LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasant Grove Joint Union
CDS Code: 51714310000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Dave Tarr | davet@sutter.k12.ca.us | 916-655-3235

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).
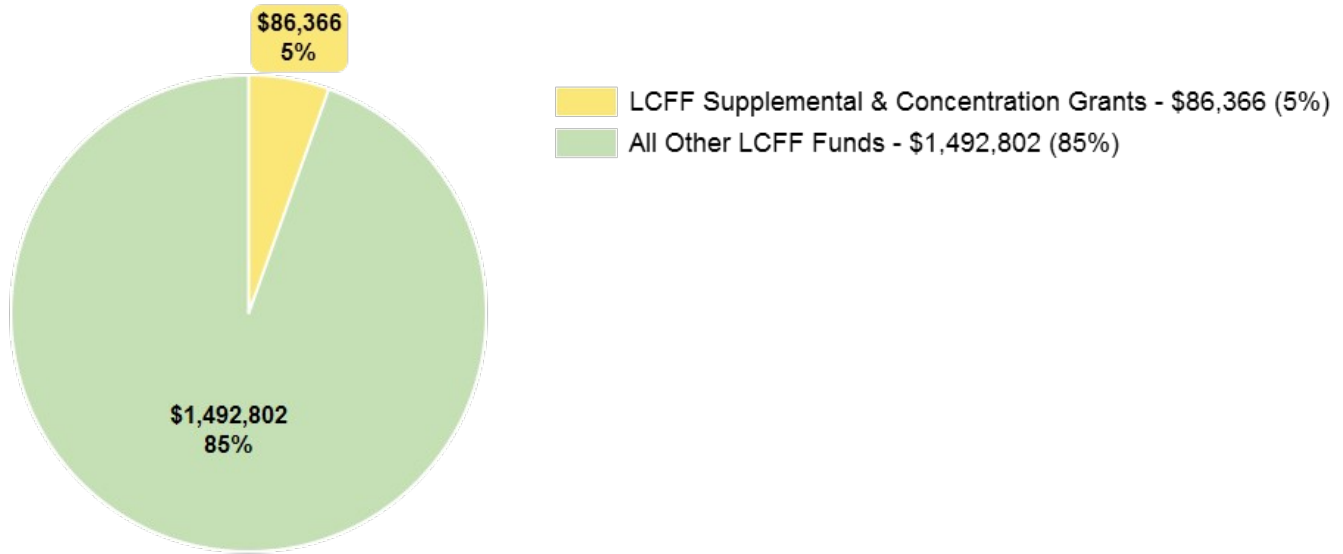
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source
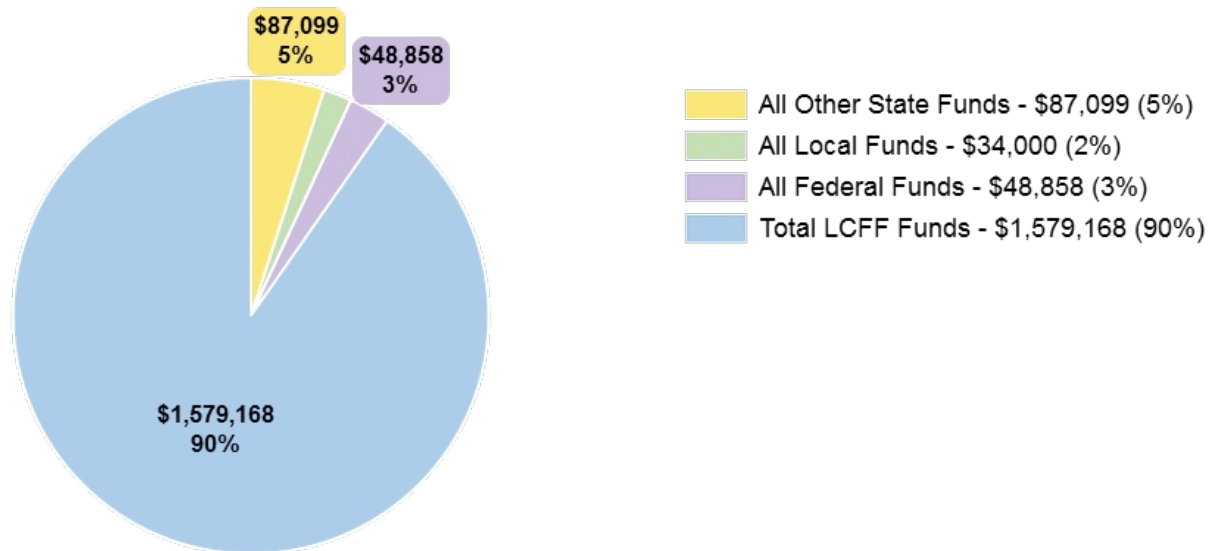
Source	Funds	Percentage
All Other State Funds	$87,099	5%
All Local Funds	$34,000	2%
All Federal Funds	$48,858	3%
Total LCFF Funds	$1,579,168	90%

Breakdown of Total LCFF Funds

| Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$86,366	5%
All Other LCFF Funds	$1,492,802	85%

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

The total revenue projected for Pleasant Grove Joint Union is $1,749,125, of which $1,579,168 is Local Control Funding Formula (LCFF), $87,099 is other state funds, $34,000 is local funds, and $48,858 is federal funds. Of the $1,579,168 in LCFF Funds, $86,366 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
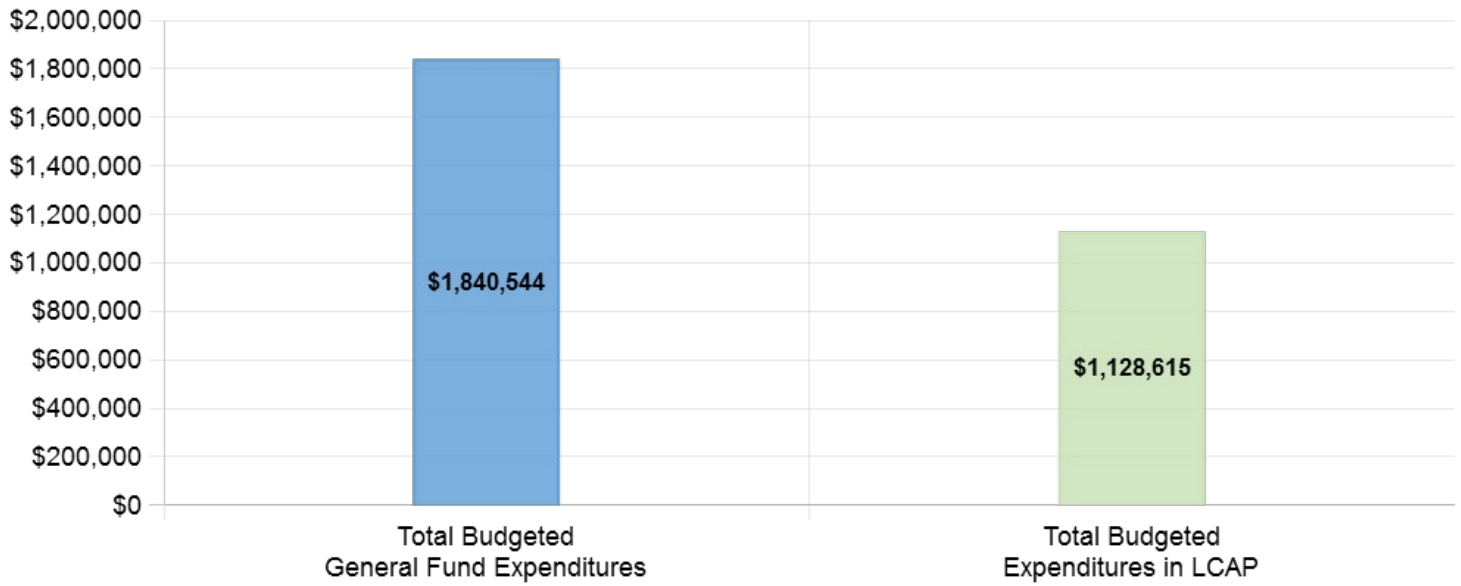
Source	Funds
Total Budgeted General Fund Expenditures	$1,840,544
Total Budgeted Expenditures in LCAP	$1,128,615

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

Pleasant Grove Joint Union plans to spend $1,840,544 for the 2019-20 school year. Of that amount, $1,128,615 is tied to actions/services in the LCAP and $711,929 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

> $ 711929
> Special Education, Administration, Childcare, Maintenance and Operations, Instruction, and Other Outgo

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

In 2019-20, Pleasant Grove Joint Union is projecting it will receive $86,366 based on the enrollment of foster youth, English learner, and low-income students. Pleasant Grove Joint Union must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Pleasant Grove Joint Union plans to spend $120,026 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
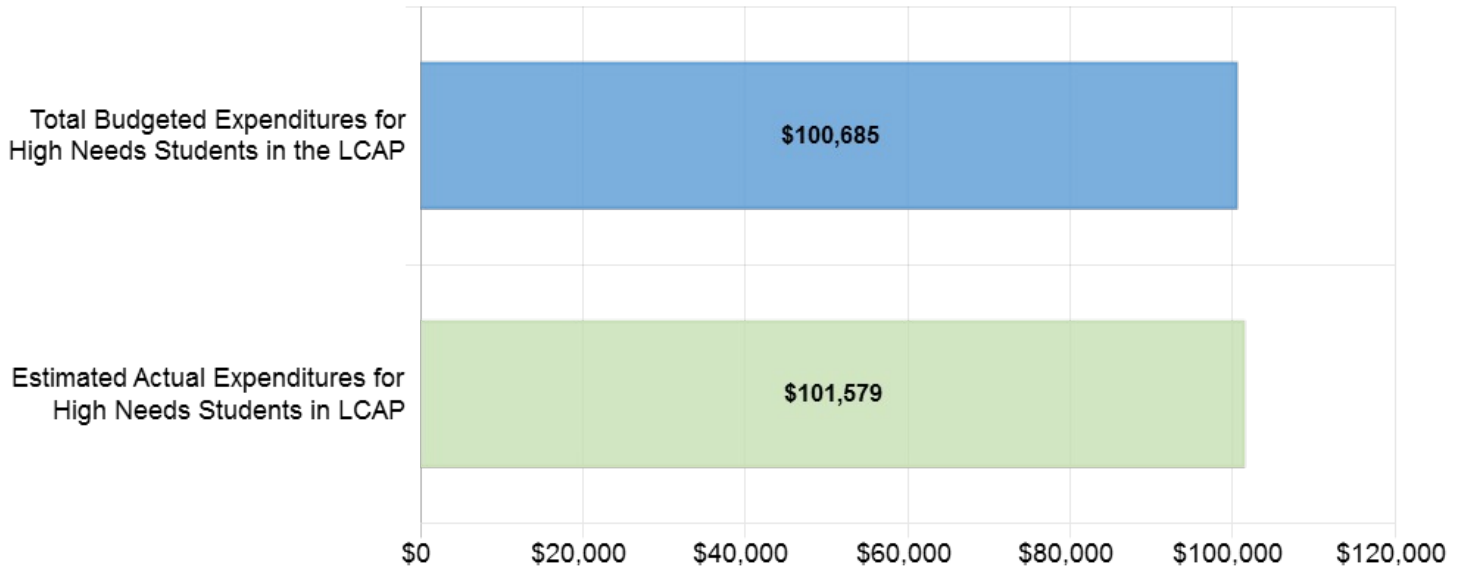
Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$100,685
Estimated Actual Expenditures for High Needs Students in LCAP	$101,579

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

In 2018-19, Pleasant Grove Joint Union's LCAP budgeted $100,685 for planned actions to increase or improve services for high needs students. Pleasant Grove Joint Union estimates that it will actually spend $101,579 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Pleasant Grove Joint Union	Dave Tarr	davet@sutter.k12.ca.us
	Superintendent/Principal	916-655-3235

2017-20 Plan Summary

The Story

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

The Pleasant Grove Joint Union School District serves approximately 175 students in grades TK-8. Our student body is comprised of about 60% inter-district transfer students who come to us by choice due to our reputation for achievement and behavioral expectations. We accept all types of students for enrollment: students with behavioral problems, special education needs, or those who receive Title I services. The number of students who qualify for free and reduced breakfast and lunch has varied from a high of 41% to 33% currently. Our EL population is 3%. Our first SBAC baseline results were strong with 60% of students meeting or exceeding standards in ELA and 54% of students meeting or exceeding standards in math. Our two significant subgroups are White and Socioeconomically Disadvantaged.

The Pleasant Grove Joint Union School District (PGJUSD) has a rich history, traditional values, and progressive practices. As a learning community, we ardently believe failure is not an option and support our beliefs by putting effective practices into place. We are the only school in the Pleasant Grove School District. The school began serving students of the rural farming communities of South Sutter County in the mid 1800's, and many of our students' parents and grandparents, and even some of our current staff members, attended school here. We enjoy the many benefits of being a central part of a close knit, multigenerational farming community. Although we have strong roots in the past, we are a forward thinking, high quality school. Pleasant Grove students and staff all work hard and expect a lot of each other. We provide a unique educational experience, and everyone performs their best, no matter what their role.

We value strong, fundamental, standards-based education while employing innovative, engaging teaching techniques to meet the variety of learning needs and styles we encounter. We received Distinguished School Awards in 2008 and 2014 and a Title I Award in 2014. In 2016 we received the Gold Ribbon and Title I Awards. Never content to rest on our laurels, Pleasant Grove School continues to maintain a reputation of uncompromised commitment to academic growth.

Our vision is one of excellence in action and continuous learning, for all of us! We are not a complacent community of learners: everyone from community members to Board of Trustees to our custodians and bus drivers are integral to our success. We have partnerships with community groups such as 4-H, Kiwanis Club, and the local fire department who provide services for our students. Our parents are very supportive of and involved in our school as Parents' Club members and classroom volunteers. When moving to a standards-based system many years ago, our Parents Club and Site Council members were very instrumental in helping us move forward.

LCAP Highlights

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

Through analysis of our state and local data and input from stakeholders, including staff, parent, community, and students we identified three goals for focus within the next three years.

Goal 1.0 Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction.

Goal 2.0 Utilize a broad course of study that academically challenges all students and develops citizenship, leadership, and innovative thinking.

Goal 3.0 Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

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

The percentage of all students meeting the achievement standard on the spring 2018 Smarter Balanced ELA Assessment is 57% and 13 points above level 3 and 57% on the Math assessment and 6 points above level 3. According to the CA Schools Dashboard, our Academic Indicator for ELA status placed in the High (Green) performance category (Standard Met) and we maintained our status with 0.4-point change. The Academic Indicator for Math status placed in the High (Green) performance category (Standard Met) and the change was maintained with a slight increase of 4.3 points. The Socioeconomically Disadvantaged subgroup scored in the High (Green) performance category in Math having increased 13.6 points. Our increased focus on progress monitoring and providing early intervention supported these increases. See: Goal 1, Actions 1.3 and 1.4

The Local Indicators, Priorities 3 & 6, Parent Engagement and School Climate, were evaluated through stakeholder surveys. Data from a spring 2019 stakeholder survey indicated that 93.5% of parents rated that their involvement is valued and 76.6% rated that their input is valued, a 15% increase over last year. This year we will enhance our website and parent portals to keep parents and community informed. We will provide training and support for parents to access the information contained in our parent portal. See: Goal 3, Action 3.3

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

Suspension rate is 1.5%. This rate placed in the High(Orange) performance category, having increased 1%. The White subgroup placed in the High (Orange) performance category with 2% being suspended at least once. This is an increase of 2%. The Socioeconomically Disadvantage subgroup placed in the Very Low (Blue) performance category.

We believe alternative discipline practices support students and make sure all students remain in class and have the opportunity to receive instruction from the classroom teacher. This year we will continue to focus on character traits and school-wide expectations with staff and students to decrease pupil suspension rates <1%. See: Goal 3, Action 3.3

The percentile of the Socioeconomically Disadvantaged subgroup scoring proficient in ELA on the Smarter Balanced Assessment is 43% and 10.5 point below standard, maintaining with -2.9 points. According to the CA Schools Dashboard, our Academic Indicator for ELA status placed the Socioeconomically Disadvantaged subgroup in the Low (Orange) performance category.

Research is compelling that Response to Intervention is effective in improving outcomes for all students, so the PGJUSD LCAP invests heavily in developing and implementing an RTI process that screens students to see who is at risk, provides instruction using research-based teaching strategies and programs, monitors the progress, and adjusts the strategies and programs being used when progress is not made.

We will refine our Early Warning and Progress Monitoring System so we can quickly identify students needing support and provide timely intervention. See: Goal 1, Action 1.3 We will provide interventions using research-based strategies and programs. See: Goal 1, Action 1.4

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

Our performance gap is in the Academic Indicator in ELA. The status for All Students in ELA indicated a status of High, 13 points above 3 but a status of Low, 10.5 points below 3 for our Socioeconomically Disadvantaged subgroup. John Hattie's 2017 research of factors that impact student learning indicates teacher estimates of student achievement has the highest impact on student learning. With that in mind, we will use a portion of our scheduled PD time to continue a study of Mindset. See Goal 1, Action 1.1

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.

None

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

1.0 Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
ELA 15 points above level 3 Math 5 points above level 3	ELA 13 points above level 3 Math 6 points about level 3
ELA at level 3 Math 25 points below level	ELA 10.5 point below level 3 Math 15.8 points below level

Expected	Actual
ELA 50% Proficient Math 59% Proficient	ELA 40% Proficient Math 47% Proficient
ELA 75% Full Awareness of Standards and Framework Math 75% % Full Awareness of Standards and Framework	ELA 89% Full Awareness of Standards and Framework Math 100% Full Awareness of Standards and Framework
100%	100%
100%	100%
We are waiting for ELPAC data from spring 2018 testing. This section will be updated when we receive scores.	Spring 2018 ELPAC Summative scores: 4 - 0%, 3 - 57%, 2 – 14%, 1 – 29%

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Continue to provide on-going professional learning including on-site collaboration and job-	1.1 In addition to on-site professional development activities and coaching -	a. $71,224 b. $21,671 c. $3,500	a. $71,224 b. $28,413 c. $5,580

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
embedded instructional coaching as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, NGSS, History/Social Studies.	8/6/18 NGSS training for 6th grade teacher 10/2/18 NGSS training for 6th grade teacher 10/4/18 Academic Language of Math training for 8th grade teacher 10/16/18 Mathematical Mindset training for 8th grade teacher 10/17/18 Planning day for 3rd & 5th grade teachers 10/29 & 10/30 Social Studies training for 7th grade teacher 11/8 & 15 & 12/13 ERWC training 5th grade teacher 11/6/18 7th grade teacher social studies planning time 11/8/18 8th grade teacher at Language/ math training 11/13/18 2nd grade teacher - social studies planning time 11/14/18 3rd and 4th grade teachers - math planning time 11/27/18 8th grade teacher - math planning time 12/12/18 7th grade teacher - social studies planning time 12/12/18 6th & K grade teachers	d. $660 e. $2,000	d. $0 e. $2,135

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	- planning time 12/13/18 6th & 4th grade teachers - planning time 12/14/18 2nd and 5th grade teachers - planning time 12/18/18 6th and 4th grade teachers - planning time 12/20/18 3rd & 8th teachers planning - time 1/8/19 Coach at NGSS training 1/15/19 1st & 2nd grade teachers at science training 1/16/19 3rd, 4th, & 5th grade teachers at science training 1/17/19 6th grade teacher at science training 1/29/19 Coach at science training 1/30-2/1 8th grade teacher at Illuminate conference 2/7/19 8th grade teacher at math training 3/28/19 7th grade teacher at social studies training 4/11/19 6th & 8th grade planning time 4/25/19 & 5/2/19 8th grade teacher at math training		

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

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Continue to provide high quality instruction, standards-aligned curriculum, assessments, and reporting.	1.2 All students were provided with the necessary standards-aligned instructional materials. Nine classroom teachers delivered high quality instruction to all students, used standards-aligned assessments, and reported student progress toward meeting standards three times per year.	a. $549,226 b. $183,714 c. $10,000 d. $2,000 e. $404	a. $548,708 b. $220,775 c. $4,331 d. $2,000 e. $404

Action 3

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Continue to maintain a progress monitoring and a data management system and develop an infrastructure of ongoing analysis of student performance and progress in order to monitor student progress and identify students in need of additional support to close the achievement gap.	1.3 NWEA universal assessments are given three times per year in grades 108. Illuminate continued to be used as the data management system. Data meetings with staff took place on: October 15, 18, 24, 2018 February 19, 20, and 28, 2019 Expenditures included: NWEA MAP license, Illuminate, subs to cover classes during data meetings	a. $1,000 b. $5350 c. $3,700	a. $1,080 b. $5,385 c. $ 2,148

Action 4

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

1.4 Continue to provide interventions and supports to address the academic needs of all students including Socioeconomically Disadvantaged, English learners, foster youth (currently none), and students with disabilities.	1.4 Interventions and supports were maintained through the use of support staff. Two classes had a support person during their math period to support struggling students. Six 30-minute daily Tier III spots were utilized for students needing the most intensive interventions. In grades 3-5, the classroom teachers and an aide provided 30 minutes of intervention daily. Students in 1st and 2nd grades scoring in Intensive on fluency assessments received 30 minutes of fluency intervention daily. A full-day kindergarten aide provided in-class support. A support staff member provided after-school intervention for one hour per day, four days per week until Winter Break.	a. $56,889 b. $24,375 c. $5,500 d. $18,328 e. $6,040	a. $ 66,401 b. $ 15,550 c. $5,265 d. $ 18,328 e. $ 7,103

Action 5

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

1.5 Continue to provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement.	1.5 Classroom teachers provided effective core instruction to English learners in addition to Designated and Integrated ELD instruction. All teachers received PD in Kate Kinsella's Vocabulary Toolkit and teachers in grades 3-8 provided Vocabulary Toolkit instruction daily	a. $5,500 b. $250 c. $4,636 d. $ 1,416	a. $5,137 b. $ 0 c. $ 4,636 d. $ 1,869

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.

Implementation of the actions and services effectively supported the achievement of Goal 1, Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction. Successes included: professional learning time mainly focused on high quality instruction of the CA standards and materials in mathematics, writing, and science; all students received ELA/ELD and mathematics instruction using CA standards-aligned instructional materials and were increasingly taught using NGSS standards-aligned lessons and materials; interventions and supports were maintained through the use of support staff; 100% of teachers were appropriately assigned and credentialed; and we maintained a broad course of study with 100% of students having access to standards-aligned instructional materials. During the 2018/19 school year, less than 3% of the students were English learners and all took the ELPAC in the spring of 2019. Challenges included training for all teachers in the Vocabulary Toolkit and having enough staff to provide intervention to students.

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

The actions/services in the 2018/19 LCAP were effective in the achievement of the goal, Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction. Professional learning time focused on the CA standards and materials in mathematics, writing, and science. Preliminary 2019 LCAP scores in ELA indicate 62% of students scored proficient, an increase from 57% in 2018. Implementing a data monitoring system and Tier 3 intervention has supported the Socioeconomically Disadvantaged subgroup to increase the percent proficient on spring MAP from 26% in 2018 to 39% in 2019.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference of an increase in spending of $30,874 in Action 1.2 was primarily due to an increase in statutory costs to employ that came after the 2018/19 LCAP was written and approved. There were no other material differences between budged expenditures and estimated actual

expenditures in Goal 1.

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.

Expected Annual Measurable Outcomes adjusted based on 2018/19 Actual Outcomes:
CA Schools Dashboard Academic Indicator for ELA and Math from ELA 15 points above level 3 and Math 5 points above level 3 to ELA 15 points above level 3 and Math 10 points above level 3
Academic Indicator for Socioeconomically Disadvantaged subgroup for ELA and Math from ELA at level 3 and Math 25 points below level 3 to ELA 5 points below level 3 and Math 10 points below level 3
Universal Assessment – Winter from ELA 50% Proficient and Math 59% Proficient to ELA 45% Proficient and Math 50% Proficient

Action modified based on input from the Pleasant Grove Teacher's Association:
1.1 Changed from Continue to provide on-going professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, NGSS, History/Social Studies to Ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support, and compensation.

Goal 2

2.0 Utilize a broad course of study that academically challenges all students and develops citizenship, leadership, and innovative thinking

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
VAPA integrated into 1 content area	Teachers in grades TK-8th incorporated art lessons into various content areas, taught units on dance in PE, and had students perform
Technology integrated into 1 content area	Teachers in grades 3-8 integrated technology into various content areas by having students research, present, and write using the classroom laptops. Students in grades TK-8th use technology to take assessments and participate in intervention.
Classrooms using Office 365 Classroom - 2	Classrooms using Office 365 Classroom - 4

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 Increase student access to visual and performing arts programs and courses. Provide professional development to teachers to support VAPA instruction.	In addition to teachers providing more VAPA activities in their classrooms, students in grades 1-8 participated in 1 time per week art instruction for a total of six weeks	a. $1,750 b. $650	a. $1,750 b. $418

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide teachers and students with technology access and tools to enhance and support curriculum.	Students in grades 3-8 have a laptop per student and our three primary classrooms share one lap-to cart. Technology instruction is provided to all students 1st - 8th grades through Learning.com and TK/K through ABC Mouse	a. $10,431 b. $ 2,938 c. $ 7,600	a. $10,432 b. $2,690 c. $6,821

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to increase student engagement by providing more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular activities and expanded learning programs.	Field trips included: 3rd Farm Day (science) 6th, 7th, 8th Pescadero State Park (science) 2nd/3rd IMAX/Railroad Museum 8th girls to STEM conference (science/math) TK, K, 1st Bishop's Farm (science) TK, K, 1st Woodcreek Nature Center (science) 4th Sutter's Fort (social studies) 3rd, 4th, 5th State Scientist Day (science) Whole school swim party 8th grade Sunsplash trip 6th Shady Creek (science) Assemblies included: Wild Things Rideout Healthy Kids Mathematical Madness (B Street Theater) Pennies for Patients End of trimester awards assemblies Red Ribbon Week	a. $200 b. $1,000 Most of the work is done within the regular school day with existing staff so there is no additional cost. Also, Parents' Club funds the majority of our assemblies.	a. $0 b. $1,950

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Two after-school sports activities as well as a track/field day were provided to 6th-8th grade students. Technology-based activities included PowerPoint presentations and movies created by students; historical dramatizations; hands-on science; after-school dances for 6th-8th grade students; and Student Council.		

| 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.

The actions/services for Goal 2, Utilize a broad course of study that academically challenges all students and develops citizenship, leadership, and innovative thinking, were successfully implemented in 2018/19. Successes included: grades 5-8 using Office 365 and grades 6-8, textbooks and student work are primarily accomplished via technology. One challenge was finding professional development in VAPA.

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

Implementation of the actions and services effectively supported the achievement of Goal 2. Staff used the adopted technology standards and program as a focus for technology instruction. Students in grades TK-5 received 60 minutes of technology/library instruction per week. Teachers in grades 6-8 used the curriculum in their weekly schedule. Teachers also provided expanded learning opportunities for students including field trips, after-school clubs, and technology-based learning. Students in grades 1-8 took part in 6 weeks of art instruction offered by an art instructor in addition to the increased VAPA activities in the classrooms.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material difference between budgeted and actual expenditures for Goal 2.

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.

Expected Annual Measurable Outcomes adjusted based on 2018/19 Actual Outcomes:
Master Schedule from VAPA integrated into 1 content area to 1 six-week VAPA course.

Master Schedule from Technology integrated into 1 content area to TK-5th ½ hours of technology instruction per week and 6-8 technology integrated into 2 content area.

Survey from Classrooms using Office 365 Classroom – 2 to Classrooms using Office 365 Classroom – 4

Action modified based on stakeholder input:

Action 2.1 is being changed to remove PD in VAPA and to focus on bringing in VAPA instructors and/or curriculum for VAPA instruction.

Goal 3

3.0 Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Increase to Exemplary	3.1 Facilities Inspection Tool - Physical environment Good
Maintain 0%	Maintained 0%
Increase to 98%	95.8%
Decrease to 1.5%	P2 District Chronic Absences 5.5%

Expected

Actual

Maintain < 1% Suspension rate Maintain 0% Expulsion rate	1.5% Suspension rate - increased 1% 0% Expulsion rate

Increase to >90%	82.7%

Maintain >95% feeling of safety Decrease to 20% bullying	93.2% feeling of safety 8.8% bullying – Decrease of 13.2%

Involvement valued Maintain >90% Input valued Increase to 65%	Involvement valued 93.5% Input valued 76.6% - increase of 15%

Actions/Services

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

Action 1

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

3.1 Continue to maintain current facilities in a safe and operational manner. Attain FIT report where condition is rated exemplary. Make repairs to facilities as needed Continue to maintain routine Restricted Maintenance Fund	October 2019 FIT report condition rated as "Good". We have maintained the 4 hour per day of increased maintenance.	a. $15,361 b. $ 9,702 c. $ 37,200 d. $53,930	a. $15,364 b. $9,338 c. $48,572 d. $40,473

Action 2

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
3.2 Monitor daily Attendance Maintain attendance monitoring/notification system Purchase new attendance system Train staff on new attendance system Provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students	A new attendance system was purchased. Staff was trained on daily attendance, in addition to the monitoring/notification of attendance. Attendance or tardy letters are sent weekly. Home to school transportation is provided to all in-district students. Transportation is provided to inter-district students from a location at the edge of our boundary to school.	a. $17,681 b. $10,599 c. $2,750 d. $15,000 e. $5,000	a. $17686 b. $10609 c. $ 2,638 d. $12539 e. $ 5,077

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Continue to support safety and a positive school climate. Review and adjust safe school plans to facilitate safer more positive school climate. Continue to provide instruction in Second Step and Steps to Respect Continue to provide Nurtured Heart professional learning to staff to maintain pupil suspension and expulsion rates < 1%. Continue to provide an updated web site.	December 2018 – The School Site Council reviewed and recommended the Safe School Plan. February 2019 the PGJUSD Board of Trustees reviewed and approved the Safe School Plan. Staff decided to emphasize one character trait per month. Staff reviewed and discussed the book, Essential 55, with the idea of having some school-wide expectations for staff and students. This is something that will be continued. In addition to the web site having an up-to-date calendar of activities we have emphasized the Parent Portal in our student information system as a way parents can stay contented.	a. $2,688	a. $1188

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.

Implementation of the actions and services effectively supported the achievement of Goal 3, Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment. Successes included: custodial and maintenance hours were maintained at their increased level; we closely monitored student attendance; and regularly communicated with parents regarding attendance and expanded our work on our school culture. One challenge was consistent implementation of the anti-bullying curriculum.

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

The actions/services were effective in the achievement of Goal 3, Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment. Expanded learning opportunities for students increased student engagement and resulted in an attendance rate of 95.8% . Communication efforts results in a spring 2019 stakeholder survey indicated 80% of parents feel the school is good about staying in touch with them with only 7% believing the school could do a better job of communicating. Increased work on our school culture and behavior expectations for all helped contribute to students' feeling of safety (93% feel safe) and decrease the perception of bullying to 8.8%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The materials difference of a decrease in spending of $1,500 in Action 3.3 is due to our Parents' Club paying for assemblies and hosting some no-cost assemblies. There were no other materials differences between budgeted expenditures and estimated actual expenditures in Goal 3.

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.

Changes in Expected Annual Measurable Outcomes based on 2018/19 Actual Outcomes:

CA Schools Dashboard Pupil Suspension/Expulsion Indicator from Maintain < 1% to Decrease to 1% Suspension rate.

Student Survey – school safety and bullying from Maintain >95% feeling of safety to Maintain >90% feeling of safety and Decrease to 20% bullying to Maintain < 10% bullying.

Stakeholder Survey Input valued from Increase to 65% to increase to 80%.

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?

The District began the process of reviewing the Annual Update in August 2018 and gathering input from stakeholder groups in January and this process continued throughout the development of the LCAP. The following stakeholder meetings and surveys were used in the development of this document. Administrative staff met on the following dates to review information pertaining to the LCAP.
8/14/18
8/27/18
9/18/18
10/1/18
10/19/18
1/25/19
2/7/19
3/1/19
3/28/19
4/26/19

Staff/Bargaining Unit
March 4, 2019 & April 29, 2019
Reviewed the California Schools Dashboard and the implications for the LCAP
Reviewed LCAP Goals and Actions and asked for input
Reviewed Greatest Progress, Greatest Need, and Performance Gap

Teachers completed survey for Local Priority 2
Shared results of stakeholder and student surveys

LCAP Advisory Committee
December 13, 2018, February 25, 2019, & April 25, 2019
Reviewed action toward LCAP goals
Reviewed Annual Update
Reviewed and gave input on 2019/20 LCAP

Students Grade 3-8
February 2019
Completed a survey

Parent/Community
February 2019
Completed a survey

Board of Trustees
February 12, March 12, April 9, 2019, May 14, 2019 Board Meetings
Reviewed action toward LCAP goals
Discussed Annual Update
Reviewed the California Schools Dashboard
Reviewed stakeholder feedback and outcomes to get input on 2019/20 goals and actions

May 31, 2019
Complete LCAP draft available for public review

June 11, 2019 Board Meeting
Complete LCAP draft available for public comment
Discussion of LCAP draft

June 13, 2019 Board Meeting
Approval of LCAP

Impact on LCAP and Annual Update

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

Staff, Board, and LCAP Advisory Committee reviewed input from all stakeholders. Input was synthesized into three main goals:
1. Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction.
2. Utilize a broad course of study that academically challenges all students and develops citizenship, leadership, and innovative thinking.
3. Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

Specific actions to continue or include in our 19/20 goals:
1. Continue implementation of the CA ELA/ELD, Math, and NGSS standards and frameworks using aligned materials and assessments.
2. Provide high quality professional development to focus on CA ELA/ELD, Math, and NGSS frameworks, standards, materials, and assessments.
3. Maintain a progress monitoring system and provide timely intervention to close any achievement gaps.
4. Follow district's 5-year technology replacement plan to ensure students are afforded high quality technology to receive cutting edge instruction with the latest technology tools.
5. Increase student access to visual and performing arts programs as well as seek out curriculum in the area of VAPA.

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

1.0 Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

Identified Need:

2017/18
1.1 Academic Indicator for ELA indicates the average student scored 19.7 points above level 3 (Standard Met) and for Math .4 points above level 3 (Standard Met).
1.2 Academic Indicator for Socioeconomically Disadvantaged subgroup scored 1.5 points above level 3 (Standard Met) in ELA but declined 8 points. In Math the Socioeconomically Disadvantaged subgroup scored 25.8 points below level 3 in math and declined significantly 10.9 points.
1.3 Universal assessment (NWEA MAP) given in winter 2017 indicates 51% of students grades 1-8 scored Proficient in ELA and 49% in Math. This is our baseline year.
1.4 SBAC student achievement data, teacher survey data, and observational walk-through data indicate continued need for professional development on CA state standard and NGSS pedagogy and curriculum materials.
1.5 SARC report indicates 100% of staff fully credentialed and appropriately placed.
1.6 Williams report indicates 100% of students are offered a board course of study and have sufficient access to standards-aligned instructional materials.
1.7 Fall 2016 CELDT data indicates 87% of students increased one or more CELDT levels and 9 of 13 students were reclassified.

2018/19

1.1 Academic Indicator for ELA indicates the percentage of students meeting the achievement standard is 56% and 12.5 points above level 3 (Standard Met) and for Math 53% and 1.7 points above level 3 (Standard Met).

1.2 Academic Indicator for Socioeconomically Disadvantaged subgroup scored 7.6 points below level 3 (Standard Not Met) in ELA having declined 9.1 points. In Math the Socioeconomically Disadvantaged subgroup scored 29.4 points below level 3 in math having declined 3.6 points.

1.3 Universal assessment (NWEA MAP) given in winter 2018 indicates 49% of students grades 1-8 scored Proficient in ELA and 58% in Math.

1.4 SBAC student achievement data, teacher survey data, and observational walk-through data indicate continued need for professional development on CA state standard and NGSS pedagogy and curriculum materials.

1.5 SARC report indicates 100% of staff fully credentialed and appropriately placed.

1.6 Williams report indicates 100% of students are offered a board course of study and have sufficient access to standards-aligned instructional materials.

1.7 ELPAC was administered to English learners in spring 2018

2019/20

1.1 Academic Indicator for ELA indicates the percentage of students meeting the achievement standard is 57% and 13 points above level 3 (Standard Met) and for Math 57% and 6 points above level 3 (Standard Met).

1.2 Academic Indicator for Socioeconomically Disadvantaged subgroup scored 10.5 points below level 3 (Standard Not Met) in ELA having maintained –2.9 points. In Math the Socioeconomically Disadvantaged subgroup scored 15.8 points below level 3 in math having increased 13.6 points.

1.3 Universal assessment (NWEA MAP) given in winter 2019 indicates 40% of students grades 1-8 scored Proficient in ELA and 47% in Math.

1.4 SBAC student achievement data, teacher survey data, and observational walk-through data indicate continued need for professional development on CA state standard and NGSS pedagogy and curriculum materials.

1.5 SARC report indicates 100% of staff fully credentialed and appropriately placed.

1.6 Williams report indicates 100% of students are offered a board course of study and have sufficient access to standards-aligned instructional materials.

1.7 ELPAC - Spring 2018 ELPAC Summative scores: 4 - 0%, 3 - 57%, 2 – 14%, 1 – 29%

Expected Annual Measureable Outcomes

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

1.1 CA Schools Dashboard Academic Indicator for ELA and Math	ELA 19.7 points above level 3 Math .4 points above level 3	ELA 24.7 points above level 3 Math 5.4 points above level 3	ELA 15 points above level 3 Math 5 points above level 3	ELA 15 points above level 3 Math 10 points above level 3
1.2 Academic Indicator for Socioeconomically Disadvantaged subgroup	ELA 1.5 points above level 3 Math 25.8 points below level 3	ELA 6.5 points above level 3 Math 20.8 points below level	ELA at level 3 Math 25 points below level	ELA 5 points below level 3 Math 10 points below level 3
1.3 Universal Assessment - Winter	ELA 51% Proficient Math 49% Proficient	ELA 56% Proficient Math 54% Proficient	ELA 50% Proficient Math 59% Proficient	ELA 45% Proficient Math 50% Proficient
1.4 District teacher survey	ELA 44.4% Full Awareness of Standards and Framework Math 55.6% % Full Awareness of Standards and Framework	ELA 50% Full Awareness of Standards and Framework Math 60% % Full Awareness of Standards and Framework	ELA 75% Full Awareness of Standards and Framework Math 75% % Full Awareness of Standards and Framework	ELA 89% Full Awareness of Standards and Framework Math 100% Full Awareness of Standards and Framework

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.5 Highly Qualified Teachers Report, SARC report on teacher credentialing	100%	100%	100%	100%
1.6 SARC report on Broad course of study/sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
1.7 CELDT data	Students moving one or more CELDT levels 87% Students being reclassified 69%	This will be the baseline year for ELPAC	We are waiting for ELPAC data from spring 2018 testing. This section will be updated when we receive scores.	Spring 2019 ELPAC Summative scores will be added when they become available. 1 student to be reclassified

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

1.1 Provide on-going professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CA standards, frameworks, and materials in

2018-19 Actions/Services

1.1 Continue to provide on-going professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CA standards,

2019-20 Actions/Services

1.1 Ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support, and compensation.

ELA/ELD, Mathematics, and NGSS.	frameworks, and materials in ELA/ELD, Mathematics, NGSS, History/Social Studies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $41,350 b. $8,000 c. $3,000 d. $500.00 e. $500.00	a. $71,224 b. $21,671 c. $3,500 d. $660 e. $2,000	a. $638,491 b. $211,757 c. $1,750 d. $2,700 e. $ 421
Source	a. Base b. Supplemental c. Base d. Base e. Base	Base	a. Base b. Base c. Low Performing Block Grant d. Title II e. Title II
Budget Reference	a. 1100 & 3xxx Certificated Teacher Salaries & Benefits b. 1100 &3xxx Substitutes Salary & Benefits c. 5200 Travel and Conference d. 5800 Prof. Services e. 5220 Mileage	a. 1100 Certificated Teacher Salaries b. 3000 Certificated Teacher Benefits c. 1100 Substitutes Salary d. 5200 Travel and Conference e. 5800 Prof. Services	a. 1000 Certificated Teacher Salaries b. 3000 Certificated Teacher Benefits c. 5000 Prof. Services/Travel and Conference d. 1000 Certificated Teacher Salaries e. 3000 Certificated Teacher Benefits

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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 Provide high quality instruction, standards-aligned curriculum, assessments, and reporting.

2018-19 Actions/Services

1.2 Continue to provide high quality instruction, standards-aligned curriculum, assessments, and reporting.

2019-20 Actions/Services

1.2 Continue to provide high quality instruction, standards-aligned curriculum, assessments, and reporting.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $676,189 b. $5,400	a. $549,226 b. $183,714 c. $10,000 d. $2,000 e. $404	a. $5,000
Source	a. Base b. Base	Base a, b, c Title II d, e	Base
Budget Reference	a. 1100 & 3xxx Certificated Teacher Salary & Benefits b. 4300 Instructional Supplies	a. 1100 Certificated Teacher Salaries b. 3000 Certificated Teacher Benefits c. 4300 Instructional Supplies d. 1100 Certificated Teacher Salaries e. 3000 Certificated Teacher Benefits	a. 4300 Instructional Supplies

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.3 Maintain a progress monitoring and a data management system and develop an infrastructure of ongoing analysis of student performance and progress in order to monitor student progress and identify students in need of additional support to close the achievement gap.	1.3 Continue to maintain a progress monitoring and a data management system and develop an infrastructure of ongoing analysis of student performance and progress in order to monitor student progress and identify students in need of additional support to close the achievement gap.	1.3 Continue to maintain a progress monitoring and a data management system and develop an infrastructure of ongoing analysis of student performance and progress in order to monitor student progress and identify students in need of additional support to close the achievement gap.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	a. $640 b. $6,755	a. $1,000 b. $5350 c. $3,700	a. $1,080 b. $5,553
Source	a. Base b. Base	Base	Low Performing Block Grant
Budget Reference	a. 1100 & 3xxx Substitutes Salary & Benefits b. 5800 Prof. Services/Consulting	a. 1100 Substitutes Salary b. 5800 Prof. Services/Consulting c. 5200 Travel/Training	a. 1000 Certificated Salaries (subs) b. 5800 Prof. Services/Consulting

Action #4

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

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	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
1.4 Provide interventions and supports to address the academic needs of Socioeconomically Disadvantaged, English learners, foster youth (currently none), and students with disabilities.	1.4 Continue to provide interventions and supports to address the academic needs of all students including Socioeconomically Disadvantaged, English learners, foster youth (currently none), and students with disabilities.	1.4 Continue to provide interventions and supports to address the academic needs of all students including Socioeconomically Disadvantaged, English learners, foster youth (currently none), and students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $85,871 b1. $16,098 b2. $13,435 c. $ 1,400	a. $56,889 b. $24,375 c. $5,500 d. $18,328 e. $6,040	a. $60,950 b. $24,500 c. $5,442 d. $18,158 e. $4,906

Year	2017-18	2018-19	2019-20
Source	a. Supplemental b1. Supplemental b2. Title I c. Supplemental	Supplemental a, b Base c Title I d, e	a. Supplemental b. Supplemental c. Low Performing Block Grant d. Title I e. Title I
Budget Reference	a. 2100 & 3xxx Classified Salaries & Benefits b. 1100 & 3xxx Certificated Salaries & Benefits c. 5800 Prof. Services	a. 2100 Classified Salaries b. 3000 Classified Benefits c. 5800 Prof. Services d. 1100 Certificated Salaries e. 3000 Certificated Benefits	a. 2000 Classified Salaries b. 3000 Classified Benefits c. 5800 Prof. Services d. 1000 Certificated Salaries e. 3000 Certificated 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	LEA-Wide	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

1.5 Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement.

2018-19 Actions/Services

1.5 Continue to provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement.

2019-20 Actions/Services

1.5 Continue to provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $5,907	a. $5,500 b. $250 c. $4,636 d. $ 1,416	a. $4,779 b. $1,291

Year	2017-18	2018-19	2019-20
Source	a. Supplemental	Base a, b Supplemental d, e	Supplemental
Budget Reference	a. 1100 & 3xxx Certificated Salaries & Benefits	a. 4300 Instructional Supplies b. 5200 Travel c. 1100 Certificate Salaries d. 3000 Certificated Benefits	a. 1000 Certificated Salaries b. 3000 Certificated Benefits

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

Modified

Goal 2

2.0 Utilize a broad course of study that academically challenges all students and develops citizenship, leadership, and innovative thinking

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

2017/18
In order to meet the Broad Course of Study, offerings of VAPA/Technology courses need to be increased. The master schedule shows one six week VAPA offering and Technology instruction for TK-2 one hour per week with the Technology Technician and throughout the week with classroom teachers. Teacher feedback indicates the continued need for technology instruction and integration into the curriculum.

2018/19
In order to meet the Broad Course of Study, offerings of VAPA/Technology courses need to be continued. The master schedule shows one six week VAPA offering and Technology instruction for TK-2 one hour per week with the Technology Technician and throughout the week with classroom teachers. Teacher feedback indicates the continued need for technology instruction and integration into the curriculum.

2019/20
In order to meet the Broad Course of Study, offerings of VAPA/Technology courses need to be continued. The master schedule shows one six-week

VAPA offering and Technology instruction for TK-5 one-half hour per week with Support Staff and 6-8 throughout the week with classroom teachers. Teacher feedback indicates the continued need for technology instruction and integration into the curriculum.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Master Schedule	1 six week VAPA course	VAPA integrated into 1 content area	VAPA integrated into 1 content area	1 six-week VAPA course
Master Schedule	TK-2nd 1 hour technology instruction per week 3rd-8th 1-2 hours technology instruction per week	Technology integrated into 1 content area	Technology integrated into 1 content area	TK-5th ½ hour of technology instruction per week. 6-8 Technology integrated into 2 content areas
Survey	Classrooms using Office 365 Classroom - 0	Classrooms using Office 365 Classroom - 2	Classrooms using Office 365 Classroom - 2	Classrooms using Office 365 Classroom - 4

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

2.1 Increase student access to visual and performing arts programs and courses. Provide professional development to teachers to support VAPA instruction.

2018-19 Actions/Services

2.1 Increase student access to visual and performing arts programs and courses. Provide professional development to teachers to support VAPA instruction.

2019-20 Actions/Services

Continue to increase student access to visual and performing arts programs and courses. Provide professional development to teachers to support VAPA instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	a. $1750 b. $650	a. $1,750 b. $650	a. $1,750 b. $650
Source	a. Base b. Base	Base	Base
Budget Reference	a. 5800 Prof. Services b. 4300 Supplies	a. 5800 Prof. Services b. 4300 Supplies	a. 5800 Prof. Services b. 4300 Supplies

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	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
2.2 Provide teachers and students with technology access and tools to enhance and support curriculum.	Continue to provide teachers and students with technology access and tools to enhance and support curriculum.	Continue to provide teachers and students with technology access and tools to enhance and support curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $12,153 b. 17,800 c. 3000	a. $10,431 b. $ 2,938 c. $ 7,600	a. $5,039 b. $1,554 c. $1,600
Source	a. Base b. Base c. Base	Base c Supplemental a & b	a. Supplemental b. Supplemental c. Base
Budget Reference	a. 2426 & 3xxx Technology Tech Salary & Benefits b. 4400 Equipment c. 5800 Prof. Services	a. 2400 Technology Tech Salary b. 3000 Technology Tech Benefits c. 5800 Prof. Services	a. 2000 Classified Salary b. 3000 Classified Benefits c. 5800 Prof. Services

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

2.3 Increase student engagement by providing more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended

2018-19 Actions/Services

Continue to increase student engagement by providing more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended

2019-20 Actions/Services

Continue to increase student engagement by providing more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended

extracurricular activities and expanded learning programs.

extracurricular activities and expanded learning programs.

extracurricular activities and expanded learning programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $200 b. $2,000 c. $400	a. $200 b. $1,000 Most of the work is done within the regular school day with existing staff so there is no additional cost. Also, Parents' Club funds the majority of our assemblies.	a. $200 b. $1,000 Most of the work is done within the regular school day with existing staff so there is no additional cost. Also, Parents' Club funds the majority of our assemblies.
Source	a. Base b. Base c. Base	Base	Base
Budget Reference	a. 4300 Instructional Supplies b. 2200 & 3xxx Transportation Salary & Benefits c. 5800 Prof. Services	a. 4300 Instructional Supplies b. 5800 Prof. Services	a. 4300 Instructional Supplies b. 5800 Prof. Services

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

Modified

Goal 3

3.0 Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Identified Need:

2017/18
3.1 Clean, healthy, physically and emotionally safe learning environments, from the curb to the classroom, are conducive to student learning. A well maintained and welcoming environment is a top priority by all stakeholders. Cleaner, better maintained schools are more inviting, comfortable learning environments to encourage students to attend school. There is a need to continue the established maintenance/cleaning schedule.
3.2 A review of attendance data indicates the need to reduce the number of students who are chronically absent and increase our attendance rate. The need to continue to provide bus transportation has been noted by stakeholders.
3.3 On surveys, Stakeholders noted the small school atmosphere and the feeling of safety as one positive aspect of PG School, however also noted for the need for increased security measures and continued anti-bullying education. There is a need to maintain the <1% suspension/expulsion rate.
3.4 Family and Community Engagement is shown to have a strong correlation to student success. There is a need to improve on-going communication to parents about the school and ways they can be involved.

2018/19

3.1 Clean, healthy, physically and emotionally safe learning environments, from the curb to the classroom, are conducive to student learning. A well maintained and welcoming environment is a top priority by all stakeholders. Cleaner, better maintained schools are more inviting, comfortable learning environments to encourage students to attend school. There is a need to continue the established maintenance/cleaning schedule.

3.2 A review of attendance data indicates the need to reduce the number of students who are chronically absent and increase our attendance rate. The need to continue to provide bus transportation has been noted by stakeholders.

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3.4 Family and Community Engagement is shown to have a strong correlation to student success. There is a need to improve on-going communication to parents about the school and ways they can be involved.

2019/20

3.1 Clean, healthy, physically and emotionally safe learning environments, from the curb to the classroom, are conducive to student learning. A well maintained and welcoming environment is a top priority by all stakeholders. Cleaner, better maintained schools are more inviting, comfortable learning environments to encourage students to attend school. There is a need to continue the established maintenance/cleaning schedule.

3.2 A review of attendance data indicates the need to reduce the number of students who are chronically absent and increase our attendance rate. The need to continue to provide bus transportation has been noted by stakeholders.

3.3 On surveys, Stakeholders noted the small school atmosphere and the feeling of safety as one positive aspect of PG School, however also noted for the need for increased security measures and continued anti-bullying education. There is a need to maintain the <1% suspension/expulsion rate.

3.4 Family and Community Engagement is shown to have a strong correlation to student success. There is a need to improve on-going communication to parents about the school and ways they can be involved.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 Facilities Inspection Tool - Physical environment	October 2016 - Exemplary	Maintain Exemplary	Increase to Exemplary	Maintain Exemplary

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.2 Middle School Dropout rate data	0%	Maintain 0%	Maintain 0%	Maintain 0%
3.2 P2 District Attendance	96.07%	Increase to 97%	Increase to 98%	Increase to 98.5%
3.2 P2 District Chronic Absences	3%	Decrease to 2%	Decrease to 1.5%	Decrease to 4%
3.3 Pupil Suspension/Expulsion rate	.5% Suspension rate 0% Expulsion rate	Maintain < 1% Suspension rate Maintain 0% Expulsion rate	Maintain < 1% Suspension rate Maintain 0% Expulsion rate	Decrease to 1% Suspension rate Maintain 0% Expulsion rate
3.3 Stakeholder Survey - school safety	96% feel school is a safe place for their children to learn	Maintain >95%	Increase to >90%	Maintain >90%
3.3 Student Survey- school safety & bullying	97.4% of 5th-8th grade students feel safe at school and 7.8% bullying is a problem	Maintain >95% feeling of safety Decrease to 0% bullying	Maintain >95% feeling of safety Decrease to 20% bullying	Maintain >90% feeling of safety Maintain <10% bullying

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.4 Stakeholder Survey Involvement valued and Input valued	87.9% involvement is valued 70.7% input valued	Involvement valued Increase to 90% Input valued Increase to 75%	Involvement valued Maintain >90% Input valued Increase to 65%	Involvement valued Maintain >90% Input valued Increase to 80%

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

3.1 Maintain current facilities in a safe and operational manner.
Maintain FIT reports where condition is rated exemplary.
Maintain landscaping and repaint blacktop playground
Replace HVAC monitoring system
Maintain Routine Restricted Maintenance Fund

2018-19 Actions/Services

3.1 Continue to maintain current facilities in a safe and operational manner.
Attain FIT report where condition is rated exemplary.
Make repairs to facilities as needed
Continue to maintain routine Restricted Maintenance Fund

2019-20 Actions/Services

3.1 Continue to maintain current facilities in a safe and operational manner.
Continue to attain FIT reports where condition is rated exemplary.
Make repairs to facilities as needed
Continue to maintain routine Restricted Maintenance Fund

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $23,273 b. $58,000 c. $29,156	a. $15,361 b. $ 9,702 c. $ 37,200 d. $53,930	a. $16,071 b. $ 10,634 c. $ 41,663 d. $15,000

Year	2017-18	2018-19	2019-20
Source	a. Base b. Base c. Base	Base	Base
Budget Reference	a. 2200 & 3xxx Classified Support Salaries & Benefits b. 5800 Prof. Services c. 8980 Contributions to Restricted Revenue	a. 2200 Classified Support Salaries b. 3000 Classified Benefits c. 5800 Prof. Services d. 8980 Contributions to Restricted Revenue	a. 2000 Classified Support Salaries b. 3000 Classified Benefits c. 5800 Prof. Services d. 8980 Contributions to Routine Restricted Maintenance Fund

Action #2

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

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

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**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**
3.2 Monitor daily Attendance Develop and implement an attendance monitoring/notification system Maintain attendance software/staff Provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students	3.2 Monitor daily Attendance Maintain attendance monitoring/notification system Purchase new attendance system Train staff on new attendance system Provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students	3.2 Monitor daily Attendance Develop and implement an attendance monitoring/notification system Provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	a. $26,221 b. $16,000 c. $6,500	a. $17,681 b. $10,599 c. $2,750 d. $15,000 e. $5,000	a. $18,500 b. $10,900 c. $2,750 d. $5,000 e. $6,000

Year	2017-18	2018-19	2019-20
Source	a. Base b. Base c. Base	Base	Base
Budget Reference	a. 2200 & 3xxx Classified Salaries & Benefits b. 5800 Contracted Services c. 4300 Supplies	a. 2200 Classified Salaries b. 3000 Classified Benefits c. 5800 Contracted Services d. 5600 Repairs, Rentals, Leases e. 4300 Supplies	a. 2000 Classified Salaries b. 3000 Classified Benefits c. 5800 Contracted Services d. 5600 Repairs, Rentals, Leases e. 4300 Supplies

Action #3

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

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

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**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**
3.3 Support safety and a positive school climate. Review and adjust safe school plans to facilitate safer more positive school climate. Continue to provide instruction in Second Step and Steps to Respect Continue to provide Nurtured Heart professional learning to staff to maintain pupil suspension and expulsion rates < 1%. Increase communication by providing an updated web site.	3.3 Continue to support safety and a positive school climate. Review and adjust safe school plans to facilitate safer more positive school climate. Continue to provide instruction in Second Step and Steps to Respect Continue to provide Nurtured Heart professional learning to staff to maintain pupil suspension and expulsion rates < 1%. Continue to provide an updated web site.	3.3 Continue to support safety, a positive school climate, and promote parental participation for all students including unduplicated students and students with exceptional needs. Review and adjust safe school plans to facilitate safer more positive school climate. Purchase an Emergency Monitoring System Continue to provide instruction in Second Step and Steps to Respect Continue to provide an updated web site

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. $1,500	a. $2,688	a. $3,526

Year	2017-18	2018-19	2019-20
Source	a. Base	a. Base	a. Base
Budget Reference	a. 5800 Prof. Services	a. 5800 Prof. Services	a. 5800 Prof. Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

$103,674

Percentage to Increase or Improve Services

7.47%

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.

Pleasant Grove JUSD goals and actions are designed to close the achievement gap and meet the needs of ALL students including English learners, students with disabilities, and social-economically disadvantage students. It is our goal to design an individualized plan of instruction for each of student based on their specific strengths and needs as assessed by district benchmarks/assessments. By providing these research-based services district-wide, we are able to reach and serve the populations that generated the funds.

Our stakeholders and the evaluation of data demonstrates the need for systematized intervention and support for all students. The Pleasant Grove JUSD team reviewed educational theory around the reasoning to systemize data review to effectively meet goals for unduplicated pupils. Research supports the implementation of data-systems for accountability and monitoring of supports throughout the year
Goal: Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction.
Research: Using data to support students

"To help all students achieve, teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs."
("Using Student Achievement Data to Support Instructional Decision Making" National Association of Elementary School Principals, 2011).

Research: Collaboration Time
Importance of teachers having time to collaborate during the contract day in order to build their professional practice and foster shared responsibility for student learning is critical for high-performing teams (Mourshed, Chijiole, & Barber, 2010).

PGJUSD's percentage for increased and/or improved services for low-income pupils, foster youth, and English learners is 7.47% results in a total LCFF Supplemental allocation of $103,674. This increase is still not enough to address all of the needs generated by our stakeholder groups. Some of the items have been allocated to a wish list for future years or when funds become available. In order to provide a 7.47% level of increased or improved services for our LI, EL, FY, and RFEP students, we focused a large segment of our efforts on increased staffing to provide intervention support to students and instructional support to staff to review data and use data to support students. When staff are properly trained, and supported to work with students who are LI, EL, FY, or RFEP, both the instruction and the student outcomes are impacted.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$100,392

6.99%

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.

Pleasant Grove JUSD goals and actions are designed to close the achievement gap and meet the needs of ALL students including English learners, students with disabilities, and social-economically disadvantage students. It is our goal to design an individualized plan of instruction for each of student

based on their specific strengths and needs as assessed by district benchmarks/assessments. By providing these research-based services district-wide, we are able to reach and serve the populations that generated the funds.

Our stakeholders and the evaluation of data demonstrates the need for systematized intervention and support for all students. The Pleasant Grove JUSD team reviewed educational theory around the reasoning to systemize data review to effectively meet goals for unduplicated pupils. Research supports the implementation of data-systems for accountability and monitoring of supports throughout the year
Goal: Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction.
Research: Using data to support students
"To help all students achieve, teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs."
("Using Student Achievement Data to Support Instructional Decision Making" National Association of Elementary School Principals, 2011).

Research: Collaboration Time
Importance of teachers having time to collaborate during the contract day in order to build their professional practice and foster shared responsibility for student learning is critical for high-performing teams (Mourshed, Chijiole, & Barber, 2010).

PGJUSD's percentage for increased and/or improved services for low-income pupils, foster youth, and English learners is 6.99% results in a total LCFF Supplemental allocation of $100,392. This increase is still not enough to address all of the needs generated by our stakeholder groups. Some of the items have been allocated to a wish list for future years or when funds become available. In order to provide a 6.99% level of increased or improved services for our LI, EL, FY, and RFEP students, we focused a large segment of our efforts on increased staffing to provide intervention support to students and instructional support to staff to review data and use data to support students. When staff are properly trained, and supported to work with students who are LI, EL, FY, or RFEP, both the instruction and the student outcomes are impacted.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

$ 86,366

Percentage to Increase or Improve Services

5.95%

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).

Pleasant Grove Joint Union School District's goals and actions are designed to close the achievement gap and meet the needs of ALL students including English learners, students with disabilities, and social-economically disadvantage students. It is our intent to design an individualized plan of instruction for each of student based on their specific strengths and needs as assessed by district benchmarks/assessments. ?By providing these research-based services district-wide, we are able to reach and serve the populations that generated the funds.

Our stakeholders and the evaluation of data demonstrates the need for systematized intervention and support for all students. The Pleasant Grove JUSD team reviewed educational theory around the reasoning to systemize data review to effectively meet goals for unduplicated pupils. Research supports the implementation of data-systems for accountability and monitoring of supports throughout the year as intervention is provided.

Goal: Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction.
Research: Using data to support students
A 2011 National Association of Elementary School Principals publication, Using Student Achievement Data to Support Instructional Decision Making, reported, "To help all students achieve, teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs." We have invested in universal screeners and a data management system to support this action. See Goal 1, Actions 1.3 and 1.4

Research: Intervention
In her research on early literacy and future school success Mead, (2010) argued that students who did not learn to read proficiently by the end of third grade may never reach grade level literacy standards. In addition, a 2008 study by the National Assessment of Educational Progress revealed 37% fourth graders failed to achieve basic levels of reading achievement; this incidence was even higher among low income and ethnic minority groups and students learning English as a second language (Lonigan & Shanahan, 2009). However, Barnett (2001), offered that early educational interventions have been shown to partially offset the impacts of poverty and inadequate learning environments on child development and therefore improve school success. See Goal 1, Actions 1.4 and 1.5

PGJUSD's percentage for increased and/or improved services for low-income pupils, foster youth, and English learners 5.95% results in a total LCFF Supplemental allocation of $86,366. This increase is still not enough to address all the needs generated by our stakeholder groups. Some of the items have been allocated to a wish list for future years or when funds become available. In order to provide a 5.95% level of increased or improved services

for our LI, EL, FY, and RFEP students, we focused a large segment of our efforts on increased staffing to provide intervention support to students and instructional support to staff to review data and use data to support students. When staff are properly trained, and supported to work with students who are LI, EL, FY, or RFEP, both the instruction and the student outcomes are favorably impacted.