

## **Greatest Progress**

PLESD has many things to celebrate as we begin our second year of our three year strategic planning process. When looking at State testing and the Fall 2017 Dashboard:

1. PLESD scored Very High in English Learner Progress and increased 2.9%.
2. In English Language Arts and Mathematics were Medium.
3. In English Language Arts, PLESD scored High or Very High for our Asian, Filipino and Two or More Races students.
4. In math, Filipino students scored Very High and American Indian students scored High and increased significantly.

Rio Del Oro had several significant gains that were celebrated. First, the English Learner Progress increased by 20.5%. Second, Mathematics continued to be high but increased by 9 points.

Another area of celebration is our work with our English Learners. 75.7% of EL students are making progress toward language proficiency from one year to the next on the California English Language Development Test (CELDT) or were reclassified from EL to fluent English proficient in the prior year. One of our goals is to have all of our EL students reclassified by the time they enter Riverside Meadows. This year all of the 6th grade EL students were reclassified.

Another area the District is proud of our success is in the area of technology. PLESD has added 1242 student devices over the last several years. The District has also been focused on refining classroom instruction to focus the use of technology as a tool for students to creatively demonstrate their understanding. The evidence of this growth comes from the student work output being produced in our classrooms. Student documents and multimedia productions that demonstrate learning and increased engagement are two indicators of progress.

## **Greatest Area of Need**

PLESD's analysis of the CAASPP data and the Dashboard produced by CDE show several areas of improvement in English Language Arts and Math. The 2016-17 ELA Dashboard showed PLESD moving from High to Medium declining by 12.6 points. Most of this decline came at the middle school level with significant declines in most subgroups. In Mathematics, PLESD continued to be Medium by declining 1.9 points. There was significant declines in most subgroups at Cobblestone in Mathematics. When the data became available in the summer of 2017, PLESD made significant shifts in some goals, priorities and actions to address these needs. A new English Language Arts curriculum was implemented K-8. Additional support in Mathematics was given for year two of the implementation. The 2018-19 plan has an increased level of staff development in Mathematics.

## **Performance Gaps**

PLESD does have one subgroup that falls two or more performance levels below the "all-student performance." In both English Language Arts and Mathematics, the students with disabilities are two levels below the "all student performance." In 2017-18, changes in personnel occurred in the special education department. Math and Language interventions were taught by content experts not special education teachers, and additional interventions will occur. Since 2016-17 a new writing program was implemented that we anticipate will show growth. A new ELA curriculum was implemented in 2017-18, writing training continue for teachers K-5 with 6-8th grade being added in 2018-19, and interventions were offered at all three sites including a reading specialist at Riverside Meadows. When the 2017-18 data is released, PLESD will analyze areas of growth and need to develop new programs or areas of emphasis to address any performance gaps.

### Increased or Improved Services

PLESD will be increasing and/or improving services in multiple ways for our low-income students (school sites do not have information on the identities of these students due to Federal law so all of these items are for all students knowing that they will help those who fall under the Free and Reduced Lunch program), English Learners and foster youth:

1) The social and emotional well being of these students will be addressed with a new curriculum focused on helping students in these areas.

2) PLESD will be increasing the District's involvement in the wrap around services being offered by other agencies in the county including mental health.

3) The new CDE approved ELA and Math curriculum and assessments will better engage students, provide stronger data on the interventions these student will need, and provide intervention materials to support these students.

4) Academic conferences will focus on the new data being provided from the assessments. These conferences will bring together grade level or department teammates to analyze the needs of all students, identify student needing interventions, and provide the needed interventions.

--	--	--

## 2018-19 LCAP Planned Actions

Goal 1 PLESD will provide students a rich standards based learning environment of communication, collaboration, critical thinking, and creativity.

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

For the 2017-18 school year, all core classes in grades 4-8 have 28 or fewer students with an average of 21.8. New ELA curriculum was purchased and implemented in all grade levels. At least one of the Interim CAASPP assessments have been administered in all classrooms 3-8 and many teachers chose to give multiple assessment blocks because of the positive feedback. Marilyn Bates has continued to work with PLESD in the area of instructional practices. K-5th grade teachers have attended 2-3 writing trainings and received classroom coaching from writing consultant Heidi Koski. Training focused on strategies for informational writing, opinion writing and short answer responses. A new group of Technology Innovators was formed and is assisting in the progression of use and integration with educational technology. Middle school Science and STEM teachers attended National Association of Science Teachers conference then developed and implemented NGSS curriculum. Students identified as Language Learners from Home Language Surveys receive 45 minutes of ELD instruction. Heidi Koski provided ELD teachers with individualized coaching and staff development. During the school day, tier 2 interventions for Math and ELA are provided to students during Universal Access. Students who need Tier 3 interventions based on their progress through the SST process receive pull out intervention during the school day in math or ELA.

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

The local data that was collected and the data that was collected through the Interim Block Assessments from CAASPP show student growth in both Math and Language Arts. Once the 2018 test data is received and analyzed, PLESD will have a better understanding of the effectiveness of the 2017-18 LCAP. In non-academic areas, PLESD continues to show strong levels of effectiveness in providing small class sizes and technology integration.

### Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The largest change made to this goal was the focus on math after analyzing the 2017 CAASPP scores. Time was spent during the 2017-18 school year focusing on math instruction and additional training is being budgeted for the 2018-19 school year. Please note that action 7 from the three year plan has been changed from a Project Based Learning focus to a Mathematics focus.

Actions:	2018-19 Actions
1	Meet State and locally mandated class sizes in K-3 and 4-8
	Additional teachers needed to keep class sizes at prescribed limits Math (New Position) and possible Language Arts. May need to increase elementary staffing due to increase in enrollment.
2	Second Year Language Arts Implementation K-8 Training, Support and consumable materials.
	Teacher sets and classroom materials for new classes, possible teacher kits at Riverside Meadows, training new teachers
3	Establish measurement tools and analysis for ELA and Math.
	Pilot I-ready and/or an equivalent program.
4	Continue best instructional practices work with a consultant.
	Best Instructional Practices Consultant and new teacher trainings
5	Continue implementation of writing training with a consultant.
	Writing Consultant

6	Ensure a strong understanding of teacher expectations for the use of technology and the 4 C's. Continue to engage teachers in pedagogy discussions and changes.
	Cue Conferences, Innovators groups, summer trainings, half day trainings
7	<del>Expand training and implementation for Project Based Learning.</del> Continue to build staff competency in mathematics instruction.
	Supplies-SCOE math consultants and math committee work to strengthen math curriculum and instruction
8	Implementation of Next Generation Science Standards and STEM.
	Mystery Science, STEM and Science Supplies, 5th grade Shady Creek Outdoor Camp
9	Provide a minimum of 45 minutes a day of explicit ELD instruction and professional development for teachers.
	ELD Instruction Professional Development and training for the new assessment system ELPAC
10	During and after school math and ELA interventions for struggling students as part of our Rtl system.
	After School Interventions and Universal Access time

Goal 2: PLESD will provide students multiple enrichment or intervention opportunities outside of the core academic subjects.

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

Full time PE teachers are funded at each elementary school site. Middle School students each receive one period a day (at least 55 minutes) every day, far exceeding the minimum. Riverside offers Spanish, Art, Music, STEM, Sports Training, Ag Science and Plant Science. Elementary students receive weekly music and art opportunities as offered through the specialists. Rio Del Oro completed the second block of after school enrichment classes offered to parents free of charge. A 2 week summer enrichment plan will be implemented for students from TK-7th grade. After School programs at Riverside include sports and music.

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

This has been extremely successful this year. We are very proud of the after school enrichment pilot that Rio Del Oro implemented this year and will be implementing the pilot at Cobblestone next year. The summer enrichment program will be evaluated next year and it will be determined if we continue to offer the program, keep it the same length or expand the program.

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.**

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

No significant changes were made to this goal.

Actions:	2018-19 Actions
1	Students will be provided with the State mandated minutes in Physical Education.
	Full time Elementary P.E. Teachers will assist with meeting these minutes.
2	Students at the middle school level will be offered an enrichment wheel.
	The Middle School Enrichment wheel and year long programs will be supported by Foreign Language teacher, Art teacher, STEM teacher, Band teachers, and science and social studies teachers teaching an elective period. Additional supplies for these programs will be purchased.
3	Elementary students will be offered Music or Art weekly. In a 6 month rotation.
	Art and Music teachers' salaries, materials, and supplies
4	Provide after school sports and clubs at Riverside Meadows.
	After School Sports, Jazz Band, Bucket Band, and Art club

Goal 3: PLESD will put in place programs that will attempt to increase Average Daily Attendance as measured by P2 data at 97.0% or above.

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

PLESD has implemented an attendance monitoring system that provides early intervention as well as offering support and services to improve attendance. We have also adopted a new Independent study policy to provide consistency throughout the district. At P2, the ADA percentage is 96.57% slightly up from last years 96.5%. The Chronic Absenteeism rate has fallen from the end of last year 5.6% to as of May 11, 5.3%. PLESD's busses have 299 students signed up to ride on a daily basis. There are 137 students who qualify for free or reduced services or about 46% of our total riders.

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

Throughout most of the year our monthly ADA % remained about .22% above last year. In March, many students missed school due to flu like symptoms. In the past, March has been a month that attendance rates have risen but because of all of the illnesses PLESD fell to only a .07% increase. Chronic absenteeism continues to improve from already a very low percentage compared to the county and State averages.

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.**

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

No significant changes were made to this goal.

Actions:	2018-19 Actions
1	Provide bus transportation for all free and reduced students and charge nominal fee for other students.
	Bus Transportation costs including drivers salaries, gas, maintenance, etc.
2	Implement the PLESD multi-tiered attendance system.
	Attendance Incentives and continued staff trainings

Goal 4: PLESD will develop shared relationships with both parents and the community in order to ensure the academic, social and emotional success for all PLESD students.

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

This year the parents were invited to attend one of four Superintendent Conversations where they were able to give input into the direction of the District. A parent survey was used to get input from a broader parent base. The results were shared with the Board at the March 14th meeting and were used to evaluate our LCAP work. We are hosting parent seminars to bring the community together, working with Nutritional Services on a health and wellness day, and have become more of a social media presence in communicating services available to parents and students. We are now using Facebook and Twitter to communicate with parents and posting more district information as well as available resources. Through the parent survey, 90.76% of parents indicated they were satisfied with the communication from the school site and 94.09% were satisfied with the communication from the District. The two PTO's at the elementary sites have raised approximately \$20,000. These funds are used to supplement the educational programs at both sites. They have spent funds on various items such as technology, field trips, after school program funds, assemblies and money for teachers to spend on their classrooms. Currently, a group of parents are meeting to discuss steps to reinstate a parent group at Riverside.

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

PLESD parents are extremely satisfied with the programs our District is offering through our strategic plan. The three main core subjects all received 90% approval or higher. The enrichments received no lower than 93.9%. Communication received over 90%. The lowest scoring initiative, the Anti-Bullying/Positive Citizenship, still had 4 out of 5 people giving it positive ratings. The comment sections mirrored some of the lowest rated initiatives including people saying we need to do more about bullying, have more science, social studies, PE, and smaller class sizes.

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.**

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

No significant changes were made to this goal.

Actions:	2018-19 Actions
1	Parents will have the opportunity to give meaningful input to the District decision making processes including LCAP planning and implementation and the PLESD budget.
2	PLESD will provide opportunities for parents to come together to learn strategies or provide information that supports students academically, socially, and emotionally. Parent information night funds will include advertising, supplies, food, and presenters.
3	PLESD will communicate with parents through a variety of communication tools as measured by a yearly communication survey. Parent communication software will be utilized through a contracted provider.
4	PLESD will maintain partnerships with the school parent teacher groups to raise money to supplement the educational system for students.

Goal 5:	PLESD will be proactive in fostering a safe and healthy learning environment, and will assist students and families with social and emotional distress by providing multiple prevention and intervention programs.
---------	--

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

PLESD incorporated "Second Step" into all three schools. Rio and Cobblestone have also collaborated on a common character trait and focus for the month. PLESD also worked on alternative discipline and providing intervention in order to decrease repeated negative behavior. The budget includes multiple positions to support students and families in need: 1 FTE counselor, 1 FTE Director of Student Services, 0.75 FTE Health Aide, and a 60% Behaviorist. The District has also contracted for psychologist, nursing, occupational therapist, and counseling services. One counselor would focus on the middle school and the second would focus on the elementary sites. Student services is working with our foster youth, homeless/displaced students, students in need of health plans, coordinating 504 plans, providing support for families in need, coordinating district wide attendance and independent study programs, and home hospital,.

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

Through the parent survey and staff discussions, PLESD believes we have had a good first year of implementation. Of course there have been some struggles but from a big picture perspective gains have been made on the social and emotional aspects of our educational system. Continued training for staff will be needed in 2018-19 to continue the progress. More clear cut procedures for discipline in the classroom and in the office at the middle school are being developed so that everyone better understands their role.

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.**

**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.**

Staff is requesting moving the Teacher on Special Assignment (TOSA) to a vice principal position and to hire an additional counselor.

Actions:	2018-19 Actions
1	The District will develop a Character Education implementation plan which will include common language to be used at all schools, themes to be addressed at specific age levels, and if necessary any curriculum or materials needed.
	Character Education Curriculum- Restorative Justice Trainings, Crisis Prevention Intervention trainings, Trauma Informed Care Training
2	Support Services will be in place for students and families in need.
	Behavior Specialist, School Counselor, School Psychologist, Nursing/Health Clerk Services, Occupational Therapist, Vice Principal (Changed from a TOSA), Director of Student Services



Goal 6:	PLESD will provide students and staff with clean, well maintained and safe facilities.
<b>Describe the overall implementation of the actions/services to achieve the articulated goal.</b>	
PLESD provided adequate staffing to achieve the goal. Custodians- 6 full time FTE and 2 half time. Grounds 1.5 FTE. Maintenance 2 FTE. The budget includes funding for deferred maintenance. Deferred maintenance money was spent on painting at all sites, Riverside restrooms, sealing blacktop cracks, flooring in 3 rooms at Rio Del Oro, and 2 AC units.	
<b>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</b>	
Level of satisfaction of clean modern facilities in the parent survey was 93.6% positive.	
<b>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</b>	
<b>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.</b>	
No significant changes were made to this goal.	
Actions:	<b>2018-19 Actions</b>
1	Provide adequate staffing and supplies for maintenance and custodial services.
	Custodial and Maintenance personnel, materials and supplies.
2	Fund deferred maintenance and implement 10 year maintenance plan.
	Deferred Maintenance is funded to plan for maintenance of school sites. Developing a deferred maintenance plan for nutritional services.
3	PLESD will evaluate school upgrade needs.
	Possibly putting fences around Kindergarten wings at elementary sites, switching some gates, shade structures at sites, and more trash cans on playgrounds.