

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 2018 Dashboard:

1. PLESD scored Very High in English Language Arts and increased 15.6 points.
2. In mathematics PLESD scored High and increased 12.4 points.
3. English Learner Progress showed 48.4% scoring in Level 4 and 34.4% scoring in level 3.
4. The PLESD suspension rate was 2.8% and declined 2%.
5. Cobblestone Elementary scored in the High range for ELA being 16.8 points above the standard and increasing by 11.6 points. By increasing 21.3 points and being 4.5 points above the standard, Cobblestone scored in the Very High range for math. Cobblestone also scored in the Low range (Low is positive for this category) with only a 3.5% Chronically Absent rate. This declined by 2.3%.
6. Rio Del Oro scored in the Very High range in ELA with students scoring 45.9 points above the standard which was a 21.3 point increase. In math, students scored 24.6 points above the standard which was an increase of 11.4 points. Rio also scored in the Low range (Low is positive for this category) with only a 2.1% of students being suspended. This declined by .9%.
7. At Riverside Meadows, students improved in both ELA (increased 16 points) and math (increased 10.8 points). Riverside also decreased the suspension rate by 4.2%.

The PLESD parent survey once again asked parents to assess our work on the LCAP initiatives. Over 80% of parents rated each initiative either positive or very positive. The highest scoring areas included Reading Instruction (97.7%), Middle School Enrichments (95.4%), Writing Instruction (95.0%), Math Instruction (94.8%), and Science Instruction (94.6%). Parents also were extremely positive about Clean Facilities (94.6%), Technology Initiative (94.6%), Social Studies Instruction (94.6%), Elementary Art (94.6%), Elementary Music (94.6%), Bus Transportation (94.6%), Saturday Enrichment Program (94.6%), Parent Education Nights (94.6%), and Small Class Sizes (94.6%). Parents also were very positive with the District communication (94.9%) and school site communication (91.6%).

The District has shown success in the area of technology. PLESD purchased 1242 student devices over the last several years. The District has also focused on refining classroom instruction focusing on the use of technology as a tool for students to creatively demonstrate their understanding. Evidence of this growth comes from the student work produced in our classrooms. Student documents and multimedia productions demonstrate learning and increased engagement.

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 at Riverside Meadows. Even though students demonstrated growth in both subject areas last year, both areas are still below standard. Math is significantly below standard (35.7 points) and ELA is just 3.5 points below standard. As a District, our students with disabilities made excellent growth in both ELA (increased 14.2 points) and math (increased 29.3 points) but are still significantly below standard. A new English Language Arts curriculum was implemented K-8 in 2017-2018. Continued staff development will be a district priority. Additional support in mathematics was provided at Cobblestone and Riverside Meadows and will continue in 2019-20. Important foundational work on Social Emotional Learning was completed in 2018-19. This work will continue in 2019-20 to build a strong SEL program for all PLESD students.

Performance Gaps

PLESD does have a subgroup that falls two or more performance levels below the "all-student performance" in English Language Arts. The students with disabilities are two levels below the "all student performance." This is an improvement over last year when they were two levels below in both ELA and math. In 2017-18, changes in personnel occurred in the special education department. Math and ELA interventions were taught by content experts not special education teachers, and additional interventions were provided. A strategic academic writing program was implemented in the 2016-17 school year. A new ELA curriculum was implemented in 2017-18, writing training continue for teachers K-5 in 2018-19, and interventions were offered at all three sites. In 2018-19 Riverside Meadows teachers received Reading Comprehension staff development. This will continue in 2019-20 and academic writing training will be added for Riverside Meadows teachers. When the 2018-19 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 through instructional strategies that support social emotional learning, as well as curriculum that is focused on helping students in these areas.
- 2) PLESD will continue the District's involvement in connecting with wrap around services that are offered by other agencies in the county including mental health. We now have a representative on multiple County committees. PLESD has a representative on the Blue Ribbon Commission that collaborates with county providers in support of foster youth. Also, the Children's Counsel which connects multiple agencies in supporting youth county wide. Finally, we most recently joined the Prevention Network which will be working on how all county services including education can develop a system of support for children by focusing on preventative measures. We have also connected with the Yuba County Assessment Team who helps us troubleshoot difficult cases by investigating possible outside support services for at risk youth. PLESD has also established a positive working relationship with Child Protective Services as we now attend child and family team meetings to support children and families who now CPS supports. We have continued our connection with TUPE and have added 1 on 1 support from their prevention specialists for kids who have brought our used tobacco products on our school campuses. Lastly we are in the process of meeting with first responders and superintendents within our county to bring the F.O.C.U.S program to Yuba County. This program will alert school staff if one of our students is involved in a traumatic incident.
- 3) The 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 student data being provided from the assessments. These conferences will facilitate grade level or department teammates to analyze the needs of all students, identify students in need of targeted interventions, and plan strategic interventions.

2019-20 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.	
<p>For the 2018-19 school year, all core classes in grades 4-8 have 28 or fewer students with an average of 25.7 in grades fourth-fifth and 22.3 in grades six-eighth. New ELA curriculum was purchased and implemented in all grade levels in 2017-18 and the second year of implementation included additional training and resources for curriculum. Multiple Interim CAASPP assessments have been administered in all classrooms 3-8. Marilyn Bates continued to work with PLESD in the area of instructional practices through December of 2018. In January, an initiative to improve instructional practices at Riverside Meadows was launched. The Riverside Meadows administrative team was supported by the Director of Curriculum and Instruction. K-5th grade teachers have attended 2-3 writing trainings and received classroom coaching from writing consultant Heidi Koski. Mrs. Koski also trained and coached all the Riverside Meadows ELA, Science, Social Studies, and some enrichment teachers in reading comprehension strategies. Math coaching was provided by Sacramento County Office of Education for both Riverside Meadows and Cobblestone teachers. A new group of Technology Innovators was formed to assist the progression of use and integration with educational technology. Students identified as Language Learners from Home Language Surveys receive an average of 45 minutes of ELD instruction per day. After analyzing the 2018 ELPAC data, PLESD shifted the third through fifth grade ELD intervention targeting the identified areas of need as reading comprehension and writing. Mrs. 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.</p>	
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	
<p>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 2019 test data is received and analyzed, PLESD will have a better understanding of the effectiveness of the 2017-19 LCAP. In non-academic areas, PLESD continues to demonstrate strong levels of effectiveness in providing small class sizes and technology integration. PLESD must focus on finding, purchasing and implementing an assessment data system to assist teachers and administrators to gather formative assessments to focus the planning of future instruction.</p>	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
<p>The consultant that we were using for the Best Instructional Practices work was unable to complete the end of the year work due to a family emergency.</p>	
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.	
<p>No significant changes were made to this goal.</p>	
Actions:	2019-20 Actions
1	Meet State and locally mandated class sizes in K-3 and 4-8
	PLESD may need to increase elementary staffing due to increasing enrollment.
2	Third Year Language Arts Implementation K-8 Training, Support and consumable materials.
	PLESD will purchase teacher sets and classroom materials for new classrooms K-5 and funds will be used to train new teachers. Riverside Meadows will continue to work with Heidi Koski focusing on teaching comprehension strategies.
3	Establish measurement tools and analysis for ELA and Math.
	PLESD will utilize the Illuminate Data system in 2019-20. The district and site administrators will receive training to support implementation of the data system. Site administrators will train the site teachers to implement the Illuminate program. The data system will assist administrators and teachers in measuring the academic growth of all students.
4	Continue best instructional practices work with a consultant.
	PLESD will continue to work with Marilyn Bates if she is available on best instructional practices and provide new teacher trainings. If Marilyn is not available, the Director of Curriculum and Instruction and the Superintendent will continue her work.
5	Continue implementation of writing training with a consultant.
	PLESD will continue to use Heidi Koski as our Writing Consultant and will implement the writing trainings K-8.

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.
	Professional Development will include Cue Conferences, Innovators groups, summer trainings, and half day trainings provided by district staff
7	Continue to build staff competency in mathematics instruction.
	SCOE math consultants will work to strengthen math curriculum and instruction at Riverside Meadows and Cobblestone. Rio Del Oro will use a math committee to evaluate curriculum.
8	Implementation of Next Generation Science Standards and STEM.
	Budget items to support this action will include purchasing the online Mystery Science program, STEM and Science Supplies, and funding for 5th grade Shady Creek Outdoor Camp.
9	Provide explicit ELD instruction, data driven interventions for EL students (ex Comprehension Intervention), and professional development for teachers.
	PLESD will provide professional development in ELD Instruction and the new assessment system ELPAC.
10	During and after school math and ELA interventions for struggling students as part of our Rtl system.
	PLESD will provide after school interventions and Universal Access time.

Goal 2:	PLESD will provide students multiple enrichment or intervention opportunities outside of the core academic subjects.
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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), far exceeding the minimum mandated minutes. 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. Both sites offer after school enrichment with art, music or PE. Rio Del Oro piloted an after school enrichment program offered to parents free of charge. A 3 week summer enrichment program will be implemented for students from TK-7th grade. After School programs at Riverside include sports and music. This year PLESD implemented a Saturday Enrichment program. This served two purposes. First, it was an attendance recovery program. Second, it offered PLESD students an opportunity to participate in enrichment opportunities.

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

Saturday School was extremely successful this year. As of March 30, 2019 PLESD had 364 students who participated. The parents reported through the parent survey a 95.4% approval rating for the Middle School Enrichment program, a 93.4% a for Art, 91.7% for Music, and 89.4% for P.E. Twenty parents did comment that they would like to see more Art, Music or PE offered.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences were made 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:	2019-20 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. The budget includes funds for the Art and Music teachers' salaries, materials, and supplies
4	Provide after school sports and clubs at Riverside Meadows. Riverside Meadows offers 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 96.45% slightly down from last years 96.57%. The Chronic Absenteeism rate has fallen from the end of last year 5.7% to, as of April 3, 2019, 5.2%. PLESD provides transportation for 341 students daily. There are 153 students who qualify for free or reduced services, about 45% of our total riders.	
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	
This year PLESD implemented a Saturday Enrichment program. This served two purposes. First, it was an attendance recovery program. Second, it offered PLESD students an opportunity to participate in enrichment opportunities. Each site ran 3 Saturday School dates. PLESD recovered 364 days of absence through this program.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
No material differences were made 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:	2019-20 Actions
1	Provide bus transportation for all free and reduced students and charge nominal fee for other students.
	The PLESD budget includes the cost for bus transportation including drivers salaries, gas, maintenance, etc.
2	Implement the PLESD multi-tiered attendance system.
	Funding is budgeted for 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.	
A parent survey was used to get input from a broad parent base. The results were shared with the Board at the March 14, 2019 meeting and were used to evaluate and revise 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 now use Facebook and Twitter to communicate with parents and posting district information as well as available resources. Through the parent survey, 91.57% of parents indicated they were satisfied with the communication from the school site and 94.91% 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 four main core subjects all received 94.4% approval or higher. The enrichments received no lower than 89.3%. Communication received over 91%. 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 enrichments, and smaller class sizes.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
No material differences were made 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:	2019-20 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. PLESD will include parent input in the LCAP planning process through parent surveys and input meetings.
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.
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Describe the overall implementation of the actions/services to achieve the articulated goal.

PLESD has created an implementation plan that will address the social emotional needs of all students. The plan includes training all staff in Restorative Practices, Trauma Informed Practices, and the development of a comprehensive Multi-Tiered System of Support for social emotional needs. PLESD has implemented a trainer of trainers strategy that has now given us certified trainers at every school site as well as at the district office in the areas of Restorative Practices and Trauma Informed Practices. Having our own trainers ensures sustainability and consistency in the implementation the initiatives. All three sites have trained and are implementing selected restorative strategies such as using affective statements and understanding the social discipline window. PLESD will continue to implement "Second Step" at all three schools. Rio and Cobblestone have also collaborated on a common character trait and focus for the month. Riverside is currently working on a positive reinforcement system for students which will start at the beginning of the next school year. 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: 2 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. 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 second 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 2019-20 to continue the progress. Clearly defined 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.

No material differences were made 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 District has hired a full time psychologist for the 2019-20 school year instead of contracting for these services.

Actions:	2019-20 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.
	The budget includes funds for Character Education Curriculum, Restorative Practices Trainings, ProAct Intervention trainings, and Trauma Informed Care Training
2	Support Services will be in place for students and families in need.
	Positions included in this action are Behavior Specialist, two School Counselors (one for the middle school and one for the two elementary sites), School Psychologist, Nursing/Health Clerk Services, Occupational Therapist, 2 Speech Therapist, Vice Principal, Director of Student Services.

Goal 6:	PLESD will provide students and staff with clean, well maintained and safe facilities.
Describe the overall implementation of the actions/services to achieve the articulated goal.	
PLESD provides 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 updating Riverside restrooms, sealing blacktop cracks, new flooring in 3 classrooms at Rio Del Oro, and 2 AC units.	
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	
Level of satisfaction of clean modern facilities in the parent survey was 94.61% positive.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
No material differences were made 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:	2019-20 Actions
1	Provide adequate staffing and supplies for maintenance and custodial services.
	The budget includes funds for the 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. PLESD developed a deferred maintenance plan for nutritional services.
3	PLESD will evaluate school upgrade needs.