUNT

Total General Fund Budget Expenditures for LCAP Year	$6,136,894
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ 1,639,275

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

The LCAP includes activities and services which have been improved and expanded with the help of supplemental and concentration grant funds.

The LCAP does not include expenditures for general education program including:
• Instructional staff: Our teachers are, of course, the core of our instructional program and are responsible for teaching the broad course of study to every student at Palo Verde.
• Support staff: These are the staff who provide services to teachers and students to support their classroom activities. It includes everything from supportive administration to bus drivers, custodians, maintenance workers, and cafeteria workers.
• Federally funded support staff: Palo Verde receives restricted Title One, Title Two and Title Three funding to provide remedial and intervention programs for students who need them.
Other costs of schooling: These include utilities, insurance, and similar costs to keep our busses safe, clean and upgrade our school, and make sure our students are safe.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$6,025,982

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Fully implement and sustain a broad course of study for all students that is based on state academic content and performance standards in order to close achievement gaps and assure that every student has access to the knowledge and skills required for success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Most recently adopted textbooks rate (R) 100%	100%

Expected	Actual
student lacking own copy of textbook rate(R) 0%	0%
Credentialed Teacher Rate (R) 100%	100%
Credentialed Teacher teaching outside of subject area rate (R) 0%	0%
teacher misassignment rate (R) 0%	0%
Implementation of State Standards (R) (based on state priority two survey descriptors) 4= full implementation	4= full implementation
Common Core State Standards (CCSS) English Language Arts (R) 4= full implementation	4= full implementation
Common Core State Standards (CCSS) Mathematics (R) 4= full implementation	4= full implementation

Expected	Actual
History/Social Science Standards (R) 4=full implementation	4=full implementation
implementation of state Health Standards (R) 4= full implementation	4= full implementation
implementation of state VAPA Standards (R) 4= full implementation	4= full implementation
implementation of state Next Generation Science Standards (R) 3= initial implementation	3= initial implementation
implementation of state Physical Education Standards (R) 4= full implementation	4= full implementation
Schoolwide CAASPP ELA distance from level three [R] plus ten points 18.1 points below level three	36.7 points below level three
White CAASPP ELA distance from level three [R] plus ten points 0.2 points below level three	45.2 points below level three

Expected | Actual

Hispanic CAASPP ELA distance from level three [R]
plus ten points
19.4 points below level three

35.4 points below level three

Disadvantaged CAASPP ELA distance from level three [R]
plus ten points
18.5 points below level three

38.3 points below level three

English learners CAASPP ELA distance from level three [R]
plus ten points
33.9 points below level three

37.9 points below level three

Schoolwide CAASPP Math distance from level three [R]
plus ten points
17.4 points below level three

40.6 points below level three

White CAASPP Math distance from level three [R]
plus ten points
0.7 points above level three

34.3 points below level three

Hispanic CAASPP Math distance from level three [R]
plus ten points
17.9 points below level three

41.1 points below level three

Expected

Actual

Disadvantaged CAASPP Math distance from level three [R]
plus ten points
17.7 points below level three

41 points below level three

English learners CAASPP Math distance from level three [R]
plus ten points
25.3 points below level three

40.7 points below level three

Schoolwide Track My Progress in ELA/ELD (L)
805

n/a due to changes in the scoring system

English learners Track My Progress in ELA/ELD (L)
770

n/a due to changes in the scoring system

White Track My Progress in ELA/ELD (L)
821

n/a due to changes in the scoring system

Disadvantaged Track My Progress in ELA/ELD (L)
798

n/a due to changes in the scoring system

Hispanic Track My Progress in ELA/ELD (L)
801

n/a due to changes in the scoring system

Expected	Actual
Schoolwide Track My Progress in Math (L) 806	n/a due to changes in the scoring system
English learners Track My Progress in Math (L) 768	n/a due to changes in the scoring system
White Track My Progress in Math (L) 813	n/a due to changes in the scoring system
Disadvantaged Track My Progress in Math (L) 772	n/a due to changes in the scoring system
Hispanic Track My Progress in Math (L) 799	n/a due to changes in the scoring system

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

1.1 In order to broaden and strengthen CCSS implementation, continue professional learning community actions on early dismissal days monthly to include, MATH, ELA, ELD, Next Generation Science Standards, Social Science & Technology Professional Development	Implemented as planned. Certificated staff and classified staff received training on minimum days. This time was dedicated to professional development in the areas of math, ELA/ELD and Science as well as other academic support areas such as library and media resources. Staff reported this training as very effective and helpful in implementing changes in classroom instruction and activities.	$ 10,000 LCFF S/C salary and benefits	$ 10,000 LCFF S/C salary and benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 To broaden available instructional resources, purchase textbooks for all subjects as needed to include Next Generation Science lab materials, STEM materials, to include supplemental instructional materials and printing cost of supplemental materials	Implemented as planned. Materials necessary for instruction in the areas of Science, math and ELA/ELD were purchased to support and provide instruction. Science lab furniture and materials were the majority of this action's expenses.	$ 50,500 LCFF S/C Textbooks and instructional materials	$ 24,546 LCFF S/C Textbooks and instructional materials

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 To support teachers and students, Provide Stipends for following positions: Athletic Director; ELD coordinator; Math Coordinator; plus other Extra/Co-Curricular positions in order to assure that all unduplicated count students have access to the broad curriculum and are successful in curriculum and co-curricular opportunities.	Implemented as planned. These positions provide vital support to staff and students to assure that every student has access to the broad curriculum and the co-curricular and extra-curricular activities that strengthen student connections to the school and enhance the curriculum. Positions listed in this action provided staff (Certificated and Classified) support. This supports students being able to have additional extra and co-curricular activities such as cross country, pole vault, ELD support along with their core subjects.	$ 10,000 LCFF S/C Salaries and benefits	$ 10,000 LCFF S/C Salaries and benefits

Action 4

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 To extend learning time for students, deploy Instructional Support Aides to provide individual and small group assistance to students, including EL students, under the direction of the classroom teacher	Implemented as planned. Instructional aides provide one on one and small group instruction time with students. Teachers identify gaps in knowledge and skills which the instructional aides focus on in this extended learning time, allowing students to catch up and keep up in the classroom. ELD support has been especially effective as is demonstrated by the success of our English learners.	$ 240,000 LCFF S/C Salaries and benefits	$ 240,000 LCFF S/C Salaries and benefits

Action 5

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 To maintain lower teacher/student ratio in the early grades, maintain class size reduction in five classrooms/teachers in grades K-3 in order to assure that disadvantaged low income students and English learners get maximum teacher/student attention and interaction for academic growth.	Implemented as planned. Research and local stakeholders confirm that small class size in the primary grades is an important factor in student academic success, especially for English Learners, Low Income and Foster Youth. As enrollment fluctuates it is difficult to keep all classes in K-3 at statutory levels with the current funding allowed. These additional funds assure that Palo Verde can keep class sizes below the 24:1 minimum ratio and students have maximum opportunity to learn at this critical stage in their academic lives. K-3 class sizes are kept at the minimum possible levels within available funding. Parent and teacher stakeholders report that this has a direct and positive impact on student achievement throughout school.	$ 370,000 LCFF S/C Salaries and benefits	$ 370,000 LCFF S/C Salaries and benefits

Action 6

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 To extend learning time for low income and English learner students, provide Before and After School Program utilizing teachers for extra duty, 10 students per grade level total averaging 80-100 students for 3 days/week, one hour per day for the purpose of closing gaps in learning and accelerating instruction.	Implemented as planned. Certificated staff provided after school tutoring in the subject areas of math and ELA/ELD to students that were struggling and needed support after school.	$ 25,000 LCFF S/C Salaries and benefits	$ 25,000 LCFF S/C Salaries and benefits

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 To extend learning time for time for low income and English learner students, provide Summer school instruction/Remediation and Acceleration; 8 teachers, instructional aides, one administrator	Implemented as planned. Summer School is provided as one additional way to provide instruction and support to struggling students.	$ 45,000 LCFF S/C Salaries and benefits	$ 45,000 LCFF S/C Salaries and benefits

Action 8

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 To extend learning time and deepen content knowledge and competition skills, provide Stipends for coaches: Spelling Team; Poetry and Prose; Cyberquest; Math Team; etc.	Implemented as planned. These stipends are provided to teachers who coordinate these events and help students before and after school in preparation for them.	$ 8,000 LCFF S/C Salaries and benefits	$ 8,000 LCFF S/C Salaries and benefits

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.9 To extend learning time and deepen content knowledge and competition skills, provide materials, travel/conference, supplies for co-curricular activities such as Science Olympiad, Robotics, Math Bowl etc.	Implemented as planned. Extra curricular activities such as Spelling Bee, Poetry and Prose and math Superbowl allow students to compete locally in specific skills. Teachers report that it not only has a direct impact on student academic achievement but it also connects students to schooling in positive and fun ways.	$ 15,000 LCFF S/C supplies	$ 1,741 LCFF S/C supplies

Action 10

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

1.10 To extend learning time and experiences, provide local matching funds for after school program CHOICES which provides co-curricular and extracurricular programming as well as homework assistance for low income and English learner students.	Implemented as planned. After school program CHOICES, provides students homework support, athletic competitions, arts and drama.	$ 5,000 LCFF S/C Contract for services	$ 5,000 LCFF S/C Contract for services

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.11 to increase access to broad course of study in visual and performing arts, add full time band instructor	Implemented as planned. Band instructor provides choir, band and guitar classes to students pre-school -8th grade. He also works with teachers to effectively plan and implement state visual and performing arts standards in their classrooms.	$ 84,439 Salary and benefits LCFF S/C $ 12,890 Supplies LCFF S/C	$ 84,439 Salary and benefits LCFF S/C $ 12,890 Supplies LCFF S/C

Action 12

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

1.12 to enhance student learning and experiences and to provide experiential learning opportunities, provide co-curricular field trips; guest speakers, enrichment activities, and assemblies	Implemented as planned. These activities are part of the students broad course of study and provide experiential learning essential to student success. Examples include field trips to Kings Canyon NP, numerous museums and local activities.	$ 20,000 LCFF S/C Materials and supplies	$ 5,000 LCFF S/C Materials and supplies

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.13: To support and guide instruction and student learning of the CCSS, utilize the service of a multiple measures data tracking system software	Not implemented as planned. The district is currently reviewing available options to improve data collection and dissemination.	$ 3,000 LCFF S/C Contract for services	$ 0.

Action 14

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

1.14 In order to broaden and strengthen professional knowledge and skills, continue to provide professional development, conferences, workshops and training opportunities in state standards implementation for Math, ELA/ELD, Next Generation Science Standards and Social Science.	Implemented as planned. Staff was able to attending different workshops, conferences and professional development courses to help them implement Math. ELA/ELD, Science and Social Studies.	$ 25,000 LCFFS/C Travel & Conference	$ 25,000 Educator Effectiveness Fund Travel & Conference

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.15 to facilitate and monitor achievement, provide Extra-Duty compensation for a Special Projects Director to assist administration and staff.	Implemented as planned. Special Projects director assisted administration in the tracking, creating and development of projects and reports.	$ 3,000 LCFF S/C salary and benefits	$ 3,000 LCFF S/C salary and benefits

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.

Upon final approval of the LCAP and Budget, the superintendent and Leadership Team, together with the district business manager, developed a work plan for the LCAP implementation including calendar and delegation of responsibilities and oversight of activities. In order to ameliorate a mid-year change in district administration, the Board appointed two current staff, the former Vice Principal and the Projects Coordinator, to manage the district with advice and assistance from an outside consultant who is a former Palo Verde superintendent. This transition caused a short, but temporary stall in LCAP implementation which was quickly resolved. All critical actions and services were implemented as planned.

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

Overall, the combination of actions and services have been very effective and have had direct and positive impact on increasing student achievement. They were developed carefully, based on successful past practices and research-based strategies, to increase student achievement and meet the objectives of LCFF to increase student academic performance. Each state priority plays an important role. Accordingly, each state priority was considered as it pertained specifically to this goal. A concern is raised by the drop in state assessment scores in 2017 from the 2016 scores. In considering the effectiveness of planned actions, this factor was a large part of considerations by all stakeholders. Multiple factors may have contributed to the drop in scores. Stakeholders have agreed that, because Palo Verde scores have been rising for multiple years, this one-year drop needs continued study by all stakeholders. Major changes are therefore, not planned for 2018-19 at this time. When the results of current 2018 testing are available at the end of the summer, this issue and possible changes will be taken up again by all stakeholders.

Local evaluation of implementation of state standards includes evaluation of the impact of multiple criteria including recruitment and retention of highly effective teachers, multi-level professional development geared to teachers and school professional development plans, aligned core instructional materials, multi-dimensional supplementary materials for differentiation of instruction, remedial and intervention programs targeting specific student learning needs, schoolwide literacy programs and strategies (such as "designated" and "integrated" English language development and writing across the curriculum, local benchmark testing to allow timely intervention and remediation, local examination of student work, and administrative support and

monitoring. This evaluation includes teacher and staff surveys, administrative monitoring of lesson plans, mentored observation and coaching in the classroom, and other local records. Each action and service is evaluated based on its impact on student learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences are recorded in the following actions and services:
1.2 purchase of supplemental materials: material difference due to year-to-year changing needs.
1.9 activities to extend experiential learning experiences: material difference due to year-to-year changing needs.
1.12 co-curricular field trips; guest speakers, enrichment activities, and assemblies: material difference due to availability of transportation and conflicting constraints on student time
1.13 data tracking system software: the district is still in the process of identifying a system for Palo Verde
1.14 Professional development: material difference due to the need to complete spending on a state restricted program, the Educator Effectiveness Fund
These differences were determined to be applicable only to one year and have not resulted in changes to the 2018 budget.

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.

Having accomplished full implementation of state CCSS content and performance standards in English Language Arts, English language development, and mathematics, it is important for the district to achieve sustainability in these standards and continue to strengthen the instructional program in these areas. Local evaluation by district administration and staff, as well as stakeholder input, confirm that this goal should continue to encompass the full course of study and that proven effective actions and services should be institutionalized within that broad course of study. The consensus of stakeholders is that it is important for Palo Verde to work toward sustainability of all state standards. In order to track these changes and resulting students and parent engagement and achievement factors, the district will select and invest in a new data tracking system in the 2018-19 academic year. Planners have determined that it is important for Palo Verde to stay the course and closely monitor planned actions and services, especially as they relate directly to increasing state test scores. Local tracking of student progress has been accomplished with Track My Progress. Due to changes in this program, the district will examine a replacement program to help the district identify and ameliorate student needs during the academic year. Class size reduction on primary grades continues to be a concern as enrollment fluctuates and staffing changes with teacher turnover. Focus on primary grades also includes provision of paraprofessional assistance to extend student learning opportunities. Adjustments have been made in the 2018 and 2019 LCAP years to the metrics/indicators for this goal due to a drop in actual scores in 2017 state testing and changes in a program used to

track local knowledge and skill development (Track My Progress).

Goal 2

Fully implement and sustain an English learner program of instruction and support that meets state ELD standards and expectations to provide for timely acquisition of academic English and provide maximum access and success in improving literacy skills of English learners in all content areas to include: Math, English/Language Arts, Next Generation Science, Social Science and Technology.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
teacher of English learners misassignment rate (R) 0%	0%
Access (to state standards) by English learners (R) 100%	100%
state standards: availability of intervention and remediation programs (L) maintain and improve	100%

Expected	Actual
state standards: availability of supplemental materials for differentiation of instruction (L) 90%	90%
Common Core State Standards (CCSS) in ELD (R) 90%	90%
state standards: number and percentage of teachers fully implementing "designated" and "integrated" ELD in daily lessons (L) 80%	80%
state standards: number and percentage of teachers implementing changes in classroom instruction that reflect the shifts within the CCSS ELD (L) 90%	90%
Parent participation in offered programs English Learner (L) plus 5% over 700 duplicated count	745 duplicated count
parent involvement in decision-making school and district of parents of unduplicated count students and of students with exceptional needs (R) 16 (opportunities)	16 opportunities

Expected	Actual
parents who report in increased satisfaction with technology resources, communication, and instruction at the school [L] 90%	91%
parent access to computer lab resources after school hours for parent education and support including classes such as ESL, computer literacy, etc. (L) 16 (opportunities)	16 (opportunities)
English learners CAASPP ELA distance from level three [R] plus 10 points 33.9 points below level three	37.9 points below level three
English learners CAASPP Math distance from level three [R] plus 10 points 25.3 points below level three	40.7 points below level three
Redesignation rate 30%	17%
English Learner Progress toward English proficiency (R) yellow	73%

Expected	Actual
English learner attendance rate (R) 98% sustain/increase	96.33%
English learner chronic absenteeism rate (R) 12 (students)	3.66%
English learner middle school dropout rate (R) 0%	0%
English learner suspension rate (R) 0%	1.61%
English learner expulsion rate [R] 0%	0%
enrollment in all courses of the broad course of study schoolwide and by unduplicated count students and by students with exceptional needs (R) 100%	100%
programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs (R) increase per student needs	100% available

Expected

| **Actual** |

English learner Track My Progress in ELA/ELD (L)
plus 8% (over 755)

n/a due to change in test administration

English learner Track My Progress in Math (L)
plus 8% (over 753)

n/a due to change in test administration

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**
2.1 To support teachers and students, Part-time ELD Coordinator provides support and coaching for classroom teachers	Implemented as planned. ELD Coordinator supported teachers in the instruction of ELD by offering multiple trainings, lesson planning and assessments.	$ 6,000 LCFF S/C salaries and benefits	$ 6,000 federal Title III salaries and benefits

Action 2

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

2.2 to support student learning, purchase CCSS ELD materials and online programs such as Lexia, Study Island, Accelerated Reading, NewsELA, READ 180, Track My Progress and Imagine Learning; Spanish library books and curriculum	Implemented as planned. Materials were bought to be used by ELD students to support their instruction and progress in CCSS and English as a second language.	$ 20,000 LCFF S/C materials and supplies	$ 12,201 LCFF S/C materials and supplies

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 To extend learning time, provide Before & After School Embed K-8 EL Interventions and support in BASP programs.	Not Implemented as planned. Before and After School interventions for EL students in CCSS in Goal 1.	$ 15,000 LCFF salaries and benefits	see expenditures for summer school in Goal 1, Action 6

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 To extend learning time, provide intensive, targeted support and intervention designed to accelerate EL progress toward proficiency in summer school.	Implemented as planned. Summer School will be provided for EL students as a way to support and accelerate learning.	$ 10,000 LCFF S/C salaries and benefits	$ 10,000 LCFF S/C salaries and benefits

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5 to facilitate parent involvement after school hours, provide Child care/food/transportation to support Family Night Events and Adult School; Back to School Night, Open House, Parent Conferences, Family Literacy and Math Nights, SSC/ELAC Meetings	Implemented as planned. Family activities such as Family Literacy night, Math Night, Back to School Night, Open House (to name a few), are provided to our families and community. They support family involvement throughout the year.	$ 7,500 LCFF S/C salaries and benefits	$ 1,185 LCFF S/C salaries and benefits

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.6 to enhance student learning and experiences and to provide experiential learning opportunities for disadvantaged, and English learner students, provide co-curricular field trips	Implemented as planned. Educational field trips to provide experiences outside of the classroom.	$10,000 LCFF S/C materials and supplies	$5,603 LCFF S/C materials and supplies

Action 7

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

2.7 to reward and encourage student achievement, provide multiple incentives and awards	Implemented as planned. Example: Provided medals and awards to RFEP students.	$10,000 LCFF S/C materials and supplies	$2,400 LCFF S/C materials and supplies

Action 8

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
2.8 to improve access for parents of English learners at school meetings and events, provide translator for events and improve multipurpose sound system to include wireless translation device	Implemented as planned. Provided a translator at parent meetings, school board meetings and other school functions. New system is ordered.	$ 10,000 LCFF S/C materials and supplies	$ 10,000 LCFF S/C materials and supplies

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.

> Upon final approval of the LCAP and Budget, the superintendent and Leadership Team, together with the district business manager, developed a workplan for the LCAP implementation including calendar and delegation of responsibilities and oversight of activities. Because the district has a long-standing position of English learner coordinator, the mid-year change in district administration had less impact on Goal 2. English learner progress at Palo Verde is a source of pride and is becoming more and more institutionalized as LCAP actions and services are being implemented effectively and with resulting positive impact on English learner achievement.

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

> Overall, the actions and services provided through this goal have been very effective as demonstrated by results of state testing in English Language Arts and Mathematics, where Palo Verde English learners continue to outperform their peers statewide. English learners have shown consistent annual improvements in these critically important content areas as well as in the broad course of study as confirmed by local data tracking and follow-up of English learners in their classroom work in science and social science (Coordinated Compliance Review 2015 and annual follow-up).
>
> The state Dashboard indicator for English learner progress for Palo Verde is green. This is an evolving indicator that includes multiple factors with more to be added. This indicator is being incorporated into local data tracking and evaluation design. Local data confirm that parent involvement actions and services have been very effective with the goal of increasing parent involvement.
>
> As with other LCAP goals, actions and services within this goal were developed carefully, based on successful past practices and research-based strategies, to increase student achievement and meet the objectives of LCFF. They were evaluated locally based on a single criterion of their impact on student achievement. The actions and services determined to have the greatest impact on student achievement and which continue to be improved and expanded in 2018, were:

- Teacher support
- Instructional materials for differentiation of instruction
- Experiential learning
- Parent involvement

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences are recorded in the following actions and services:

Action 2.1: material difference: for this year, 2017, this was paid from federal Title III funds

Action 2.2: material difference due to year-to-year changing needs.

Action 2.3: material difference due to lower than expected participation in before and after school programs.

Action 2.5; 2.6; and 2.7: material difference due to year-to-year changing needs.

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.

Stakeholders are agreed that the English learner actions and services are having a direct positive impact and should be continued, expanded, and continuously improved. The local "Track My Progress" test reporting system and methodology is in the process of being changed by the test producer. This metric will be changed in future LCAP years.

Goal 3

All classrooms, learning support areas, and administrative support areas and staff at Palo Verde School will be equipped technologically for full implementation and sustainability of state academic content and performance standards including ELD.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
state standards: availability of technology for student and teacher use (L) 90%	90%
students on-demand access to a basic set of technology resources (L) 85%	85%
teachers have on-demand access to a basic set of technology resources (L) 95%	95%

Expected

Actual

Percent of students demonstrate the technology skills needed for successfully taking the state mandated exams (L) 60%	95%

healthy, positive learning environments where students, parents, and staff feel respected and feel both physically and emotionally safe. 90%	90%

Facilities will continue to be maintained and improved in order to assure that all students are engaged in a positive learning environment. good	good

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**

3.1 To enhance technology skills and knowledge, Train teachers in Media Plus, typing tutorial, Lexia, Aleks, Read 180, Imagine Learning, and other hardware/digital resources as needed	Implemented as planned. Provide programs listed along with training for teachers who provide instruction using these programs.	$ 5,000 LCFF S/C materials and supplies	$ 5,000 LCFF S/C materials and supplies

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 to assure availability of technology for learning by disadvantaged low income students and English learners, maintain technology network including access points, network tech support.	Implemented as planned. A technician is available on-site to maintain and troubleshoot the network and provide support to staff and students. Technology is available for EL and low income students to help with instruction and learning.	$ 25,000 LCFF S/C salaries and benefits	$ 25,000 LCFF S/C salaries and benefits

Action 3

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

3.3 to enhance and expand learning materials, Contract with County Office for Media Plus	Implemented as planned. ERS and library media services through TCOE. Media Plus is a source for research for teachers and students, making a wealth of learning materials available to supplement instruction and learning.	$ 6,500 LCFF S/C contracted services	$ 6,500 LCFF S/C contracted services

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 To assure that low income and English learner students continue to have high quality, on demand access to critical technology resources, purchase miscellaneous technology supplies (toner, cartridges, paper, digital storage, etc) for teacher and student use.	Implemented as planned. Purchase of supplies needed to use and operate technology such as the items mentioned in Action 3.4.	$ 10,000 LCFF materials and supplies	$ 4,455 LCFF materials and supplies

Action 5

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

3.5 To expand learning materials and provide experiences for differentiated instruction purchase and maintain online resources: Accelerated Reader, Big Brainz, Aleks, Core 5, Reading A to Z, Track My Progress, K-3 Math software, Read 180, , Study Island, IXL Math etc., purchase miscellaneous software and digital classroom materials	Implemented as planned. Purchase resources and online programs for differentiated instruction for classroom use.	$ 20,000 LCFF S/C materials and supplies	$ 17,895 LCFF S/C materials and supplies

Action 6

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
3.6 To expand and improve student technology knowledge and skills, refine and evaluate progress of scope and sequence of student technology skills by grade span and continue implementation	Not Implemented as planned. Programs that help students to learn technology skills have been implemented. A schoolwide scope and sequence has not yet been developed.	$ 5,000 LCFF S/C materials and supplies	$ 0 LCFF S/C materials and supplies

Action 7

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

3.7 To expand parent involvement opportunities, develop and implement additional after school classes, parent workshops, courses for parents in computer literacy) 1 class=3 hr/wk @$20/hour) (total=$80/wk)	Implemented as planned including a new technology course for parents.	$ 7,500 LCFF S/C travel and conference	$ 4,600 LCFF S/C salaries and benefits

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.8 To assure that low income and English learner students continue to have high quality, on demand access to critical technology resources, maintain expanding technology resources, provide shared technology technician and onsite tech support	Implemented as planned. An on-site technician is available on-demand for teachers and students to provide trouble-shooting and maintenance services to assure uninterrupted use of technology.	$ 45,000 LCFF S/C salaries and benefits	$ 35,000 LCFF S/C salaries and benefits

Action 9

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

3.9 to improve student access and learning opportunities, purchase Chrome Books for 4th Grade, cart, and set-up; mount LCD projectors/Smart TV's, iPads for kindergarten-1st grade	Implemented as planned. Providing Chrome books to students through carts as well as upgraded Smart TVs in classrooms and Ipads for primary classrooms.	$ 55,000 LCFF S/C equipment and supplies	$ 37,718 LCFF S/C equipment and supplies

Action 10

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
3.10 to assure optimum parent/school communication, provide Internet filtering; maintain high quality school website, social media presence and Blackboard Teleparent system; and upgrade library software	Implemented as planned. Parent communication through phone service Blackboard and school website.	$ 20,000 LCFF S/C materials and supplies	$ 16,252 LCFF S/C materials and supplies

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.

Upon final approval of the LCAP and Budget, the superintendent, Leadership Team, technology coordinator and support staff, together with the district business manager, developed a work plan for the LCAP implementation including calendar and delegation of responsibilities and oversight of activities. With the exception of action 3.6 (technology instruction scope and sequence), all actions and services were carried out as planned. The result is the integration of technology resources at all grade levels with increasing student technology skills and knowledge.

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

Overall, local evaluation (survey of teachers, parents, and students) and stakeholder input validate both the importance and positive effect of improved technology resources at Palo Verde School. LCFF has allowed the district to make the major investment in technology as a teaching/learning tool critically needed for success in state standards curriculum and preparation for high school and beyond to college and career.
As with other LCAP goals, actions and services within this goal were developed carefully, based on successful past practices and research-based strategies, to increase student achievement and meet the objectives of LCFF. They were evaluated locally using teacher surveys and analysis of lesson based on a single criterion of their impact on student achievement.
Because state and national reports are noting the possibly negative impact on student testing scores caused by technology barriers, it is important to note that local evaluation and stakeholder input from parents confirms that this is not the case at Palo Verde. Students are comfortable with the technology used in state testing, have the technology skills necessary to complete the exams, and are acquiring the technology skills and knowledge embedded in the CCSS.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences are recorded in the following actions and services:

Action 3.4: material difference due to year-to-year changing needs.

Action 3.6: material difference due scope and sequence still under development

Action 3.8: material difference due to salary differential

Action 3.9: material difference due to reduced costs of planned purchases

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.

Although last year consideration was given to delete technology as a separate goal and integrate it into other goals, teacher and parent stakeholders asked to keep it separate because it continues to be a high priority. No changes have been recommended or made to the technology goal for 2018. Stakeholders agreed that it must continue to be expanded to all students, maintained by technology support, and institutionalized as a critical part of the process of instruction.

Goal 4

Maintain a positive school climate and culture to sustain environment that promotes health, equity, respect, communication, and positive relationships among all students, parents/guardians, and staff and is supported by appropriate programs and services.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	**Actual**
Overall facility rating (R) good	good (per Williams Report)
Schoolwide Parent participation in offered programs (R) plus 10% (over 2000 duplicated count)	2,225 duplicate count
parent involvement opportunities in decision-making of school and district schoolwide parents (R) 17 opportunities	17 opportunities

Expected	Actual
parents who report in increased satisfaction with technology resources, communication, and instruction at the school (L) 95%	97%
parent access to computer lab resources after school hours for parent education and support including classes such as ESL, computer literacy, etc.) (L) 17 opportunities	17 opportunities
Schoolwide attendance rate (R) 98%	97%
White attendance rate (R) 99%	96.49%
Hispanic attendance rate (R) 98%	96.45%
English learner attendance rate (R) 98.5%	96.33%

Expected	Actual
Disadvantaged attendance rate (R) 98.5%	96.01%
schoolwide chronic absenteeism (R) reduce 2%	4.54% (reduced from 2016-17 baseline of 4.87%)
White chronic absenteeism (R) reduce 2%	1.37% (reduced from 2016-17 baseline of 6.85%)
Hispanic chronic absenteeism (R) reduce 2%	5.08% (reduced from 2016-17 baseline of 7.23%)
English learner chronic absenteeism (R) reduce 2%	3.63% (equal to 2016-17 baseline of 3.63%)
Disadvantaged chronic absenteeism (R) maintain	1.96% (reduced from 2016-17 baseline of 4.81%)
Schoolwide middle school dropout rate (R) 0%	0%

Expected   **Actual**

| White middle school dropout rate (R) | 0% |
| 0% | |

| Hispanic middle school dropout rate (R) | 0% |
| 0% | |

| English learner middle school dropout rate (R) | 0% |
| 0% | |

| Disadvantaged middle school dropout rate (R) | 0% |
| 0% | |

| schoolwide suspension rate (R) | 1.85% rate |
| 3% | (reduced from 2016-17 baseline of 2.7%) |

| White suspension rate (R) | 4.11% rate |
| 7.5% | (reduced from 2016-17 baseline of 5.5%) |

| Hispanic suspension rate (R) | 1.56% rate |
| 1.7% | (reduced from 2016-17 baseline of 2.3%) |

Expected	Actual
English learner suspension rate (R) 1%	1.61% rate (increased from 2016-17 baseline of 0.8%)
disadvantaged suspension rate (R) 3.1%	1.78% rate (reduced from 2016-17 baseline of 2.9%)
Schoolwide expulsion rate (R) maintain at 0%	0%
White expulsion rate (R) maintain at 0%	0%
Hispanic expulsion rate (R) maintain at 0%	0%
English learner expulsion rate (R) maintain at 0%	0%
Disadvantaged expulsion rate (R) maintain at 0%	0%

Expected   **Actual**

healthy, positive learning environments where students, parents, and staff feel respected and feel both physically and emotionally safe. Schoolwide (L) 90%	92%

healthy, positive learning environments where students, parents, and staff feel respected and feel both physically and emotionally safe. 88%	92%

Facilities will continue to be maintained and improved in order to assure that all students are engaged in a positive learning environment rated as "good"	good (per Williams Report)

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**

4.1 employ key staff members to assist with: Monitor student Attendance, Make Daily phone calls, conduct home visits, work with families with Chronic Absenteeism; Connect student/family with necessary resources; Process appropriate SARB letters; make referrals to SARB board, CALPADS Student Data System, maintain fiscal accountability, academic data monitor	Implemented as planned. Employees check daily attendance and make phone calls and visits to the home. Assist in writing SARB letters and monitoring Aeries and CALPADS. Running reports and backing up data. Greatly improved and positive parent feedback have resulted.	$ 90,537 LCFF S/C salaries and benefits	$ 90,537 LCFF S/C salaries and benefits

Action 2

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Continue to provide on-site nurse assistant (in addition to TCOE nurse contract-LVN) to provide for individuals with exceptional needs as well as to improve parent engagement, pupil outcomes, pupil engagement, and school climate by expanding the availability of the nurse for communication with parents to manage health needs	Implemented as planned. Full time LVN on campus to assist students. LVN will also be in communication with parents regarding students health, illnesses and services available.	$ 40,000 LCFF S/C contracted services	$ 40,000 LCFF S/C contracted services

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 to reward and encourage student achievement, attendance, character pillars-provide multiple incentives and awards	Not Implemented as planned. Students receive awards, certificates and prizes throughout the school year. Teachers and parents report positive impact on student connectedness to the extent implemented.	$ 15,000 LCFF S/C materials and supplies	$ 2,521 LCFF S/C materials and supplies

Action 4

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

| 4.4 District SARB board implementation. In order to address chronic absentees and students who are truant, the district will establish a local Student Attendance Review Board. | Implemented as planned. SARB board was implemented in March and proved to be a great option to help truancy. | $ 3,000 LCFF S/C materials and supplies | $ 3,000 LCFF S/C materials and supplies |

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.5 To provide multiple opportunities for parent involvement, provide Back to School Night, Open House, Parent Conferences, Family Literacy, Math Nights, Science and History Nights, SSC/ELAC Meetings including day care	Implemented as planned. Parent involvement is important in communication and Palo Verde did so by providing many parent involvement opportunities.	$ 15,000 LCFF S/C materials and supplies	$ 4,500 LCFF S/C materials and supplies

Action 6

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

4.7 Begin Tiger University for grades 6-8 to support college and career readiness and to align with high school opportunities for students, train teachers and administrators in the hybrid AVID program-purchase student agendas, college visits.	Not Implemented as planned. Tiger University provided information to parents throughout the school year. This action will be continued and implemented as planned for 2018.	$ 10,000 LCFF materials and supplies	$ 595 LCFF materials and supplies

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.8 Implement Character Counts schoolwide to include staff training, materials and support curriculum.	Not Implemented as planned. Professional development and resources to begin Character Counts program on campus. Training has not yet been completed for all staff. Some materials purchased; need continues for more materials and supplies.	$ 10,000 LCFF S/C materials and supplies	$ 1,200 LCFF S/C materials and supplies

| 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.

Upon final approval of the LCAP and Budget, the superintendent, Leadership Team, and support staff, together with the district business manager, developed a work plan for the LCAP implementation including calendar and delegation of responsibilities and oversight of activities. The mid-year change in district administration may have had significant impact on goal 4 because this was one of the priorities of the previous superintendent. Actions and services already underway with previous administration were continued and implemented as planned. Two actions (4.6 and 4.7) were not implemented as planned. One unchanged action (student rewards and incentives) was implemented differently than in previous LCAP years.

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

Overall, local evaluation (survey of teachers, parents, and students) and stakeholder input concludes that parent involvement and student engagement are critical activities that have improved greatly through LCAP support and purposeful action. The number and percent of parents engaged in school and district have increased significantly. Teachers and parents report that communication is key to meaningful involvement and actions related to improved communication are very highly rated. The community liaison, for example, has been very successful and in fact, an additional person has now been added to continue and expand this vital service. The objective of Tiger University, an action that was not implemented is to align Palo Verde students with career and college goals through training and partnerships. Stakeholders continue to support this objective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences are recorded in the following actions and services:
Action 4.3: material difference due to year-to-year changing needs and change in administration.
Action 4.5: material difference due to year-to-year changing needs.
Action 4.6 and 4.7: material difference due to action not implemented as planned

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.

Parents overwhelmingly support actions and services which have expanded communication and involvement in school and district decision-making. Parents and other stakeholders also support actions 4.6 (Tiger University) and 4.7 (Character Counts!) and have asked for them to be implemented in the 2018 academic year. The metrics/indicators for schoolwide and subgroup attendance rate, chronic absenteeism rate, suspension rate, Redesignation rate, and English Learner Progress Toward English Proficiency percentage have been clarified and corrected to better reflect Dashboard reporting methods. They have been edited and/or corrected in the ongoing 2018 and 2019 LCAP years.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Palo Verde School District continues to take a comprehensive approach to engaging stakeholders in the development and evaluation of the district LCAP. Parents, board members, students, teachers, instructional aides, other school staff, Tulare County Office of Education, and administrators have participated in collaborative processes to support the development and implementation of the LCAP. As the LCAP continuous improvement goes on, it is becoming institutionalized at Palo Verde. It is largely because of this that even a mid-year change in district administration did not interfere with this continuous improvement process.

The District takes a multi-faceted approach to seeking stakeholder engagement. Stakeholder groups including, for example, parents, Student Leadership Team, Student Body, Teachers, School Site Council, District English Learner Advisory Committee, Migrant Parent Advisory Committee and Preschool Parent Committee are empowered and meet on a regular basis with LCAP implementation and evaluation always on the agenda. Education leaders were consulted through organized meetings, informal discussions, and surveys. The Superintendent and key staff host parent events as well as DELAC and School Site Council Meetings. To engage students, the Superintendent met with the 6-8th grade Leadership Team as well as sent out two digital LCAP Student Surveys where more than 300 students responses were collected and analyzed. Stakeholder groups met in both formal and informal settings to provide input on the development of the LCAP. Opportunities were provided for review of the final draft, both online and at a public hearing.
August 17, 2017 –Back to school Night
August 22, 2017-DELAC Meeting
August 23, 2017-Teacher's Meeting
August 29, 2017-SSC
August 30, 2017 Character Counts Training

September 5, 2017 Parent University
September 12, 2017-Grandparent's day
September 20, 2017-Pre-school meeting
October 17, 2017-Moms and Muffins
October 17, 2017-DELAC
October 20, 2017 PTO Meeting
October 24, 2017- SSC meeting
October 25, 2017-Pre-school meeting
November 15, 2017-Staff Meeting
January 24, 2018-Staff Training
January 25, 2018-Pre-school Meeting
January 31, 2018-Parent University
February 21, 2018-Pre-school Meeting
February 27, 2018 Mornings with Parents
February 28, 2018-Parent University
March 14, 2018- Staff Meeting
March 14, 2018-Pre-School Meeting
April 5, 2018-4th grade parent meeting
April 11, 2018- Staff meeting
April 23, 2018-LCAP Support Meeting
April 26, 2018-Pre-School Meeting
May 3, 2018-LCAP Support Meeting TCOE
May 10, 2018-LCAP Meeting
May 15, 2018-DELAC Meeting
May 16, 2018-Staff Meeting
May 16, 2018-Pre-school Meeting
May 22, 2018-SSC Meeting
May 30, 2018-Teacher Meeting LCAP
June 13, 2018-Public Hearing on LCAP & Budget Adoption
June 20, 2018-Board of Trustees formally adopt the LCAP Plan and Budget

Impact on LCAP and Annual Update

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

The input gained through the formal and informal meetings and discussions during meetings and presentations to stakeholder groups was organized with a primary focus on evaluation for the Annual Update and possible necessary adjustments and revisions as the three-year plan moves forward. A topic at every meeting is always: How can the district continue to provide more effective and improved services and programs to meet the needs of all students and subgroups of Low Income, English learners, and Foster Youth.

The Superintendent addressed all comments presented at the public hearing in writing. Opportunities were provided for review of the final draft online, at meetings and at a public hearing held on June 13, 2018. The input from all stakeholders was tabulated and results were considered to be a reliable indicator of stakeholder's values that were aligned with our district priorities. Input from stakeholders was an important consideration in the formation of the plan to determine district priorities. Changes and additions to the final LCAP were made based on consultation with stakeholders. The results of data analysis assisted us in identifying the academic and socio-emotional needs of the students, including individual subgroups.
After analyzing the data, stakeholders recommended that the district "stay the course" and continue to implement the 2018 LCAP as planned with necessary budget revisions based on state funding.

The information that was gathered from parents, staff, students and community members through meetings, surveys and discussions demonstrated the need to continue additional support for our students in the following ways;

1. Continue to strengthen and provide additional support, services and programs in order to sustain a Broad of Course of Study for the students at Palo Verde.
2. Ongoing funding for technology; hardware, software, professional training for staff and students.
3. Continue to support and sustain ELD Programs and instruction in an effort to close the achievement gap for English Learners.
4. Increase opportunities to increase and sustain parent and family involvement and engagement with the school community.
5. Continue to improve and expand services to assist with meeting the needs of the whole child to including socio-emotional/mental health care.
6. Continued funding for all existing supports, materials and personnel in order to close the academic achievement gap for all students.
7. Invest in a new data tracking system to facilitate student academic progress information. See Goal 1, Action/Service #13.
8. Maintain small class sizes in primary grades to improve opportunities for all students and provide early intervention for students to assure academic

success.

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)

Modified

Goal 1

Fully implement and sustain a broad course of study for all students that is based on state academic content and performance standards in order to close achievement gaps and assure that every student has access to the knowledge and skills required for success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities:

Identified Need:

Based on State rubrics:

1. Increase schoolwide and subgroups state testing scores in English Language Arts and Mathematics
2. Increase implementation of state content and performance standards to level 5 (full implementation and sustainability from current full implementation
Based on Local evaluation:
3. Maintain continuous improvement process in professional development, instructional materials (core and supplemental); remediation and intervention programs; teacher support services; research-based curriculum and instruction strategies; and technology
4. Adjustments have been made in the 2018 and 2019 LCAP years to the metrics/indicators for this goal due to a drop in actual scores in 2017 state testing and changes in a program used to track local knowledge and skill development (Track My Progress).

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Most recently adopted textbooks rate (R)	100%	100%	100%	100%
student lacking own copy of textbook rate(R)	0%	0%	0%	0%
Credentialed Teacher Rate (R)	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credentialed Teacher teaching outside of subject area rate (R)	0%	0%	0%	0%
Implementation of State Standards (R) (based on state priority two survey descriptors)	4= full implementation	4= full implementation	5= full implementation and sustainability	5= full implementation and sustainability
State Standards English Language Arts (R)	4= full implementation	4= full implementation	5= full implementation and sustainability	5= full implementation and sustainability
State Standards Mathematics (R)	4= full implementation	4= full implementation	5= full implementation and sustainability	5= full implementation and sustainability
state standards History/Social Science (R)	4= full implementation	4= full implementation	5= full implementation and sustainability	5= full implementation and sustainability

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
state standards Health(R)	4= full implementation	4= full implementation	5= full implementation and sustainability	5= full implementation and sustainability
state standards Visual and Performing Arts (R)	4- full implementation	4- full implementation	5= full implementation and sustainability	5= full implementation and sustainability
state standards Next Generation Science (R)	3= initial implementation	3= initial implementation	4= full implementation	4= full implementation
state standards Physical Education (R)	4= full implementation	4= full implementation	5= full implementation and sustainability	5= full implementation and sustainability
Schoolwide CAASPP ELA distance from level three [R]	28.1 points below level three	plus 10 points actual 36.7 points below level three	26.7 points below level three	16.7 points below level three
White CAASPP ELA distance from level three [R]	10.2 points below level three	plus 10 points actual 45.2 points below level three	35.2 points below level three	25.2 points below level three

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Hispanic CAASPP ELA distance from level three [R]	29.4 points below level three	plus 10 points actual 35.4 points below level three	25.4 points below level three	15.4 points below level three
Disadvantaged CAASPP ELA distance from level three [R]	28.5 points below level three	plus 10 points actual 38.3 points below level three	28.3 points below level three	18.3 points below level three
English learners CAASPP ELA distance from level three [R]	43.9 points below level three	plus 10 points actual 37.9 points below level three	27.9 points below level three	17.9 points below level three
Schoolwide CAASPP Math distance from level three [R]	27.4 points below level three	plus 10 points actual 40.6 points below level three	30.6 points below level three	20.6 points below level three
White CAASPP Math distance from level three [R]	9.3 points below level three	plus 10 points actual 34.3 points below level three	24.3 points below level three	14.3 points below level three

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Hispanic CAASPP Math distance from level three [R]	27.9 points below level three	plus ten points actual 41.1 points below level three	31.1 points below level three	21.1 points below level three
Disadvantaged CAASPP Math distance from level three [R]	27.7 points below level three	plus ten points actual 41 points below level three	31 points below level three	21 points below level three
English learners CAASPP Math distance from level three [R]	35.3 points below level three	plus 10 points actual 40.7 points below level three	30.7 points below level three	20.7 points below level three
percentage of grade levels/courses where CCSS-embedded digital skills are being taught to students (L)	65%	75%	80%	85%

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

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

1.1 In order to broaden and strengthen CCSS implementation, continue professional learning community actions on early

2018-19 Actions/Services

1.1 In order to broaden and strengthen CCSS implementation, continue professional learning community actions on early

2019-20 Actions/Services

1.1 In order to broaden and strengthen CCSS implementation, continue professional learning community actions on early

| dismissal days monthly to include, MATH, ELA, ELD, Next Generation Science Standards, Social Science & Technology Professional Development | dismissal days monthly to include, MATH, ELA, ELD, Next Generation Science Standards, Social Science & Technology Professional Development | dismissal days monthly to include, MATH, ELA, ELD, Next Generation Science Standards, Social Science & Technology Professional Development |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 10,000	$ 10,000	$ 10,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salary and benefits	salary and benefits	salary and benefits

Action #2

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

<div align="center">**OR**</div>

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 | Schoolwide | All Schools |

Actions/Services

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

| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |
| 1.2 To broaden available instructional resources, purchase textbooks for all subjects as needed to include Next Generation Science lab materials, STEM materials, to include supplemental instructional materials and printing cost of supplemental materials | (budget is modified) | (budget is modified) |

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$ 50,500	$ 62,500	$ 63,729
Source	LCFF S/C	LCFF S/C	LCFF S/C

Budget Reference	textbooks and instructional materials	textbooks and instructional materials	textbooks and instructional materials

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.3 To support teachers and students, Provide Stipends for following positions: Athletic Director; ELD coordinator; Math Coordinator; plus other Extra/Co-Curricular positions in order to assure that all unduplicated count students have access to the broad curriculum and are successful in curriculum and co-curricular opportunities.	(budget is modified)	(budget is modified)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 10,000	$ 15,000	$ 15,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

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	Schoolwide	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**
Unchanged	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.4 To extend learning time for students, deploy Instructional Support Aides to provide individual and small group assistance to students, including EL students, under the direction of the classroom teacher	(budget is modified)	(budget is modified)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 240,500	$305,500	$ 326,729

Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

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	Schoolwide	All Schools

Actions/Services

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

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

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

Modified	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.5 To maintain lower teacher/student ratio in the early grades, maintain class size reduction in five classrooms/teachers in grades K3 in order to assure that disadvantaged low income students and English learners get maximum teacher/student attention and interaction for academic growth.	1.5 In order to assure that disadvantaged low income students and English learners get maximum teacher/student attention and interaction for academic growth in the critical early primary school years (K-3), further reduce teacher/student ratio in the early grades below the state required 24:1 to an optimum 20:1 if possible within the limits of funding availability and enrollment patterns from year to year.	(budget is modified)

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$370,000	$486,836	$ 442,112
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

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	Schoolwide	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
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.6 To extend learning time for low income and English learner students, provide Before and After School Program utilizing teachers for extra duty, 10 students per grade level total averaging 80-100 students for 3 days/week, one hour per day for the purpose of closing gaps in learning and accelerating instruction.	1.6 To extend learning time for low income and English learner students, provide Before and After School Program utilizing teachers for extra duty, 10 students per grade level total averaging 80-100 students for 3 days/week, one hour per day for the purpose of closing gaps in learning and accelerating instruction.	1.6 To extend learning time for low income and English learner students, provide Before and After School Program utilizing teachers for extra duty, 10 students per grade level total averaging 80-100 students for 3 days/week, one hour per day for the purpose of closing gaps in learning and accelerating instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 25,000	$ 25,000	$ 25,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

Action #7

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.7 To extend learning time for time for low income and English learner students, provide Summer school instruction/Remediation and Acceleration; 8 teachers, instructional aides, one administrator	(budget is modified)	(budget is modified)

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$ 45,000	$ 50,000	$ 50,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

Action #8

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

1.8 To extend learning time and deepen content knowledge and competition skills, provide Stipends for coaches: Spelling Team; Poetry and Prose; Cyberquest; Math Team; etc.

2018-19 Actions/Services

1.8 To extend learning time and deepen content knowledge and competition skills, provide Stipends for coaches: Spelling Team; Poetry and Prose; Cyberquest; Math Team; etc.

2019-20 Actions/Services

1.8 To extend learning time and deepen content knowledge and competition skills, provide Stipends for coaches: Spelling Team; Poetry and Prose; Cyberquest; Math Team; etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 8,000	$ 8,000	$ 8,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

Action #9

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

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged   **Select from New, Modified, or Unchanged**   **Select from New, Modified, or Unchanged**

for 2017-18	**for 2018-19**	**for 2019-20**
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.9 To extend learning time and deepen content knowledge and competition skills, provide materials, travel/conference, supplies for co-curricular activities such as Science Olympiad, Robotics, Math Bowl etc.	1.9 To extend learning time and deepen content knowledge and competition skills, provide materials, travel/conference, supplies for co-curricular activities such as Science Olympiad, Robotics, Math Bowl etc.	1.9 To extend learning time and deepen content knowledge and competition skills, provide materials, travel/conference, supplies for co-curricular activities such as Science Olympiad, Robotics, Math Bowl etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 15,000	$ 15,000	$ 15,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	supplies	supplies	supplies

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	Schoolwide	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**
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.10 To extend learning time and experiences, provide local matching funds for after school program CHOICES which provides co-curricular and extracurricular programming as well as homework assistance for low income and English learner students.	1.10 To extend learning time and experiences, provide local matching funds for after school program CHOICES which provides co-curricular and extracurricular programming as well as homework assistance for low income and English learner students.	1.10 To extend learning time and experiences, provide local matching funds for after school program CHOICES which provides co-curricular and extracurricular programming as well as homework assistance for low income and English learner students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 5,000	$ 5,000	$ 5,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	contract for services	contract for services	contract for services

Action #11

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

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

OR

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

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

Actions/Services

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

Modified	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.11 to increase access to broad course of study in visual and performing arts, add full time band instructor	(budget is modified)	1.11 to increase access to broad course of study; we will sustain visual and performing arts program with a full time band instructor plus begin integration of a full time PE teacher along with materials and supplies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 97,329	$ 114,705	$ 135,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	$ 84,439 Salary and benefits $ 12,890 Supplies	$90,350 salary and benefits $24,355 Supplies	$104,675 Salary and benefits $30,325 Supplies

Action #12

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	Schoolwide	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**
Unchanged	Modified	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.12 to enhance student learning and experiences and to provide experiential learning opportunities, provide co-curricular field trips; guest speakers, enrichment activities, and assemblies	(budget is modified)	(budget is modified)

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**

Amount	$ 20,000	$ 25,000	$ 25,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	supplies	supplies	supplies

Action #13

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

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

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	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 | Unchanged | Unchanged |

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

| 1.13: To support and guide instruction and student learning of the CCSS, utilize the service of a multiple measures data tracking system software | 1.13: To support and guide instruction and student learning of the CCSS, utilize the service of a multiple measures data tracking system software | 1.13: To support and guide instruction and student learning of the CCSS, utilize the service of a multiple measures data tracking system software |

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$ 3,000	$ 3,000	$ 3,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	contract for services	contract for services	contract for services

Action #14

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	Schoolwide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.14 In order to broaden and strengthen professional knowledge and skills, continue to provide professional development, conferences, workshops and training opportunities in state standards implementation for Math, ELA/ELD, Next Generation Science Standards and Social Science.	1.14 In order to broaden and strengthen professional knowledge and skills, continue to provide professional development, conferences, workshops and training opportunities in state standards implementation for Math, ELA/ELD, Next Generation Science Standards and Social Science.	1.14 In order to broaden and strengthen professional knowledge and skills, continue to provide professional development, conferences, workshops and training opportunities in state standards implementation for Math, ELA/ELD, Next Generation Science Standards and Social Science.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 25,000	$ 25,000	$ 25,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	travel and conference	travel and conference	travel and conference

Action #15

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

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

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

| Modified | Unchanged | Unchanged |

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

| 1.15 to facilitate and monitor achievement, provide Extra-Duty compensation for a Special Projects Director to assist administration and staff. | 1.15 to facilitate and monitor achievement, provide Extra-Duty compensation for a Special Projects Director to assist administration and staff. | 1.15 to facilitate and monitor achievement, provide Extra-Duty compensation for a Special Projects Director to assist administration and staff. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 3,000	$ 3,000	$ 3,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salary and benefits	salary and benefits	salary and benefits

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

Modified

Goal 2

Fully implement and sustain an English learner program of instruction and support that meets state ELD standards and expectations to provide for timely acquisition of academic English and provide maximum access and success in improving literacy skills of English learners in all content areas to include: Math, English/Language Arts, Next Generation Science, Social Science and Technology.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Based on State rubrics:
1. Increase English learner subgroup state testing scores in English Language Arts and Mathematics
2. Decrease/eliminate achievement gap between local English learners and highest performing subgroups (White and Asian) statewide peers
3. Increase implementation of state ELD standards to level 5 (full implementation and sustainability from current full implementation

Based on Local and state indicators:
4. Maintain continuous improvement process in English learner programs and services in professional development, instructional materials (core and supplemental); remediation and intervention programs; teacher support services; research-based curriculum and instruction strategies; and technology
5. Increase participation of parents of English learners in school and district decision-making

6. Increase vocabulary and language knowledge and skills of English learners to achieve academic fluency in English

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
teacher of English learners misassignment rate (R)	0%	0%	0%	0%
State standards: Access by English learners (R)	100%	100%	100%	100%
state standards: availability of intervention and remediation programs (L)	95%	maintain and improve	maintain and improve	maintain and improve

state standards: availability of supplemental materials for differentiation of instruction (L)	85%	90%	95%	95%
implementation of State Standards (CCSS) in ELD (R)	85%	90%	95%	95%
state standards: percentage of teachers fully implementing "designated" and "integrated" ELD in daily lessons (L)	75%	80%	90%	95%

state standards: percentage of teachers implementing changes in classroom instruction that reflect the shifts within the ELD standards (L)	85%	90%	95%	95%
Parent participation in offered programs English Learner (L)	700 (duplicate count)	plus 5%	plus 5%	plus 5%
parent involvement in decision-making school and district of parents of unduplicated count students and of students with exceptional needs (R)	15 opportunities	16 opportunities	17 opportunities	18 opportunities

parents of English Learners who report in increased satisfaction with technology resources, communication, and instruction at the school [L]	90%	90%	95%	95%
parent of English Learners access to computer lab resources after school hours for parent education and support including classes such as ESL, computer literacy, etc. (L)	15 opportunities	16 opportunities	17 opportunities	18 opportunities

English learners CAASPP ELA distance from level three [R]	43.9 points below level three	33.9 points below level three actual 37.9 points below level three	27.9 points below level three	17.9 points below level three
English learners CAASPP Math distance from level three [R]	35.3 points below level three	25.3 points below level three actual 40.7 points below level three	30.7 points below level three	20.7 points below level three
Redesignation rate	15% (corrected from 25%)	2017/18 Target=30%; 2017/18 Actual=17%	19%	20%
English Learner Progress toward English proficiency (R)	declined 2.1% 71.9%	increase 5% (actual=72.9%)	75%	80%
English learner attendance rate (R)	98%	sustain/increase (actual = 96.33%)	99%	99%

English learner chronic absenteeism (R)	14 students (rate= 3.63%)	reduce by 5% (actual = 3.63%)	3.27%	2.94%
English learner middle school dropout rate(R)	0%	0%	0%	0%
English learner suspension rate (R)	0% (actual=0.8%)	0% actual = 1.61%	1.45%	1.3%
English learner expulsion rate [R]	0%	0%	0%	0%

enrollment in all courses of the broad course of study schoolwide and by unduplicated count students and by students with exceptional needs (R)	100%	100%	100%	100%
programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs (R)	increased	increase/expand per student needs	increase/expand per student needs	increase/expand per student needs

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

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners

Scope of Services:

Limited to Unduplicated Student Groups

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2.1 To support teachers and students, Part-time ELD Coordinator provides support and coaching for classroom teachers

2018-19 Actions/Services

2.1 To support teachers and students, Part-time ELD Coordinator provides support and coaching for classroom teachers

2019-20 Actions/Services

2.1 To support teachers and students, Part-time ELD Coordinator provides support and coaching for classroom teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 6,000	$ 6,000	$ 6,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

Action #2

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	Limited to Unduplicated Student Groups	All Schools

Actions/Services

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

| Unchanged | Modified | Unchanged |

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

| 2.2 to support student learning, purchase CCSS ELD materials and online programs such as Lexia, Study Island, Accelerated Reading, NewsELA, READ 180, Track My Progress and Imagine Learning; Spanish library books and curriculum | (budget is modified) | (budget is modified) |

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$ 20,000	$ 15,000	$ 15,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

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	Limited to Unduplicated Student Groups	All Schools

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
2.3 To extend learning time, provide Before & After School Embed K-8 EL Interventions and support in BASP programs.	2.3 To extend learning time, provide Before & After School Embed K-8 EL Interventions and support in BASP programs.	2.3 To extend learning time, provide Before & After School Embed K-8 EL Interventions and support in BASP programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$ 15,000	$ 15,000	$ 15,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salary and benefits	salary and benefits	salary and benefits

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	Limited to Unduplicated Student Groups	All Schools

Actions/Services

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

| Unchanged | Unchanged | Unchanged |

| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |
| 2.4 To extend learning time, provide intensive, targeted support and intervention designed to accelerate EL progress toward proficiency in summer school. | 2.4 To extend learning time, provide intensive, targeted support and intervention designed to accelerate EL progress toward proficiency in summer school. | 2.4 To extend learning time, provide intensive, targeted support and intervention designed to accelerate EL progress toward proficiency in summer school. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 10,000	$ 10,000	$ 10,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

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	Limited to Unduplicated Student Groups	All Schools

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
2.5 to facilitate parent involvement after school hours, provide Child care/food/transportation to support Family Night Events and Adult School; Back to School Night, Open House, Parent Conferences, Family Literacy and Math Nights, SSC/ELAC Meetings	2.5 to facilitate parent involvement after school hours, provide Child care/food/transportation to support Family Night Events and Adult School; Back to School Night, Open House, Parent Conferences, Family Literacy and Math Nights, SSC/ELAC Meetings	2.5 to facilitate parent involvement after school hours, provide Child care/food/transportation to support Family Night Events and Adult School; Back to School Night, Open House, Parent Conferences, Family Literacy and Math Nights, SSC/ELAC Meetings

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**

Amount	$ 7,500	$ 7,500	$ 7,500
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salary and benefits	salary and benefits	salary and benefits

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	Limited to Unduplicated Student Groups	All Schools

Actions/Services

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

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

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

| Unchanged | Unchanged | Unchanged |

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.6 to enhance student learning and experiences and to provide experiential learning opportunities for disadvantaged, and English learner students, provide co-curricular field trips

2.6 to enhance student learning and experiences and to provide experiential learning opportunities for disadvantaged, and English learner students, provide co-curricular field trips

2.6 to enhance student learning and experiences and to provide experiential learning opportunities for disadvantaged, and English learner students, provide co-curricular field trips

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 10,000	$ 10,000	$ 10,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

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	Limited to Unduplicated Student Groups	All Schools

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
2.7 to reward and encourage student achievement, provide multiple incentives and awards	2.7 to reward and encourage student achievement, provide multiple incentives and awards	2.7 to reward and encourage student achievement, provide multiple incentives and awards

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 10,000	$ 10,000	$ 10,000

Source		
LCFF S/C	LCFF S/C	LCFF S/C

Budget Reference		
materials and supplies	materials and supplies	materials and supplies

Action #8

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners

Scope of Services:

Limited to Unduplicated Student Groups

Location(s)

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.8 to improve access for parents of English learners at school meetings and events, provide translator for events and improve multipurpose sound system to include wireless translation device	(budget is modified)	(budget is modified)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 10,000	$ 7,500	$ 7,500
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	$7,000 materials and supplies $ 500 stipends	$7,000 materials and supplies $ 500 stipends

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

Unchanged

Goal 3

All classrooms, learning support areas, and administrative support areas and staff at Palo Verde School will be equipped technologically for full implementation and sustainability of state academic content and performance standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Identified Need:

Based on Local and state indicators:
1. Increase student knowledge and skills in the technology skills embedded in the Common Core State Standards
2. Increase accessibility of technology to high poverty students who do not access in their homes

Expected Annual Measureable Outcomes

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

state standards: availability of technology for student and teacher use (L)	85%	90%	95%	97%
students on-demand access to a basic set of technology resources (L)	75%	85%	90%	95%
teachers have on-demand access to a basic set of technology resources (L)	90%	95%	95%	95%

Percent of students demonstrate the technology skills needed for successfully taking the state mandated exams (L)	50%	60%	70%	80%
healthy, positive learning environments where students, parents, and staff feel respected and feel both physically and emotionally safe.	88%	90%	93%	95%

Facilities will continue to be maintained and improved in order to assure that all students are engaged in a positive learning environment.	"good"	"good"	"good"	"good"

Planned Actions/Services

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

Action #1

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

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

<div align="center">OR</div>

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 | Schoolwide | All Schools |

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

3.1 To enhance technology skills and knowledge, Train teachers in Media Plus, typing tutorial, Lexia, Aleks, Read 180, Imagine Learning, and other hardware/digital resources as needed

2018-19 Actions/Services

(budget is modified)

2019-20 Actions/Services

(budget is modified)

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$ 5,000	$ 9,133	$ 10,171
Source	LCFF S/C	LCFF S/C	LCFF S/C

Budget Reference	materials and supplies	materials and supplies	materials and supplies

Action #2

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	Schoolwide	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**
Unchanged	Modified	Unchanged

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

3.2 to assure availability of technology for learning by disadvantaged low income students and English learners, maintain technology network including access points, network tech support.	3.2 to assure availability of technology for learning by disadvantaged low income students and English learners, employ technical support to maintain technology network including access points and other network tech support.	3.2 to assure availability of technology for learning by disadvantaged low income students and English learners, employ technical support to maintain technology network including access points and other network tech support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 25,000	$ 35,000	$ 35,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salary and benefits	salary and benefits	salary and benefits

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	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
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.3 to enhance and expand learning materials, Contract with County Office for Media Plus	3.3 to enhance and expand learning materials, Contract with County Office for "Media Plus", a service of Educational Resource Services that provides online resources for teachers and students.	3.3 to enhance and expand learning materials, Contract with County Office for "Media Plus", a service of Educational Resource Services that provides online resources for teachers and students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 6,500	$ 6,500	$ 6,500

Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	contracted services	contracted services	contracted services

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	Schoolwide	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**
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.4 To assure that low income and English learner students continue to have high quality, on demand access to critical technology resources, maintain technology resources, purchase miscellaneous technology supplies (toner, cartridges, paper, digital storage, etc) for teacher and student use.	3.4 To assure that low income and English learner students continue to have high quality, on demand access to critical technology resources, maintain technology resources, purchase miscellaneous technology supplies (toner, cartridges, paper, digital storage, etc) for teacher and student use.	3.4 To assure that low income and English learner students continue to have high quality, on demand access to critical technology resources, maintain technology resources, purchase miscellaneous technology supplies (toner, cartridges, paper, digital storage, etc) for teacher and student use.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 10,000	$ 10,000	$ 10,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	supplies	supplies	supplies

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	Schoolwide	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**
Unchanged	Modified	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.5 To expand learning materials and provide experiences for differentiated instruction purchase and maintain online resources: Accelerated Reader, Big Brainz, Aleks, Core 5, Reading A to Z, Track My Progress, K-3 Math software, Read 180, , Study Island, IXL Math etc., purchase miscellaneous software and digital classroom materials	3.5 To expand learning materials, purchase miscellaneous software and digital classroom materials	3.5 To expand learning materials, purchase miscellaneous software and digital classroom materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 20,000	$20,000	$20,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

Action #6

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

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

Unchanged	Modified	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.6 To expand and improve student technology knowledge and skills, refine and evaluate progress of scope and sequence of student technology skills by grade span and continue implementation	3.6 In order to assure that all students have the technology knowledge and skills embedded in the state standards, refine and evaluate progress of scope and sequence of student technology skills by grade span and continue implementation.	3.6 In order to assure that all students have the technology knowledge and skills embedded in the state standards, refine and evaluate progress of scope and sequence of student technology skills by grade span and continue implementation.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$ 5,000	$ 5,000	$ 5,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

Action #7

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

Students to be Served   **Location(s)**

N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	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**
Unchanged	Modified	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.7 To expand parent involvement opportunities, develop and implement additional after school classes, parent workshops, courses for parents in computer literacy) 1 class=3 hr/wk @$20/hour) (total=$80/wk)	budget description is modified	budget description is modified

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 7,500	$ 7,500	$ 7,500
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	travel and conference expense	salaries and benefits	salaries and benefits

Action #8

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

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

Unchanged	Unchanged	Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.8 To assure that low income and English learner students continue to have high quality, on demand access to critical technology resources, maintain expanding technology resources, provide shared technology technician and onsite tech support	3.8 To assure that low income and English learner students continue to have high quality, on demand access to critical technology resources, maintain expanding technology resources, provide shared technology technician and onsite tech support	(budget is modified)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 45,000	$ 45,000	$ 50,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salary and benefits	salary and benefits	salary and benefits

Action #9

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

3.9 to improve student access and learning opportunities, purchase Chrome Books for 4th Grade, cart, and set-up; mount LCD projectors/Smart TV's, iPads for kindergarten-1st grade

2018-19 Actions/Services

3.9 to improve student access and learning opportunities for 2nd and 3rd grades: mount LCD projectors/Smart TV's and purchase iPads

2019-20 Actions/Services

3.9 to improve student access and learning opportunities, continue to sustain a 1:1 ratio of technology, providing full access for all students and staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 55,000	$ 50,000	$ 60,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	equipment and supplies	equipment and supplies	equipment and supplies

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	Schoolwide	All Schools

Actions/Services

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

Modified	Unchanged	Unchanged
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.10 to assure optimum parent/school communication, provide Internet filtering; maintain high quality school website, social media presence and Blackboard Teleparent system; and upgrade library software	3.10 to assure optimum parent/school communication, provide Internet filtering; maintain high quality school website, social media presence and Blackboard Teleparent system; and upgrade library software	3.10 to assure optimum parent/school communication, provide Internet filtering; maintain high quality school website, social media presence and Blackboard Teleparent system; and upgrade library software

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 20,000	$ 20,000	$ 20,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

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

Modified

Goal 4

Maintain a positive school climate and culture to sustain environment that promotes health, equity, respect, communication, and positive relationships among all students, parents/guardians, and staff and is supported by appropriate programs and services.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6

Local Priorities:

Identified Need:

Based on state indicators:
1. Indicators of suspension rate and chronic absenteeism rate for multiple subgroups (with the exception of English learners) are medium and high (in the "yellow" category) and must be reduced
Based on Local stakeholder input:
1. Throughout the stakeholder involvement process, parents have consistently praised the school climate and culture and have requested that continued attention be paid to improving these.
2. Parents, teachers and students consistently praise the value of experiential learning in the form of co-curricular field trips and student academic events.

The research base, confirmed by local evaluation, affirms the value of positive parent involvement and student engagement strategies to increase student achievement.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall facility rating (R)	"good"	"good"	"good"	"good"
Schoolwide Parent participation in offered programs (R)	2000 (duplicated count)	plus 10%	plus 10%	plus 10%
schoolwide parent involvement opportunities in decision-making of school and district parents (R)	15 opportunities	17 opportunities	18 opportunities	19 opportunities

parents who report in increased satisfaction with technology resources, communication, and instruction at the school (L)	90%	95%	95%	95%
parent access to computer lab resources after school hours for parent education and support including classes such as ESL, computer literacy, etc.) (L)	15 opportunities	17 opportunities	18 opportunities	19 opportunities

healthy, positive learning environments where students, parents, and staff feel respected and feel both physically and emotionally safe.	88%	90%	93%	95%
Facilities maintained and improved in order to assure that all students are engaged in a positive learning environment.	good	good	good	good
Schoolwide attendance rate (R)	97%	98% Actual=97%	98.5%	99%
White attendance rate (R)	99%	99% actual=96.49%	99%	99%

Hispanic attendance rate (R)	97%	98% actual=96.45	98.5%	99%
English learner attendance rate (R)	98%	98.5% actual= 96.33%	99%	99%
Disadvantaged attendance rate (R)	98%	98.5% actual=96.01%	99%	99%
schoolwide chronic absenteeism (R)	30 students rate=4.87%	reduce 2% actual=4.05%	4.09%	3.68%
White chronic absenteeism (R)	5 students rate=6.85%	reduce 2% actual=1.37%	1.23%	1.11%
Hispanic chronic absenteeism (R)	30 students rate=7.23%	reduce 2% actual=5.08%	4.57%	4.11%
English learner chronic absenteeism (R)	14 students rate=3.63%	reduce 2% actual= 3.63%	3.27%	2.94%

Disadvantaged chronic absenteeism (R)	1 student rate=4.81%	maintain actual=1.96%	1.76%	1.59%
schoolwide middle school dropout rate (R)	0	0	0	0
White middle school dropout rate (R)	0	0	0	0
Hispanic middle school dropout rate (R)	0	0	0	0
English learner middle school dropout rate (R)	0	0	0	0
Disadvantaged middle school dropout rate (R)	0	0	0	0

schoolwide suspension rate (R)	5% corrected rate=2.7%	reduce 2% actual=1.85%	1.67%	1.50%
White suspension rate (R)	9.5% corrected rate =5.5%	reduce 2% actual=4.11%	3.7%	3.33%
Hispanic suspension rate (R)	3.7% corrected rate= 2.3%	reduce 2% actual=1.56%	1.4%	1.26%
English learner suspension rate (R)	2% corrected rate=0.8%	reduce 1% actual=1.61%	1.45%	1.3%
Disadvantaged suspension rate (R)	5.1% corrected rate= 2.9%	reduce 2% actual=1.78%	1.6%	1.44%
schoolwide expulsion rate (R)	0	0	0	0

White expulsion rate (R)	0	0	0	0
Hispanic expulsion rate (R)	0	0	0	0
English learner expulsion rate (R)	0	0	0	0
Disadvantaged expulsion rate (R)	0	0	0	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)

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	Schoolwide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 employ key staff members to assist with: Monitor student Attendance, Make Daily phone calls, conduct home visits, work with families with Chronic Absenteeism; Connect student/family with necessary resources; Process appropriate SARB letters; make referrals to SARB board, CALPADS Student Data System, maintain fiscal accountability, academic data monitor	(budget is modified)	(budget is modified)

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$ 90,537	$ 97,835	$ 100,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

Action #2

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	Schoolwide	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**

| Unchanged | Unchanged | Unchanged |

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

| 4.2 Continue to provide on-site nurse assistant (in addition to TCOE nurse contract-LVN) to provide for individuals with exceptional needs as well as to improve parent engagement, pupil outcomes, pupil engagement, and school climate by expanding the availability of the nurse for communication with parents to manage health needs | 4.2 Continue to provide on-site nurse assistant (in addition to TCOE nurse contract-LVN) to provide for individuals with exceptional needs as well as to improve parent engagement, pupil outcomes, pupil engagement, and school climate by expanding the availability of the nurse for communication with parents to manage health needs | 4.2 Continue to provide on-site nurse assistant (in addition to TCOE nurse contract-LVN) to provide for individuals with exceptional needs as well as to improve parent engagement, pupil outcomes, pupil engagement, and school climate by expanding the availability of the nurse for communication with parents to manage health needs |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 40,000	$ 40,000	$ 40,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	contracted services	contracted services	contracted services

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

4.3 to reward and encourage student achievement, attendance, character pillars-provide multiple incentives and awards

2018-19 Actions/Services

4.3 to reward and encourage student achievement, attendance, character pillars-provide multiple incentives and awards

2019-20 Actions/Services

4.3 to reward and encourage student achievement, attendance, character pillars-provide multiple incentives and awards

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 15,000	$ 15,000	$ 15,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

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

Schoolwide

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

Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
4.4 District SARB board implementation. In order to address chronic absentees and students who are truant, the district will establish a local Student Attendance Review Board.	4.4 District SARB board implementation. In order to address chronic absentees and students who are truant, the district will establish a local Student Attendance Review Board.	4.4 District SARB board implementation. In order to address chronic absentees and students who are truant, the district will establish a local Student Attendance Review Board.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 3,000	$ 3,000	$ 3,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

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

<div align="center">

OR

</div>

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	Schoolwide	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**
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
4.5 To provide multiple opportunities for parent involvement, provide Back to School Night, Open House, Parent Conferences, Family Literacy, Math Nights, Science and History Nights, SSC/ELAC Meetings including day care	4.5 To provide multiple opportunities for parent involvement, provide Back to School Night, Open House, Parent Conferences, Family Literacy, Math Nights, Science and History Nights, SSC/ELAC Meetings including day care	4.5 To provide multiple opportunities for parent involvement, provide Back to School Night, Open House, Parent Conferences, Family Literacy, Math Nights, Science and History Nights, SSC/ELAC Meetings including day care

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**

Amount	$ 15,000	$ 15,000	$ 15,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

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	Schoolwide	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**
4.6 Begin Tiger University for grades 6-8 to support college and career readiness and to align with high school opportunities for students, train teachers and administrators in the hybrid AVID program-purchase student agendas, college visits.	(budget is modified)	(budget is modified)

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$ 10,000	$ 13,133	$ 13,600
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

Action #7

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

Students to be Served   **Location(s)**

N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	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**
4.7 Implement Character Counts schoolwide to include staff training, materials and support curriculum.	(budget is modified)	(budget is modified)

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**

Amount	$ 10,000	$ 13,633	$ 15,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

$1,398,366

Percentage to Increase or Improve Services

35.58%

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.

"Unduplicated Count" students for whom the districts in California receive supplemental and concentration grant funds are Low Income, Foster Youth, and English Learners. 98% of Palo Verde's enrolled students are in one or more of these categories. The supplemental and concentration grant funds have allowed Palo Verde to make significant improvements in curriculum and instruction in excess of the required 35.58% minimum proportionality percentage. These improvements have addressed all eight state priorities with new, expanded and improved programs. Notably, specific to English learners in Goal 2, the actions and services are specifically designed to improve and expand curriculum and instruction, as well as student support, for students who are learning academic English as a second language.

Additionally, the 2017 LCAP year continues and strengthens many of the actions and services added to Palo Verde to address the needs of low income and English learners and close existing achievement gaps compared to the statewide peers. One of the examples of new services to be added for the 2017 LCAP is the Outreach Consultant worker in Goal 4. This is a vital need for disadvantaged students: to increase support and community

resources for all students and parents of students who struggle with mental and social emotional issues. This will also align Palo Verde with AB 2246-Suicide Prevention Plan beginning July 1, 2017. Another program to be added will address college and career aspirations of students. Palo Verde will begin Tiger University for grades 6-8 to support college and career readiness and to align with high school opportunities for students, train teachers and administrators in the hybrid AVID program-purchase student agendas, and college visits. Articulation with the high schools our students will attend is critical for our students' success beyond high school. Tiger University will help us achieve that objective.

Because virtually all of Palo Verde's students are included in the "unduplicated count", virtually all funds coming into the district are devoted to these students so these funds are used on a schoolwide basis. These improvements have addressed all eight state priorities with new and improved programs, which are principally directed at our unduplicated pupils, addressing:

• Professional development to prepare teachers, administrators and staff to build teaching/learning environments that meet the needs of low income students and English learners.
• Supplemental instructional materials to differentiate instruction to adapt instruction to critical student learning needs.
• Remediation and acceleration programs to fill in knowledge and skills gaps in learning that result from economic disadvantage and English proficiency.
• Extended learning time (before and after school tutoring, summer school) to provide additional time on task.
• Experiential learning (co-curricular field trips, project-based learning) to fill in knowledge and skills gaps in learning that result from economic disadvantage.
• Technology to assure that gaps in technology access for low income students at home do not limit or restrict their ability to learn and practice critical digital skills to prepare them for career and college.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,639,275	38.43%

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 2018 LCAP year is the second year of a three year plan to improve and expand services for Palo Verde's "unduplicated count" students. These Low Income, Foster Youth, and English Learners are students for whom the districts in California receive supplemental and concentration grant funds. 98% of Palo Verde's enrolled students are in one or more of these categories. The supplemental and concentration grant funds continue to allow Palo Verde to make significant improvements in curriculum and instruction in excess of the required 38.43%. After careful evaluation of actions and services, with meaningful consultation from stakeholders, planners concluded that the three year plan is effectively expanding and improving services and should be continued. Revisions to year two of the three year plan are, therefore, primarily related to revisions in the state budget.

These improvements continue to address all eight state priorities with new, expanded and improved programs. They are driven by research-based practices found to be effective in improving achievement of high poverty students and English learners. Notably, specific to English learners in Goal 2, the actions and services are specifically designed to improve and expand curriculum and instruction, as well as student support, for students who are learning academic English as a second language. Evidence in the local evaluation and on the state accountability Dashboard confirm the efficacy of these actions and services to assure that English learners are advancing in academic English proficiency and are engaging fully in the broad curriculum.

Because virtually all of Palo Verde's students are included in the "unduplicated count", virtually all funds coming into the district are devoted to these students so these funds are used on a schoolwide basis. These improvements have addressed all eight state priorities with new and improved programs, which are principally directed at our unduplicated pupils, addressing:

• Professional development to prepare teachers, administrators and staff to build teaching/learning environments that meet the needs of low income students and English learners.
• Supplemental instructional materials to differentiate instruction to adapt instruction to critical student learning needs.
• Remediation and acceleration programs to fill in knowledge and skills gaps in learning that result from economic disadvantage and English proficiency.
• Extended learning time (before and after school tutoring, summer school) to provide additional time on task.
• Experiential learning (co-curricular field trips, project-based learning) to fill in knowledge and skills gaps in learning that result from economic disadvantage.
• Technology to assure that gaps in technology access for low income students at home do not limit or restrict their ability to learn and practice critical digital skills to prepare them for career and college.
• Class size reduction in the primary grades to maximize early academic opportunity and success.