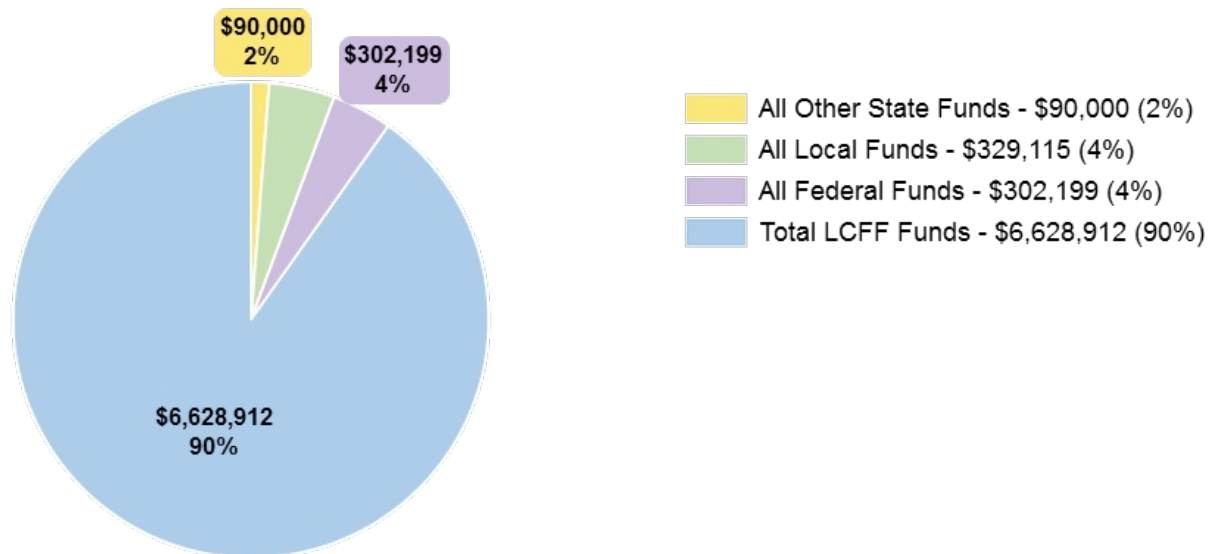


LCFF Budget Overview for Parents

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

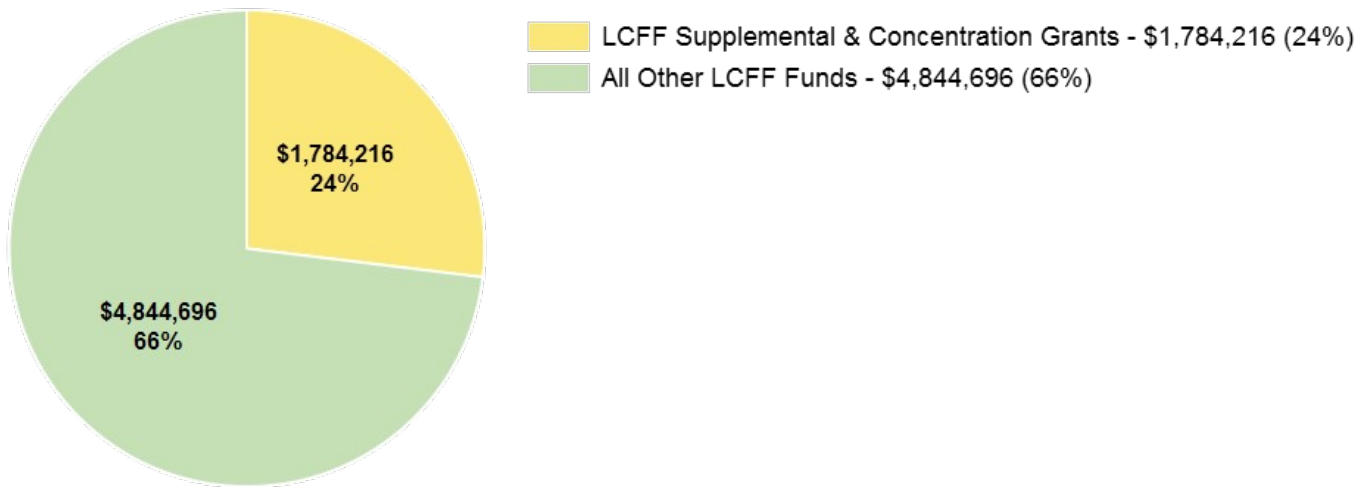
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$90,000	2%
All Local Funds	\$329,115	4%
All Federal Funds	\$302,199	4%
Total LCFF Funds	\$6,628,912	90%

Breakdown of Total LCFF Funds



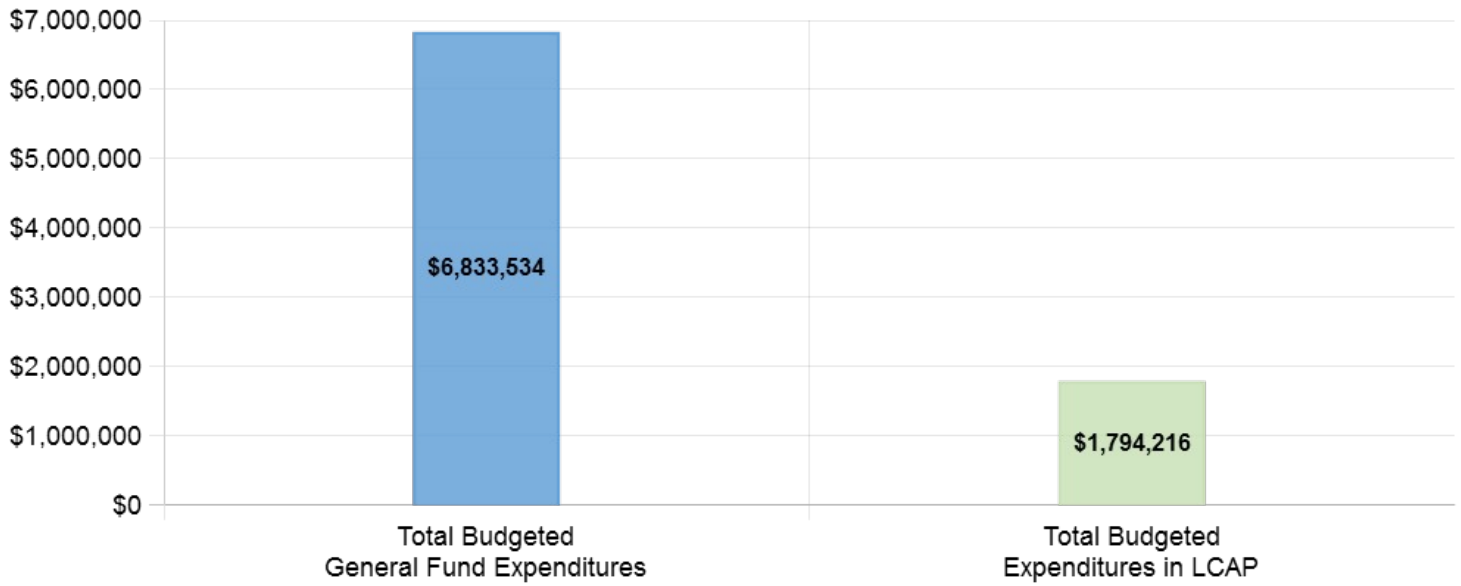
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$1,784,216	24%
All Other LCFF Funds	\$4,844,696	66%

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

The total revenue projected for Palo Verde Union Elementary is \$7,350,226, of which \$6,628,912 is Local Control Funding Formula (LCFF), \$90,000 is other state funds, \$329,115 is local funds, and \$302,199 is federal funds. Of the \$6,628,912 in LCFF Funds, \$1,784,216 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$6,833,534
Total Budgeted Expenditures in LCAP	\$1,794,216

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

Palo Verde Union Elementary plans to spend \$6,833,534 for the 2019-20 school year. Of that amount, \$1,794,216 is tied to actions/services in the LCAP and \$5,039,318 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

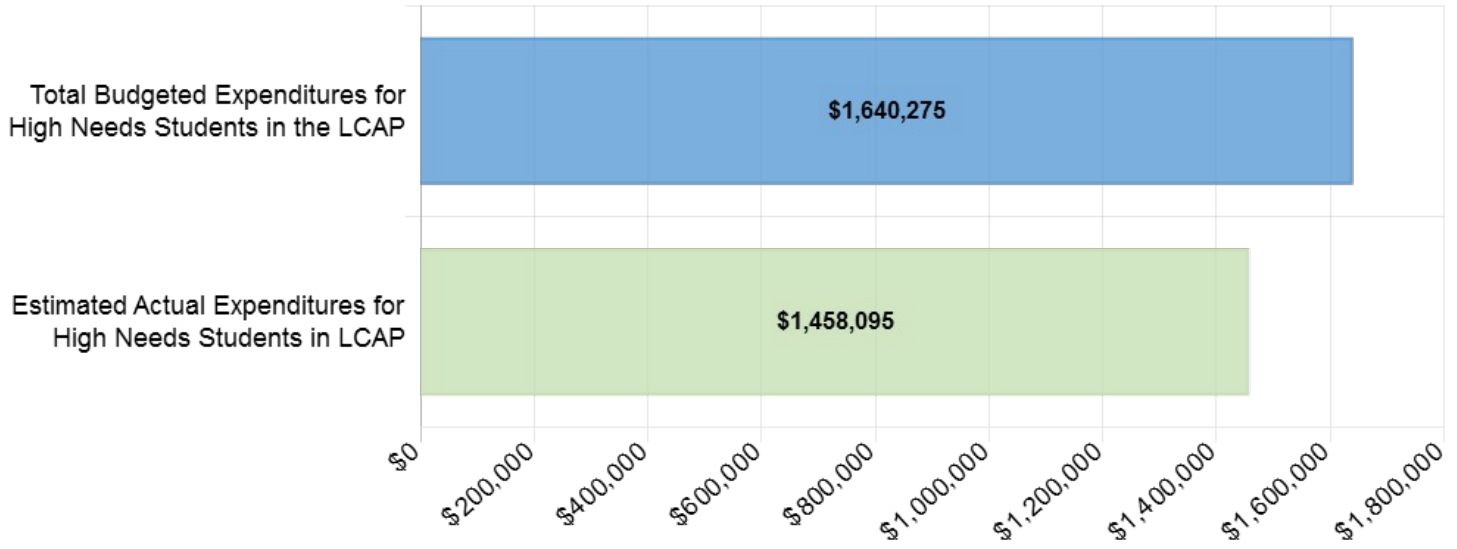
The LCAP does not include expenditures for general education program such as certificated and classified salaries and benefits and the cost of doing business such as utilities and insurance.

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

In 2019-20, Palo Verde Union Elementary is projecting it will receive \$1,784,216 based on the enrollment of foster youth, English learner, and low-income students. Palo Verde Union Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Palo Verde Union Elementary plans to spend \$1,794,216 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

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



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,640,275
Estimated Actual Expenditures for High Needs Students in LCAP	\$1,458,095

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

In 2018-19, Palo Verde Union Elementary's LCAP budgeted \$1,640,275 for planned actions to increase or improve services for high needs students. Palo Verde Union Elementary estimates that it will actually spend \$1,458,095 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$182,180 had the following impact on Palo Verde Union Elementary's ability to increase or improve services for high needs students:

The difference between planned and actual expenditures is caused by year-to-year changes in needs, availability and costs. The difference did not impact the quality or effectiveness of LCAP actions and services.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

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

Greatest Progress

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 Learner 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 K8 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 is successful in the broad curriculum and 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 decisionmaking.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has

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

Greatest Needs

In schoolwide performance, English Language Arts and Mathematics assessments in CAASPP both 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 tier two 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 California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There is no state indicator for which performance for any student group is two or more performance levels below the "all student" performance level.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed:

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

Goal 1

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

Most recently adopted textbooks rate (R) = 100%

student lacking own copy of textbook rate(R)= 0%

Actual

100%

0%

Expected

Credentialed Teacher Rate (R) = 100%

Credentialed Teacher teaching outside of subject area rate (R) = 0%

Implementation of State Standards (R) (based on state priority two survey descriptors)
5= full implementation and sustainability

State Standards English Language Arts (R): 5= full implementation and sustainability

State Standards Mathematics (R): 5= full implementation and sustainability

state standards History/Social Science (R): 5= full implementation and sustainability

state standards Health(R): 5= full implementation and sustainability

state standards Visual and Performing Arts (R): 5= full implementation and sustainability

Actual

100%

0%

5= full implementation and sustainability

5= full implementation and sustainability

5= full implementation and sustainability

5= full implementation and sustainability

5= full implementation and sustainability

5= full implementation and sustainability

Expected

state standards Next Generation Science (R): 4= full implementation

state standards Physical Education (R): 5= full implementation and sustainability

Schoolwide CAASPP ELA distance from level three [R]:
26.7 points below level three

White CAASPP ELA distance from level three [R]:
35.2 points below level three

Hispanic CAASPP ELA distance from level three [R]:
25.4 points below level three

Disadvantaged CAASPP ELA distance from level three [R]:
28.3 points below level three

English learners CAASPP ELA distance from level three [R]:
27.9 points below level three

Actual

4= full implementation

5= full implementation and sustainability

33.8 points below level three

11.9 points below level three

35.5 points below level three

34.7 points below level three

43.3 points below level three

Expected

Schoolwide CAASPP Math distance from level three [R]:
30.6 points below level three

White CAASPP Math distance from level three [R]:
24.3 points below level three

Hispanic CAASPP Math distance from level three [R]:
31.1 points below level three

Disadvantaged CAASPP Math distance from level three [R]:
31 points below level three

English learners CAASPP Math distance from level three [R]:
30.7 points below level three

percentage of grade levels/courses where CCSS embedded digital skills
are being taught to students (L):
80%

Actual

44.3 points below level three

17.6 points below level three

46.1 points below level three

44.4 points below level three

48.8 points below level three

82%

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

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

Actual Actions/Services

1.1 Implemented as planned with continued emphasis on math, ELA/ELD and Science as well as other academic support strategies. Staff continue to report this training as very effective and helpful in implementing changes in classroom instruction and activities.

Budgeted Expenditures

\$ 10,000
LCFF S/C
salaries and benefits

Estimated Actual Expenditures

\$7,000
LCFF S/C
salaries 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

1.2 Implemented as planned. The district continues to purchase materials to supplement and enhance instruction in the areas of Science, math and ELA/ELD to support and provide instruction. Science lab furniture and materials continue to be the majority of this action's expenses.

\$ 62,500
LCFF S/C
textbooks and instructional materials

\$ 60,000
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.

1.3 Implemented as planned. These positions continue to provide vital support to staff and students to assure that every student has access to the broad curriculum and the co curricular and extracurricular activities that strengthen student connections to the school and enhance the curriculum.

\$ 15,000
LCFF S/C
salaries and benefits

\$ 15,000
LCFF S/C
salaries and benefits

Action 4

Planned 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

Actual Actions/Services

1.4 Implemented as planned. Instructional aides continue to provide one on one and small group instruction with students. Teachers identify gaps in knowledge and skills on which the instructional aides focus 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.

Budgeted Expenditures

\$305,500
LCFF S/C
salaries and benefits

Estimated Actual Expenditures

\$305,500
LCFF S/C
salaries and benefits

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

1.5 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 K3 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.

\$486,836
LCFF S/C
salaries and benefits

\$486,836
LCFF S/C
salaries and benefits

Action 6

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.

1.6 Implemented as planned. Certificated staff provided after school tutoring in the subject areas of math and ELA/ELD for students who were struggling and needed additional time on task.

\$ 25,000
LCFF S/C
salaries and benefits

\$ 25,000
LCFF S/C
salaries and benefits

Action 7

Planned 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

Actual Actions/Services

1.7 Implemented as planned. Summer School is provided as one additional way to provide instruction and support to struggling students.

Budgeted Expenditures

\$ 50,000
LCFF S/C
salaries and benefits

Estimated Actual Expenditures

\$ 50,000
LCFF S/C
salaries and benefits

Action 8

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.

1.8 Implemented as planned. These stipends are provided to teachers who coordinate these events and help students before and after school in preparation for them. These co-curricular events are important in connecting students to the school's academic environment and have tremendous support from parents.

\$ 8,000
LCFF S/C
salaries and benefits

\$ 2,500
LCFF S/C
salaries and benefits

Action 9

Planned 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.

Actual Actions/Services

1.9 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.

Budgeted Expenditures

\$ 15,000
LCFF S/C
supplies

Estimated Actual Expenditures

\$10,000
LCFF S/C
supplies

Action 10**Planned 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.

Actual Actions/Services

1.10 Implemented as planned. After school program CHOICES, provides students homework support, athletic competitions, arts and drama.

Budgeted Expenditures

\$ 5,000
LCFF S/C
contract for services

Estimated Actual Expenditures

\$ 5,000
LCFF S/C
contract for services

Action 11**Planned Actions/Services**

1.11 to increase access to broad course of study in visual and performing arts, add full time band instructor

Actual Actions/Services

1.11 Implemented as planned. Band instructor provides choir, band and guitar classes to students preschool 8th grade. He also works with teachers to effectively plan and implement state visual and performing arts standards in their classrooms.

Budgeted Expenditures

\$ 114,705
LCFF S/C
\$90,350 salary and benefits
\$24,355 Supplies

Estimated Actual Expenditures

\$ 114,705
LCFF S/C
\$90,350 salary and benefits
\$22,000 Supplies

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 cocurricular field trips; guest speakers, enrichment activities, and assemblies

1.12 Implemented as planned. These activities are part of the students broad course of study and provide experiential learning essential to student success.

\$ 25,000
LCFF S/C
supplies

\$ 8,000
LCFF S/C
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

1.13 Implemented as planned. The district is currently testing an option to improve data collection and dissemination.

\$ 3,000
LCFF S/C
contract for services

\$ 2,000
LCFF S/C
contract for services

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.

1.14 Implemented as planned. Staff continue to expand their professional knowledge and skills in multiple workshops, conferences and professional development courses to help them implement Math. ELA/ELD, Science and Social Studies.

\$ 25,000
LCFF S/C
travel and conference

\$ 12,000
LCFF S/C
travel and 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.

1.15 Implemented as planned. SA teacher on special assignment 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, delegation of responsibilities and oversight of activities. In order to ameliorate a midyear change in district administration last year, 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. This year, 2018-19, the workplan was developed and followed closely and carefully while new administration began a district-wide needs assessment including LCAP development and implementation.

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

Evaluation thus far indicates actions and services in this three-year plan 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 researchbased 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 each LCAP goal. Administration and stakeholders continue to be concerned that state assessments are not yet on a positive upward trajectory. In considering the effectiveness of planned actions, this factor was a large part of considerations by all stakeholders. Because the LCAP actions and services have been solidly in place for only two years and only one year of state results is available at this time to measure progress, major changes are not planned for 2019-20 at this time. When the results of current 2019 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, multilevel professional development geared to teachers and school professional development plans, aligned core instructional materials, multidimensional 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:

1.1 material difference is due to multiple sources of funds for professional development such as a one-time grant received this year which had to be expended this year.

1.8 material difference is due to the number of co-curricular events provided and teacher availability each year.

1.12 cocurricular field trips; guest speakers, enrichment activities, and assemblies: material difference due to availability of transportation and conflicting constraints on student time

1.14 material difference do to availability of opportunities from year to year and teachers’ individual professional development plans

These differences were determined to be applicable only to one year and have not resulted in changes to the 2019-20 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 is evaluating a new data tracking system in the 201819 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.

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. This is not only an extremely high

priority for parents but also continues to be a key strategy for instructional improvement over the long term at Palo Verde.

In their review of the LCAP, planners determined that actions 1.8 and 1.14 are duplicative of other actions and have therefore been deleted. Action 1.15 has been deleted because the district has opted for project leadership at the district level staffing. These are minor adjustments in action and services.

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

teacher of English learners misassignment rate (R): 0%

State standards: Access by English learners (R): 100%

state standards: availability of intervention and remediation programs (L):
maintain and improve

Actual

0%

100%

maintain and improve

Expected

state standards: availability of supplemental materials for differentiation of instruction (L): 95%

implementation of State Standards (CCSS) in ELD (R): 95%

state standards: percentage of teachers fully implementing "designated" and "integrated" ELD in daily lessons (L): 90%

state standards: percentage of teachers implementing changes in classroom instruction that reflect the shifts within the ELD standards (L): 95%

Parent participation in offered programs English Learner (L): plus 5%

parent involvement in decisionmaking school and district of parents of unduplicated count students and of students with exceptional needs (R): 17 opportunities

parents of English Learners who report increased satisfaction with technology resources, communication, and instruction at the school [L] : 95%

Actual

95%

95%

90%

95%

plus 5%
772 duplicate count

18 opportunities

95%

Expected

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): 17 opportunities

English learners CAASPP ELA distance from level three [R]: 27.9 points below level three

English learners CAASPP Math distance from level three [R]: 30.7 points below level three

Redesignation rate: 19%

English Learner Progress toward English proficiency (R): 75%

English learner attendance rate (R): 99%

English learner chronic absenteeism (R): 3.27%

Actual

18 opportunities

43.3 points below level three

48.8 points below level three

19.1%

Target goals and progress related to the English Learner Progress Indicator (ELPI) will now be reported as a measure of percentage of EL students' results within each of the four levels of English Proficiency and the percentage of students that progress at least one level. See Outcome 22 of Goal Two in "Goals, Actions, Services" section

96%

5.4%

Expected

Actual

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

0%

English learner suspension rate (R): 1.45%

2.2%

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/expand per student needs

increase/expand per student needs

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

2.1 Not implemented as planned. ELD Coordinator is now school/district administrator and provides support and training for teachers.

\$ 6,000
LCFF S/C
salaries and benefits

\$ 0

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

2.2 Implemented as planned. Materials were purchased to be used by teachers and ELD students to support their instruction and progress in CCSS and English as a second language.

\$ 15,000
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.

2.3 Not Implemented as planned for separate program for English Learners. Before and After School interventions for EL students are included with CCSS in Goal 1.

\$ 15,000
LCFF S/C
salaries and benefits

\$0
LCFF S/C
salaries and benefits

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.

2.4 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

\$ 6,000
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

2.5 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

\$ 3,500
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

2.6 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

2.7 Implemented as planned.
Examples: Provided medals and awards to RFEP students; attendance awards; classroom incentives and rewards

\$ 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

2.8 Implemented as planned.
Provided a translator at parent meetings, school board meetings and other school functions. New system installed allowing simultaneous translation for parents at all meetings.

\$ 7,500
LCFF S/C
\$7,000 materials and supplies
\$ 500 stipends

\$ 4,500
LCFF S/C
\$4,000 materials and supplies
\$ 500 stipends

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. The district has a long standing position of English learner coordinator. During the first year of transition, the midyear change in district administration had less impact on Goal 2. However, during the 2018-19 school year, parents and teachers reported that it has had greater impact and support for teachers and students needs to be returned to previous levels. 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 followup of English learners in their classroom work in science and social science (Coordinated Compliance Review 2015 and annual followup).

English Learners at Palo Verde make exceptional progress toward English proficiency and continue to perform very well after redesignation as demonstrated by local follow-up studies. As with other LCAP goals, actions and services within this goal were developed carefully, based on successful past practices and researchbased 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 continued to be improved and expanded in 2018, were:

- Teacher support
- Instructional materials for differentiation of instruction

- Experiential learning
- Parent involvement

Parents and teachers have requested that support for ELD be expanded in 2019-20 with support for teachers in the classroom and support for students. This has been added to the 2019-20 actions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences are recorded in the following actions and services:

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

Action 2.3: material difference due to incorporation of English Learner actions in goal one.

Action 2.4: 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.

Action 2.8: material difference due to lower than planned cost of equipment selected

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. Stakeholders are agreed that the English learner actions and services are having a direct positive impact and should be continued, expanded, and continuously improved. Due to change of duties of the EL Coordinator, a part-time teacher will be hired to support teachers and students in ELD (action 2.1). A classroom aide will be hired to provide support for English Learners in ELD (action 2.3). Action 2.8 has been completed and will be dropped from the 2019-20 LCAP year.

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:

Annual Measurable Outcomes

Expected

state standards: availability of technology for student and teacher use
(L): 95%

students on demand access to a basic set of technology resources (L):
90%

teachers have on demand access to a basic set of technology
resources (L): 95%

Actual

95%

90%

95%

Expected

Percent of students demonstrate the technology skills needed for successfully taking the state mandated exams (L): 70%

healthy, positive learning environments where students, parents, and staff feel respected and feel both physically and emotionally safe.: 93%

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

Actual

80%

90%

"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

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

Actual Actions/Services

3.1 Implemented as planned. Provided programs listed along with training for teachers who provide instruction using these programs.

Budgeted Expenditures

\$ 9,133
LCFF S/C
materials and supplies

Estimated Actual Expenditures

\$ 5,000
LCFF S/C
materials and supplies

Action 2

Planned Actions/Services

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.

Actual Actions/Services

3.2 Implemented as planned. A technician is available onsite to maintain and troubleshoot the network and provide support to staff and students. The need for technology support has increased substantially as the school approaches 1:1 and teachers and students regularly use technology in the classroom for multiple purposes. Additional access points are needed to assure on-demand access.

Budgeted Expenditures

\$ 35,000
LCFF S/C
salaries and benefits

Estimated Actual Expenditures

\$ 35,000
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", a service of Educational Resource Services that provides online resources for teachers and students.

3.3 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, maintain technology resources, purchase miscellaneous technology supplies (toner, cartridges, paper, digital storage, etc) for teacher and student use.

3.4 Implemented as planned. Purchase of supplies needed to use and operate technology such as toner, cartridges, digital storage, etc.

\$ 10,000
LCFF S/C
supplies

\$ 6,000
LCFF S/C
supplies

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.5 To expand learning materials, purchase miscellaneous software and digital classroom materials

3.5 Implemented as planned. Purchased resources and online programs for differentiated instruction for classroom use. Examples: Accelerated Reader, Big Brainz, Aleks, Core 5, Reading A to Z, K3 Math software, Read 180, , Study Island, IXL Math

\$20,000
LCFF S/C
materials and supplies

\$20,000
LCFF S/C
materials and supplies

Action 6

Planned Actions/Services

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.

Actual Actions/Services

3.6 Not Implemented as planned. Although programs that help students to learn technology skills continue to be implemented, a schoolwide scope and sequence still has not been developed.

Budgeted Expenditures

\$ 5,000
LCFF S/C
materials and supplies

Estimated Actual Expenditures

\$0

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)

3.7 Implemented as planned including a technology course for parents. Parents report satisfaction with available technology and increased understanding of what is expected of their student in the classroom.

\$ 7,500
LCFF S/C
salaries and benefits

\$ 4,600
LCFF S/C
salaries and benefits

Action 8

Planned 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

Actual Actions/Services

3.8 Implemented as planned. An on site technician is available on-demand for teachers and students to provide troubleshooting and maintenance services to assure uninterrupted use of technology. The district is using on-site technicians rather than shared technicians due to increased demand.

Budgeted Expenditures

\$ 45,000
LCFF S/C
salaries and benefits

Estimated Actual Expenditures

\$ 45,000
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 for 2nd and 3rd grades: mount LCD projectors/Smart TV's and purchase iPads

3.9 Implemented as planned. Providing Chrome books to students through carts as well as upgraded Smart TVs in classrooms and Ipads for primary classrooms.

\$ 50,000
LCFF S/C
equipment and supplies

\$ 38,000
LCFF S/C
equipment and supplies

Action 10

Planned 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

Actual Actions/Services

3.10 Implemented as planned. Parent communication through phone service Blackboard and school website. Parents continue to increase use of website and related resources.

Budgeted Expenditures

\$ 20,000
LCFF
Materials and supplies

Estimated Actual Expenditures

\$ 216,252
LCFF
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. Technology for student and teacher use is approaching a crucial 1:1 ratio to allow on-demand access to the resources students and teachers need to master all aspects of the broad course of study. Stakeholders also report that it is a continuing need, as usage increases, to improve, expand, and maintain technology assets.

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 researchbased strategies, to increase student achievement and meet the objectives of LCFF. They were evaluated locally using teacher surveys and analysis of lessons and classroom practices based on a single criterion of their impact on student achievement.

Planners have learned, in the current 2018-19 academic year, however, that technology infrastructure must keep pace with technology use. In state testing this spring, the network slowed down due to increased usage, demonstrating that continued attention must be paid to maintaining and expanding infrastructure in order to keep pace with demand. Because state and national reports are noting the possibly negative impact on student testing scores caused by technology barriers, it is critical to continue to address technology needs in the LCAP. Students are increasingly 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 state standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences:

Action 3.1: material difference due to yeartoyear changing needs.

Action 3.4: material difference due to yeartoyear changing needs.

Action 3.6: material difference due scope and sequence still under development; planners are examining the new state technology standards for use in developing the scope and sequence

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.

Action 3.1: Planners determined that this professional development should be integrated with other professional development actions in Goal One.

Action 3.8: This action has been deleted and combined with action 3.2 in order to have fulltime on-site maintenance and support.

Action 3.9: Funding for this action has been increased in order to address network and other infrastructure needs and assure on-demand availability for all staff and students, especially during high-use times such as state testing.

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:

Annual Measurable Outcomes

Expected

Overall facility rating (R): "good"

Schoolwide Parent participation in offered programs (R):
plus 10%

schoolwide parent involvement opportunities in decision-making of
school and district parents (R): 18 opportunities

Actual

"good"

plus 10%
2450 duplicated count

18 opportunities

Expected**Actual**

parents who report in increased satisfaction with technology resources, communication, and instruction at the school (L): 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): 18 opportunities

18 opportunities

healthy, positive learning environments where students, parents, and staff feel respected and feel both physically and emotionally safe: 93%

95%

Facilities maintained and improved in order to assure that all students are engaged in a positive learning environment: good

good

Schoolwide attendance rate (R): 98.5%

96%

White attendance rate (R): 99%

97%

Hispanic attendance rate (R): 98.5%

97%

English learner attendance rate (R): 99%

96%

Expected**Actual**

Disadvantaged attendance rate (R): 99%

97%

schoolwide chronic absenteeism (R): 4.09%

7.5%

White chronic absenteeism (R): 1.23%

3%

Hispanic chronic absenteeism (R): 4.57%

7.8%

English learner chronic absenteeism (R): 3.27%

5.4%

Disadvantaged chronic absenteeism (R): 1.76%

7.3%

schoolwide middle school dropout rate (R): 0

0

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

Expected**Actual**

Disadvantaged middle school dropout rate (R): 0

0

schoolwide suspension rate (R): 1.67%

2.6%

White suspension rate (R):3.7%

2.9%

Hispanic suspension rate (R):1.4%

2.6%

English Learner suspension rate (R):1.45%

2.2%

Disadvantaged suspension rate (R):1.6%

2.8%

Schoolwide expulsion rate: 0

0

White expulsion rate: 0

0

Hispanic expulsion rate: 0

0

English Learner expulsion rate: 0

0

Expected

Actual

Disadvantaged expulsion rate: 0

0

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.

\$ 97,835
LCFF S/C
salaries and benefits

\$90,537
LCFF S/C
salaries and benefits

Action 2

Planned 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

Actual Actions/Services

4.2 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. Parents report extreme satisfaction with increased services. Demand for services has expanded.

Budgeted Expenditures

\$ 40,000
LCFF S/C
contracted services

Estimated Actual Expenditures

\$ 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

4.3 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. Teachers report that it is being underutilized and have asked that it continue to be available in the coming year because of positive impact on students.

\$ 15,000
LCFF S/C
materials and supplies

\$ 2,521
LCFF S/C
materials and supplies

Action 4

Planned 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.

Actual Actions/Services

4.4 Implemented as planned. The SARB process has greatly impacted truancy rates and is having impact on chronic absentees.

Budgeted Expenditures

\$ 3,000
LCFF S/C
materials and supplies

Estimated Actual Expenditures

\$ 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

4.5 Implemented as planned. Palo Verde is increasing parent involvement, training, and decision-making opportunities each year with a consequent increase in parent involvement. Parents continue to generate support and ideas for expanding opportunities in our school.

\$ 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

4.6 Begin Tiger University for grades 68 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.

4.6 Not Implemented as planned. Parents and teachers recommend deleting this action because other means are being provided for parents and students through other LCAP actions. This action was the plan of a former superintendent who had used it successfully at a different school.

\$ 13,133
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

4.7 Implement Character Counts schoolwide to include staff training, materials and support curriculum.

4.7 Implemented as planned. Character Counts! has been a very successful program at Palo Verde with broad teacher, parent, and student support.

\$ 13,633
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 midyear change in district administration may have had significant impact on goal 4 because adding a separate LCAP goal for school climate was one of the priorities of the previous superintendent. Actions and services already underway with previous administration (actions 4.1 to 4.5) were continued and implemented as planned. Action 4.7 is an established, well-respected program in the county and had already been underway in the district. Teachers and parents recommended increased emphasis on this program in lieu of starting a new program of Tyger University while exploring and testing the efficacy of Tyger University at Palo Verde.

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.

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 incorrect estimation of cost and participation

Action 4.5: material difference due to incorrect estimation of costs

Action 4.6: material difference due to action not implemented as planned

Action 4.7: material difference due to incorrect estimation of costs

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 decisionmaking. 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.

For the coming year, parents, teachers and administration determined that the Tyger University program would not be continued. The objective of Tyger University is to align Palo Verde students with career and college goals through training and partnerships. Stakeholders continue to support this objective, but have asked the district to consider other ways to address it. Action 4.6 is deleted for the coming year.

In response to parent requests, the district has added an action 4.8 to create and maintain an awareness program regarding school safety to assure that all stakeholders understand the school safety plan, participate in implementing it, and promote school safety.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

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 midyear change in district administration did not interfere with this continuous improvement process.

The District takes a multifaceted 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 6th-8th grade Leadership Team as well as sent out two digital LCAP Student Surveys where more than 300 student 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 8, 2018 Preschool meeting

August 16, 2018 Back to school Night

August 16, 2018 Preschool meeting

August 18, 2018 Teacher's Meeting

August 22, 2018 Bullying Symposium
September 4, 2018 Anti Bullying Campaign Meeting
September 11, 2018 Grandparent's day
September 24, 2018 Early Starts Meeting
September 28, 2018 PTO Meeting
October 16, 2018 Moms and Pastries
October 19, 2018 PTO Meeting
October 23, 2018 SSC
October 23, 2018 DELAC
October 24, 2018 Preschool meeting
November 7, 2018 Staff Meeting
January 23, 2019 Staff Training
February 26, 2019 4th grade parent meeting
February 27, 2019 Teacher's Meeting
February 28, 2019 Leadership Meeting
March 14, 2019 Staff Meeting
March 26, 2019 SSC
March 26, 2019 DELAC
March 27, 2019 Staff Meeting
March 29, 2019 LCAP Support Meeting
April 8, 2019 Family Resource Night
April 10, 2019 Staff meeting
April 23, 2019 SSC
April 23, 2019 DELAC
April 25, 2019 Open House
April 25, 2019 Pre-School Meeting
May 2, 2019 8th grade parent meeting
May 15, 2019 Staff Meeting
May 15, 2019 Preschool Meeting
May 21, 2019 SSC

May 21, 2019 DELAC

May 29, 2019 Teacher Meeting LCAP

June 12, 2019 Public Hearing on LCAP & Budget Adoption

June 19, 2019 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 socioemotional 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 PaloVerde.
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 socioemotional/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)

Unchanged

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) Amended in 2019-20 to: Standards-aligned instructional materials rate	100%	100%	100%	100%
students lacking own copy of textbook rate(R)	0%	0%	0%	0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credentialed Teacher Rate (R)	100%	100%	100%	100%
Credentialed Teacher teaching outside of subject area rate (R) deleted for 2019-20	0%	0%	0%	deleted
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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
state standards History/Social Science (R)	4= full implementation	4= full implementation	5= full implementation and sustainability	5= full implementation and sustainability
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

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

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
percentage of grade levels/courses where CCSS-embedded digital skills are being taught to students (L)	65%	75%	80%	85%
State standards Model Library Standards (R)	full implementation	N/A	N/A	full implementation
teacher misassignment rate (R)	0%	N/A	N/A	0%
teacher of English learners misassignment rate (R)	0%	N/A	N/A	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

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

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,

1.1 In order to broaden and strengthen CCSS implementation, continue professional learning community actions on early dismissal days monthly to include, MATH,

1.1 In order to broaden and strengthen state standards implementation, continue professional learning community actions on early dismissal days monthly to include,

ELA, ELD, Next Generation Science Standards, Social Science & Technology Professional Development

ELA, ELD, Next Generation Science Standards, Social Science & Technology Professional Development

MATH, ELA, ELD, Next Generation Science Standards, Social Science & Technology Professional Development. Deliver tiered professional development to teachers who have completed initial training.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 10,000	\$ 10,000	\$ 25,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salary and benefits	salary and benefits	contracted services

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

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

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

2018-19 Actions/Services

(budget is modified)

2019-20 Actions/Services

1.2 To broaden and sustain 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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 50,500	\$ 62,500	\$ 94,729

Year	2017-18	2018-19	2019-20
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	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

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.

2018-19 Actions/Services

(budget is modified)

2019-20 Actions/Services

1.3 To support teachers and students, provide stipends for following positions: Athletic Director; teacher 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 10,000	\$ 15,000	\$20,000
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)

1.4 To extend learning time for students, deploy Support Aides to provide individual and small group assistance to students, including EL students, under the direction of the classroom teacher

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

2017-18 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.

Modified

2018-19 Actions/Services

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.

Modified

2019-20 Actions/Services

1.5 To maintain lower teacher /student ratio in the early grades, maintain class size reduction 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$370,000	\$486,836	\$ 494,112
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

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

Modified

2017-18 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

2018-19 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

2019-20 Actions/Services

1.6 To extend learning time for students, provide Before and After School Program utilizing teachers for extra duty, 10 student/grade level total of 80-100 students for 3 days/week, one hour per day 1.6 To

days/week, one hour per day for the purpose of closing gaps in learning and accelerating instruction.

days/week, one hour per day for the purpose of closing gaps in learning and accelerating instruction.

extend learning time for low income and English learner students, provide Before and After School Program utilizing teachers for extra duty, 10 student 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

Modified

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)

1.7 To extend learning time for low income and English learner students, provide Summer school instruction/Remediation and Acceleration; necessary teachers, instructional aides, administrator

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	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	Modified

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

This action is deleted because it is duplicated in other actions

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 8,000	\$ 8,000	\$ 0
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

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

Unchanged

Modified

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, Band 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	transportation \$5,000 materials and supplies \$10,000

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

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.

2018-19 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.

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.

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 to increase access to broad course of study; we will sustain visual and performing arts program with a full time band instructor

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

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Unchanged

Modified

Modified

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)

1.12 to enhance student learning and experiences and to provide experiential learning opportunities, provide co-curricular field trips; Friday afternoon enrichment activities, and assemblies

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	materials and 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

Modified

2017-18 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.

2018-19 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.

2019-20 Actions/Services

Action deleted because it is duplicated in other actions

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 25,000	\$ 25,000	\$ 0
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

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

Modified

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.

action deleted because the district is providing leadership for projects through other strategies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 3,000	\$ 3,000	\$ 0
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salary and benefits	salary and benefits	salary and benefits

Action #16

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

		New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	1.16 Provide evidence-based service program of supplementary services, intervention and support services for low achieving students to enhance academic growth and success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$216,595
Source	N/A	N/A	Title I Part A
Budget Reference	N/A	N/A	salaries and benefits

Action #17

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

1.17 Provide evidence-based supplemental services to support and enhance a well-rounded broad course of study for high need students.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	N/A	\$15,763
Source	N/A	N/A	Title IV
Budget Reference	N/A	N/A	materials and supplies

Action #18

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

		New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	1.18 Provide evidence-based services to recruit, train, and retain highly qualified professionals who will create classroom teaching/learning environments which support student needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$ 21,465
Source	N/A	N/A	Title II Part A
Budget Reference	N/A	N/A	salaries and benefits

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

Unchanged

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%

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

<p>English Learner Progress toward English proficiency (R)</p>	<p>declined 2.1% 71.9%</p>	<p>increase 5% (actual=72.9%)</p>	<p>75%</p>	<p>Target goals and progress related to the English Learner Progress Indicator (ELPI) will now be reported as a measure of percentage of EL students' results within each of the four levels of English Proficiency and the percentage of students that progress at least one level. See Outcome 22.</p>
<p>English learner attendance rate (R)</p>	<p>98%</p>	<p>sustain/increase (actual = 96.33%)</p>	<p>99%</p>	<p>99%</p>
<p>English learner chronic absenteeism (R)</p>	<p>14 students (rate= 3.63%)</p>	<p>reduce by 5% (actual = 3.63%)</p>	<p>3.27%</p>	<p>2.94%</p>
<p>English learner middle school dropout rate(R)</p>	<p>0%</p>	<p>0%</p>	<p>0%</p>	<p>0%</p>

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

<p>Percentage of English Learners who make progress toward English Proficiency as measured by ELPAC and percentage of EL students that progress at least one level</p>	<p>Well Developed – 32%</p> <p>Moderately Developed – 40.8%</p> <p>Somewhat Developed – 18.1%</p> <p>Beginning Stage – 0.6%</p> <p>Baseline 2017-2018 ELPAC</p> <p>Percentage of students progressing at least one growth level – No comparable information available to date</p>	<p>N/A</p>	<p>N/A</p>	<p>Well Developed –49.3%</p> <p>Moderately Developed – 29.8%</p> <p>Somewhat Developed – 13.7%</p> <p>Beginning Stage – 7.3%</p> <p>Baseline 2018-19 ELPAC</p> <p>Percentage of students progressing at least one growth level – 38.8% based on 2018-19 cohort</p>
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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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

2.1 To support teachers and students, Parttime ELD teacher provides support and coaching for classroom teachers

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$ 6,000	\$ 6,000	\$ 15,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	salaries and benefits	salaries 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

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

Modified

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)

2.2 to support English Learner 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

Budgeted Expenditures

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

Action #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

Modified

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. Provide classroom aide intervention for students who need help learning academic English.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$ 15,000	\$ 15,000	\$ 30,500
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

Modified

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

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

Modified

2017-18 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

2018-19 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

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

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

Amount	\$ 7,500	\$ 7,500	\$ 4,500
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

Modified

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, provide co-curricular field trips

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 10,000	\$ 10,000	\$ 6,000
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

Modified

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

\$ 8,000

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

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

Modified

Modified

Modified

2017-18 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

2018-19 Actions/Services

(budget is modified)

2019-20 Actions/Services

action completed in 2018-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 10,000	\$ 7,500	\$ 0
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	\$7,000 materials and supplies \$ 500 stipends	materials and supplies

Action #9

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

Students to be Served

Specific Student Groups, English Learners

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

2.9 Provide evidence-based services of support and intervention to assure that English Learners attain English proficiency and success in the broad course of study.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

N/A

\$ 23,376

Source	N/A	N/A	Title III English Learners
Budget Reference	N/A	N/A	salaries and benefits

(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"
all facilities are maintained and in good repair (R)	good	N/A	N/A	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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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

(budget is modified)

action deleted and combined with other professional development actions

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$ 5,000

\$ 9,133

\$ 0

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

Modified

2017-18 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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

3.2 to assure availability of technology for learning by disadvantaged low income students and English learners, employ fulltime on site 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	\$ 93,671
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

Modified

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	Modified

2017-18 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.

2018-19 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.

2019-20 Actions/Services

3.4 To maintain technology resources, purchase miscellaneous technology supplies (toner, cartridges, LCD bulbs, paper, digital storage, network hardware etc)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 10,000	\$ 10,000	\$ 15,000
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

Modified

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	\$25,000
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

Unchanged

Modified

Modified

2017-18 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

2018-19 Actions/Services

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.

2019-20 Actions/Services

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 .

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 5,000	\$ 5,000	\$ 1,500
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

Modified

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

3.7 To expand parent involvement opportunities, maintain after school classes, parent workshops, courses for parents in computer literacy

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 7,500	\$ 7,500	\$ 1,500
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

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

Modified

2017-18 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

2018-19 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

2019-20 Actions/Services

3.8: action deleted due to change in tech services vendor

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 45,000	\$ 45,000	\$ 0
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 "internet and digital" access for all students and staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 55,000	\$ 50,000	\$ 106,875
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)

Unchanged

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) amended in 2019-20 to all facilities are maintained and in good repair (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

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

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

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

2018-19 Actions/Services

(budget is modified)

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

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

Modified

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 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	\$ 60,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	contracted services	contracted services	salary and benefits

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, 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

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

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

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

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

4.5 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)

action deleted

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 10,000	\$ 13,133	\$ 0
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)

4.7 Implement and sustain Character Counts schoolwide, Anti Bullying to include staff training, materials and support curriculum.

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

Action #8

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

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
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	4.8 Implement a safety promotion program to assure that all stakeholders share in procuring, installing, monitoring, training, and other key aspects of the school safety plan and maintenance of a safe learning environment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$ 13,600
Source	N/A	N/A	LCFF S/C
Budget Reference	N/A	N/A	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

\$1,639,275

Percentage to Increase or Improve Services

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.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$ 1,784,216

Percentage to Increase or Improve Services

37.78%

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

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

The 2019-20 LCAP year is the third and final 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 37.78%. 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.

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