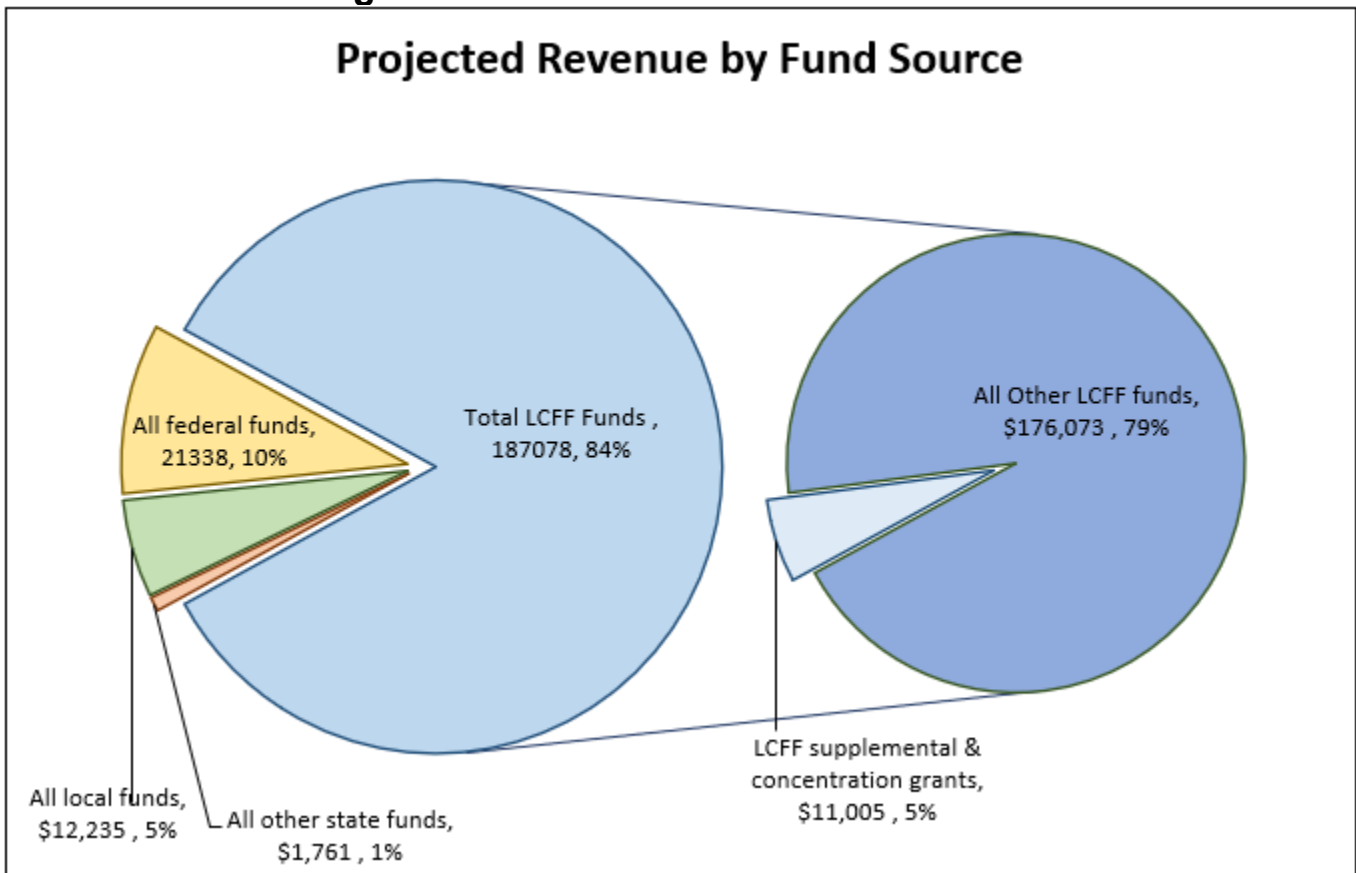


# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Panoche Elementary School District  
 CDS Code: 35675206035109  
 School Year: 2021-22  
 LEA contact information:  
 Amanda McCraw  
 Teacher/Principal  
 amccraw@sbcoe.org  
 8316283438

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 2021-22 School Year

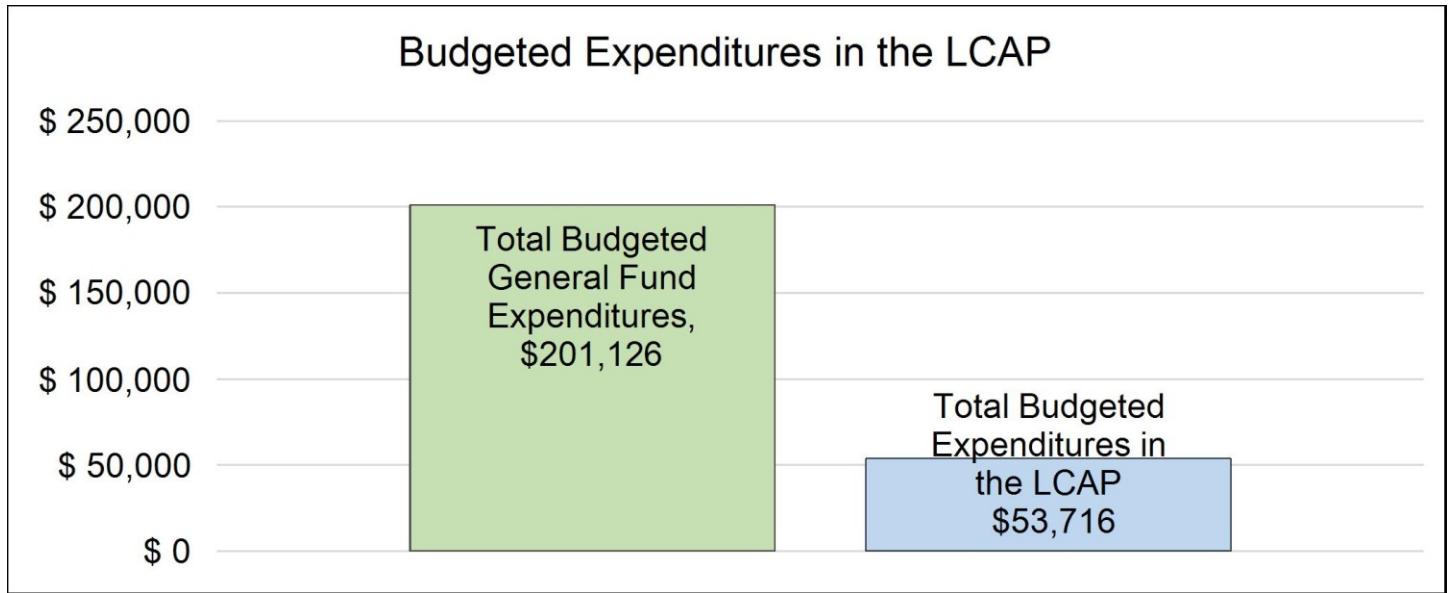


This chart shows the total general purpose revenue Panoche Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Panoche Elementary School District is \$222,412, of which \$187,078 is Local Control Funding Formula (LCFF), \$1,761 is other state funds, \$12,235 is local funds, and \$21,338 is federal funds. Of the \$187,078 in LCFF Funds, \$11,005 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Panoche Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Panoche Elementary School District plans to spend \$201,126 for the 2021-22 school year. Of that amount, \$53,716 is tied to actions/services in the LCAP and \$147,410 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

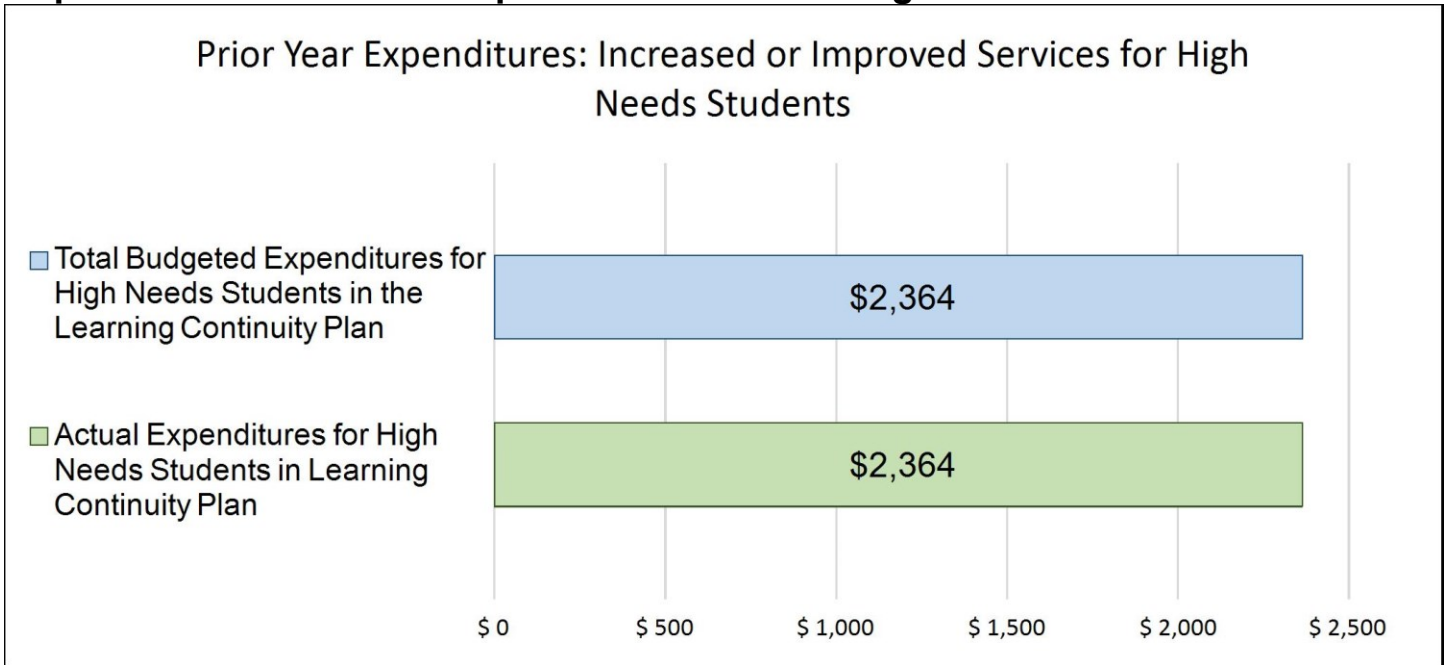
General Fund Budget Expenditures for the school year not included in the Learning Continuity Plan include certificated employee salary and benefits, books and supplies, services, and other operating expenditures.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Panoche Elementary School District is projecting it will receive \$11,005 based on the enrollment of foster youth, English learner, and low-income students. Panoche Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Panoche Elementary School District plans to spend \$13,704 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Panoche Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Panoche Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Panoche Elementary School District's Learning Continuity Plan budgeted \$2,364 for planned actions to increase or improve services for high needs students. Panoche Elementary School District actually spent \$2,364 for actions to increase or improve services for high needs students in 2020-21.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Panoche Elementary School District	Amanda McCraw Teacher/Principal	AMcCraw@sbcoe.org 8316283438

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Panoche School will utilize Common Core and Next Generation State Standards curriculum and teaching strategies that will incorporate 21st century learning skills to prepare students for college and career readiness, as well as mastery on the Smarter Balanced Assessment Consortium (SBAC).  
Teacher will provide interventions and enrichment to address students' academic needs in order to reduce the achievement gap, increase English proficiency for English Learner students, and provide differentiated instruction for all students.  
Teacher to continue to use STAR 360 as district assessment and intervention as needed.  
Teacher to implement ST Math for interventions and analysis of student academics.  
Students will begin learning Google for Education, and continue typing tutor, to better address learning and research in the 21st Century.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Results K-8 (Including correct Spelling Inventory)	A. MET: 100% of students, K-8, received consistent and equitable instructional minutes in Math, Science, Social Studies, and English. Students were placed into flexible groups depending on their assessment results and ability levels. Daily and weekly schedules were created detailing instructional minutes for each of these flexible groups.
San Diego Quick K-8	B. PARTIALLY MET: Formal Individual Learning Plans were not developed for each student. Students in grades 5 and up developed S.M.A.R.T. goals each trimester in response to STAR360 assessment results.
100-400 Word lists K-3	C. PARTIALLY MET: All students have sufficient State Common Core-aligned materials. Social Studies and Science CCSS curriculum were not adopted due to Covid-19.
Reading Fluency CWPM	D. PARTIALLY MET: STAR 360 was used to assess students academic skill level, weaknesses, and strengths. These assessments helped in creating S.M.A.R.T. goals for students in grades 5 and up, rather than Individual Learning Plans for each student. The decision to switch from Individual Learning Plans to S.M.A.R.T. goals for upper grade students was based on the idea that S.M.A.R.T. goals involved the students and gave them a sense of control and investment in their learning, where traditional Individual Learning Plans tend to be created with little student involvement. Limitations of Covid-19 related distance learning for the partial year also contributed to this decision.
Edmentum Sensei Benchmark Testing K-8 (ELA, Math, Writing)	E. NOT MET: The SBAC was not administered due to Covid-19.
Edmentum Reading Eggs & Reading Smart for ELD K-8	F. PARTIALLY MET: Students K-4 participated in dedicated writing practice 60 minutes per week. 5-8 grade students participated in dedicated writing practice 55 minutes per week. Upper grade students also practiced writing in response to current events 60 minutes weekly. All students also practiced writing
Smarter Balance Practice, Training, and Interim tests, Grades 3-8 (CAASPP)	
SBAC ELA % Standard Met or Exceed	
SBAC Math % Standard Met or Exceed	
McLeod Assessment of Reading Comprehension K-8	
Writing Prompts K-8 (Teacher assigned)	
CELDT / ELPAC, Annual Data	
STAR 360; benchmark assessments	
ST Math, math intervention	

Expected	Actual
<p><b>19-20</b></p> <p>A. 100% of students, K-8, will receive consistent and equitable instructional minutes in Math, Science, Social Studies, and English.</p> <p>B. Individual Learning Plans will be developed for each student.</p> <p>C. All students will have sufficient State Common Core-aligned materials. Social Studies and Science CCSS curriculum to be adopted.</p> <p>D. STAR 360 will be used to assess students academic skill level, weaknesses, and strengths. These assessments help in creating individual learning plans for each student.</p> <p>E. All students will practice SBAC practice, training, and interim assessments quarterly. 80% of students will meet or exceed standard in ELA. 75% of students to meet or exceed grade-level standards in math.</p> <p>F. All students will work on writing development a minimum of 40 minutes per day.</p> <p>G. All students will work toward 70% proficiency in writing.</p> <p>H. All students will be reclassified before entering high school.</p> <p>I. 100% of teachers will be highly qualified.</p> <p>J. All students will have sufficient State Common Core-aligned materials.</p>	<p>several times weekly during direct ELA instruction. The change in scheduling was implemented to better meet the above goal (A) of equitable and instructional minutes for all students.</p> <p>G. NOT MET: No formal writing assessments were administered. Formal writing assessment curriculum was researched but a decision has not yet been made regarding purchase/implementation.</p> <p>H. N/A: No EL students entered high school from Panoche during this time. The summative ELPAC was not administered due to COVID-19.</p> <p>I. MET: 100% of teachers classified as highly qualified.</p> <p>J. MET: All students had sufficient State Common Core-aligned materials. New common core math curriculum was purchased during the 2019-2020 school year.</p>

**Baseline**

Primary & Intermediate Spelling Inventory

Did Not Meet	GL Standard	43%
Met	GL Standard	14%
Above	GL Standard	43%

100% of students to reach grade level standard for 2017-18.

SBAC ELA

Above Standard	17%
Met Standard	0
Near Standard	33%
Below Standard	50%

SBAC Math

Above Standard	0
Met Standard	0
Near Standard	17%
Below Standard	83%

McLeod Assessment of Reading Comprehension

Above	Standard	44%
Met	Standard	0
Near	Standard	28%
Below	Standard	28%

70% of students to meet or exceed grade-level standards.

CELDT/ELPAC

Met yearly progress	20%
Near Yearly progress	40%
Below Yearly progress	40%

No students were reclassified in 2016-17.

STAR 360 Benchmark Assessments: District all using Renaissance Learning/STAR 360 for benchmark assessments.



Expected	Actual
<p>100% of the teacher are highly qualified.</p> <p>All students have sufficient State Common Core-aligned materials.</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Literacy (Including Specific to ELL's)</p> <p>A. This year the students will continue working in a group to discuss and share new vocabulary, especially academic vocabulary.</p> <p>B. Increase student talk, academic conversations, and meaningful collaboration in the classroom. Continue to encourage students to share their ideas, concerns, and joys.</p> <p>C. All students to continue use of STAR 360 for assessment 3 times per year to monitor continued growth. Use STAR 360 for intervention as needed.</p> <p>D. All students will work at their own pace using a typing tutor no less than 30 minutes, 3 times per week.</p> <p>E. Teacher shall order more STEM curriculum for use in experiments, projects, and new concept models.</p> <p>F. Purchase up to date games for practice Math skills, periodic tables, states/capitals, and other necessary skills.</p> <p>G. Purchase new CA Science CCSS curriculum for adoption.</p> <p>H. Purchase new CA Social Studies CCSS curriculum for adoption.</p>	<p>Textbooks 4000-4999: Books And Supplies LCFF \$3000</p> <p>I-Safe computer program 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0</p> <p>Technology MOU 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3383</p> <p>Contract to provide music instruction 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$6000</p> <p>Textbooks 4000-4999: Books And Supplies Lottery \$200</p>	<p>Textbooks 4000-4999: Books And Supplies LCFF 5774.77</p> <p>I-Safe computer program 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0</p> <p>Technology MOU 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3383</p> <p>Contract to provide music instruction 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$6000</p> <p>Textbooks 4000-4999: Books And Supplies Lottery 0</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>B. Maintain the student progress review and recommendations to the Board once a semester. Have students come to Board Meeting for certificates of merit.</p> <p>C. Evaluate the benchmark testing schedule of assessments aligned to the new Common Core curriculum. Benchmarks should include grade-appropriate ELA, Math, and Science standards.</p>	<p>Student incentives 4000-4999: Books And Supplies LCFF \$50</p>	<p>Student incentives 4000-4999: Books And Supplies LCFF 50</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

I-Safe computer program and Dragon Speech Designated Software were not purchased, with funds instead being used on alternative computer-based supplemental programs.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Covid-19 pandemic created numerous challenges in implementing planned actions and services towards the achievement of LCAP goals, the most difficult being the shift from in-person to distance learning. Funds were shifted to support emergency technology and maintenance needs. Staff worked tirelessly with the support of the school board and Panoche families to continue to provide high quality education for students and support for families, despite shelter-in-place orders disrupting the educational status-quo.

## Goal 2

Teacher will be provided with professional development and training experiences as needed to provide quality implementation of the Common Core and Next Generation Science Standards.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Specific training for 2017-18 school year.</p> <p>A. STAR 360</p> <p>B. ST Math</p> <p>C. Edmentum, Plato electives available.</p> <p>D. LCAP</p> <p>E. Rural Principal Meetings MET</p> <p>F. Technology in the Classroom (Google docs, etc).</p> <p>G. Social Emotional training for The Toolbox Project</p>	<p>A. MET: Google Classroom was introduced during the 2019-2020 school year. This and other technology focused programs were integrated across the curriculum and woven into the fabric of instruction. Students used technology as a tool to research, organize, evaluate, and communicate information. Students used technology and digital media strategically and capability. This focus was heightened when instruction shifted to an online only format in March 2020 due to Covid-19.</p> <p>B. MET: Curriculum assigned supplies were evaluated and replenished as needed. Additionally, a classroom recycling program was implemented to gather common STEM related supplies, such as paper towel rolls, egg cartons, rubber bands and cardboard.</p> <p>C: MET A new teacher/principal took over leadership of Panoche School for the 2019-2020 school year. Priorities in this area shifted with this new leadership, including areas of focus for professional</p>

Expected	Actual
<p><b>19-20</b></p> <p>A. Technology to be integrated across the curriculum and woven into the fabric of instruction. Students will use technology as a tool to research, organize, evaluate, and communicate information. Students use technology and digital media strategically and capability.</p> <p>B. Reevaluate science supplies, STEM supplies, and materials needed, and order topics aligned to curriculum.</p> <p>C. Teacher to attend professional development as needed.</p> <p><b>Baseline</b></p> <p>A. Teacher/Principal to attend monthly LCAP preparation meetings.</p> <p>B. Teacher/Principal to attend monthly Rural Principals meeting.</p> <p>C. Teacher to receive training in The Toolbox Project, a Social/Emotional learning program.</p> <p>D. Teacher to receive training in STAR 360.</p> <p>E. Teacher to attend Math Talks at SBCOE.</p>	<p>development. Training in STAR360 and Math Talks were not priority for the new teacher/principal. Professional development focused on a variety of topics, including Autism, Equity-Based MTSS, flexible grouping, and NGSS. During the latter part of the 2019-2020 school year, professional development focused on the areas of utilizing technology for distance learning and Social-Emotional Learning. Due to time constraints and Covid-19, the majority of professional development took place virtually.</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Common Core PD (CCSS, EL, Tech, NGSS)</p> <p>A. Teacher to seek and attend training specifically designed to increase understanding of the standards and practices associated with Math and ELA.</p>	<p>Transportation, Lodging 5800: Professional/Consulting Services And Operating Expenditures Title II \$325</p>	<p>Transportation, Lodging 5800: Professional/Consulting Services And Operating Expenditures Title II 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>B. Teacher to review and receive training of the published Technology Standards and how best to instruct students in technology. Continue development of technology skills for teacher and students.</p> <p>C. Teacher to seek and attend training specifically designed to increase understanding of the standards and practices associated with NGSS.</p>		
<p>CCSS Materials</p> <p>A. Purchase instructional materials aligned with CCSS based on need, as material becomes available.</p> <ol style="list-style-type: none"> <li>1. Identify and prioritize grade levels needs based on state guidelines and research.</li> <li>2. Pilot suggested publisher materials.</li> </ol> <p>B. Purchase STEM Kits</p>	<p>Textbooks 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1500</p> <p>Stem Kits 4000-4999: Books And Supplies LCFF \$500</p>	<p>Textbooks 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p> <p>Stem Kits 4000-4999: Books And Supplies LCFF 0</p>
<p>A) Establish a school PD plan for the coming school year, 2019-20.</p> <p>B) Maintain the use of CC, NGSS, and ELD curriculum.</p> <p>C) Identify professional development training opportunities that address the needs of Panoche's students.</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$500</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No funds were implemented for professional development or related transportation/lodging due to COVID-19. All professional development was completed virtually at no cost to the district. Adoption of NGSS based science curriculum was postponed due to Covid-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Covid-19 pandemic created numerous challenges in implementing planned actions and services towards the achievement of LCAP goals, the most difficult being the shift from in-person to distance learning. The shift to virtual PD provided greater opportunities for staff to participate in professional development that would previously have not been possible due to the remote location of the school. Focus was shifted from adoption of new textbooks to ensuring technology and connectivity for all students. Staff worked tirelessly with the support of the school board and Panoche families to continue to provide high quality education for students and support for families, despite shelter-in-place orders disrupting the educational status-quo.

## Goal 3

Ensure that all students are actively engaged and supported through a safe, healthy, culturally responsive and rigorous learning environment.

Cultivate a school culture that is culturally responsive, and a rigorous learning environment with supports for students academic, social, and emotional growth.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>Student Attendance: To return to 96%</p> <p>Student suspension: Below 0.1%</p> <p>Student expulsion: 0%</p> <p>Healthy Kids Survey: All students to participate</p> <p>Awards assemblies ( 4 extra assemblies for note-worthy choices). Focus, attendance.</p> <p>Parental Involvement: Increase opportunities for parents to become involved</p> <p>Board Involvement</p>	<p>A. MET: Attendance increased to 96% for 2019-2020 school year</p> <p>B. MET: Suspension rate at 0%</p> <p>C. MET: Expulsion rate at 0%</p> <p>D. MET: Middle school dropout rate at 0%</p> <p>E. MET: Students completed the "Student Climate Survey" October 4th, 2019 and 100% of students reported feeling safe at school.</p> <p>D. MET: 100% of parents attended the school's Winter music program.</p> <p>E. MET: 100% of parents participated in surveys regarding student safety and health</p> <p>F. MET: All students participated in a student survey to identify beneficial learning styles and give opportunities for students to voice learning interests.</p> <p>G. MET: 100% of enrolled students completed "Student Climate Survey" October 4th, 2019.</p>



Expected	Actual
<p><b>19-20</b></p> <ul style="list-style-type: none"> <li>• Increase the average student attendance rate by 2%</li> <li>• Maintain the suspension rate at/below 0.1%</li> <li>• Maintain expulsion rate at/below 0.1%</li> </ul> <p>* Maintain middle school dropout rate of 0%</p> <ul style="list-style-type: none"> <li>• 100% of students will report feeling safe at school (Healthy Kids Survey)</li> <li>• 100% of parents will be involved in at least one activity during the year.</li> </ul> <p>* 100% of parents will participate in a parent survey</p> <ul style="list-style-type: none"> <li>• All students will participate in a student survey to voice how and what they want to learn</li> </ul>	

Expected	Actual
<p><b>Baseline</b>  Attendance rate for 2016-17: 88%.</p> <p>Suspension rate for 2016-17: 0.1%.</p> <p>Expulsion rate for 2016-17: 0%.</p> <p>Drop out rate for 2016-17: 0%.</p> <p>Teacher/Principal to lead Monday morning class meetings to set a positive stage for the week.</p> <p>100% of students felt happy at school.</p> <p>33% of parents are involved.</p> <p>60% of students feel HEARD at school, like they have a say in their own learning.</p> <p>100% of students set short and long term goals, and continue to understand themselves as a learner better.</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>School Climate  Establish Administrative support to oversee School Climate/Culture programs, Attendance, Student Placement, Expulsions, and SARB.</p> <p>1. Establish a system for evaluating the effectiveness of programs, software, and curriculum.</p>	<p>Pest control- moved to Goal 4, Action 1 5000-5999: Services And Other Operating Expenditures LCFF \$0</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2. Evaluate systems and procedures for Student Placement.</p> <p>3. Administer the Healthy Kids Survey</p> <p>4. Administer a student climate survey.</p>		
<p>Student Engagement (administrative Support (referenced in School Climate, above)</p> <p>1. Establish a plan to increase the attendance rate and provide tracking of efforts and regular reporting to the Board</p> <p>2. Analyze current status and create a plan to reduce truancy and chronic absences</p>	<p>student incentives 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$200</p>	<p>student incentives 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p>
<p>Increase Parent Involvement</p> <p>1. Create parent involvement goals</p> <p>2. Provide parents with resources aligned to current educational topics.</p> <p>3. Strengthen existing parent committees and education programs by seeking input and offering leadership opportunities to parents.</p> <p>4. Continue to work on principles of SEL with the Toolbox Kit Project.</p> <p>5. Present 2 musical programs.</p> <p>6. Have an assembly for awards and appreciation every other month.</p> <p>7. Create a monthly/bilingual letter for parents to keep abreast of what's happening at school and how they can help.</p>	<p>Parent Engagement 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$100</p>	<p>Parent Engagement 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$50</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
8. Administer a parent climate survey.		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Roughly 50% of the funds allocated for parent engagement were not expended due to the Covid-19 related cancellation of Panoche's second music program.

No issues regarding truancy and/or chronic absences were identified during the 2019-2020 school year, and students shifted to distance learning March 2020-June 2020. Therefore, funds allocated for student attendance incentives were not spent.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Covid-19 pandemic created numerous challenges in implementing planned actions and services towards the achievement of LCAP goals, the most difficult being the shift from in-person to distance learning. Funds were shifted to support emergency technology and maintenance needs. Staff worked tirelessly with the support of the school board and Panoche families to continue to provide high quality education for students and support for families, despite shelter-in-place orders disrupting the educational status-quo.

# Goal 4

Ensure equitable and well maintained facilities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> The FIT report. Maintain facilities in good repair as reflected in the FIT Annual report. MET</p> <p>Williams report. MET</p> <p>Roof on main school building replaced. Did NOT MEET for 2 years.</p> <p>Diminishing numbers of rodents in house and back behind the school. This will be an on going responsibility.</p> <p>Bird feces needs to be cleaned up regularly. Did NOT MEET for 2 years.</p> <p>Picnic tables and playground equipment cleaned of bird droppings as needed. With covering over the patio, tables are no longer covered with bird feces. MET</p> <p>Clark Pest Control to start again because of an over abundance of ground beetles in the school. MET</p>	<p>A. MET: Facilities were maintained in good repair as reflected in the FIT Annual report</p> <p>B. MET: An up to date list of repairs was kept and continuously shared with board members.</p> <p>C. PARTIALLY MET: Upon arrival of new teacher/principal, school and house were deep cleaned and repairs were completed. Maintenance funds were utilized to support this process.</p> <p>D. MET: Pest control was completed monthly. No issues with pests have been identified in the home or school buildings.</p>

Expected	Actual
<p><b>19-20</b> Maintain facilities in good repair as reflected in the FIT Annual report.</p> <p>Keep an up to date list of repairs needed for the school buildings.</p> <p>Clean carpet. Steam clean carpet at the least, once a year.</p> <p>Pest Control monthly. In order to keep creatures under control, house and school buildings to be sprayed monthly.</p> <p><b>Baseline</b> Maintain facilities in fair repair as reflected in the FIT Annual report.</p> <p>List of needed repairs on the school and teacher's house.</p> <ol style="list-style-type: none"> <li>1. Replace roof</li> <li>2. Replace toilet in teacher's house.</li> <li>3. Replace sink in girl's bathroom, replace with a sink with a cabinet.</li> <li>4. Purchase a new bathroom vanity for replacement in teacher's house.</li> <li>5. Less mice in teacher's house and yard.</li> <li>6. Monthly spraying for pests, and traps for rodents until under control.</li> <li>7. Seal roof over school patio.</li> <li>8. Clean carpet annually.</li> </ol>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Maintain \$4000.00 in the budget for routine maintenance.</p> <p>2. Analyze current equipment and inventory needs. Review replacement plan for equipment.</p> <p>3. Using lists provided by the Teacher/Principal, School Board will make plans for repairs and replacement as needed.</p> <p>4. Purchase Document Tracking Services (DTS) to assist with school and district plans</p>	<p>Deferred maintenance. 5800: Professional/Consulting Services And Operating Expenditures Other \$4000</p> <p>DTS Contract 5000-5999: Services And Other Operating Expenditures LCFF \$395</p> <p>Clark Pest Control 5000-5999: Services And Other Operating Expenditures LCFF \$3500</p> <p>Facility Maintenance 5000-5999: Services And Other Operating Expenditures LCFF \$12500</p>	<p>Deferred maintenance 5800: Professional/Consulting Services And Operating Expenditures Other 4000</p> <p>DTS Contract 5000-5999: Services And Other Operating Expenditures LCFF \$395</p> <p>Clark Pest Control 5000-5999: Services And Other Operating Expenditures LCFF \$3500</p> <p>Facility Maintenance 5000-5999: Services And Other Operating Expenditures LCFF 12500</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No significant difference between budgeted expenditures and actual costs.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Covid-19 pandemic created numerous challenges in implementing planned actions and services towards the achievement of LCAP goals, the most difficult being the shift from in-person to distance learning. Funds were shifted to support emergency technology and maintenance needs. Staff worked tirelessly with the support of the school board and Panoche families to continue to provide high quality education for students and support for families, despite shelter-in-place orders disrupting the educational status-quo.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional paid training (2 hours) for cleaning staff to become educated in Covid-19 disinfection procedures.	\$50.00	0	No
Additional janitorial labor hours and supplies for cleaning and disinfection of school building and play area once daily rather than once weekly, as previously scheduled pre-Covid.	\$5,050	\$5,400	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Paid training for cleaning staff was completed gratis. Additional janitorial labor hours expenditures increased by \$350 due to the demands of the instructional calendar.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

100% of students were welcomed back for in-person instruction in early November 2020. Implementing in-person instruction in the 2020-2021 school year posed a variety of challenges. Perhaps the most crucial of these challenges was ensuring a welcoming and safe environment in which all parents and students were educated regarding new health and safety procedures and felt comfortable with these new procedures. Panoche’s small enrollment and excellent rapport with the parents of Panoche school students was extremely beneficial regarding communication of new health and safety routines and understanding of stakeholder concerns. Another notable challenge was the 400% increase in the need for janitorial services. Pre-Covid, Panoche’s campus was cleaned once per week. To meet new Covid-19 related cleaning protocols, daily cleaning needed to be implemented. Understandably, this particular aspect of reopening posed a financial hardship for the school. No student services were lessened or impacted by this funding issue.



# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
T-Mobile hotspots were purchased for each family that requested a device, with contracted data rates being paid for by the LEA.	\$1,380	\$1,380	Yes
Teachers Pay Teachers-budget for supplemental materials to support EL students	\$50	\$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Supplemental materials for EL students were obtained through Teachers Pay Teachers as planned. However, a generous program related to supporting students participating in distance learning was implemented, allowing these supplemental materials to be obtained at no cost.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

All students had Access to Devices and sufficient Connectivity during distance learning. Each student was issued a Chromebook computer. All families that requested connectivity assistance were issued a T-Mobile hotspot device with all associated fees paid for by the LEA. During distance learning, Continuity of Instruction was addressed by the creation of a master schedule for staff with corresponding individual learning schedules for each student. These schedules were modified for accessibility depending on each student and to support Pupils with Unique Needs. Early literacy and EL students were provided with picture schedules and/or bilingual schedules to help ensure that both students and parents had awareness and understanding of all learning activities and understood the timetable and requirements for all live teaching sessions. These detailed schedules also assisted with engaging students and ensuring Pupil Participation and Progress. Both parents and students had access to all schedules in both print and digital formats and all assignments in digital format via Google Classroom. If a case arose in which a student was not participating, the teacher/principal immediately contacted parents via their preferred method of communication (text, email, or call). Students who showed insufficient progress or learning struggle were offered one-to-one live instruction 4 days per week for an average of 40 minutes per session. Since Panoche only employs one individual, all Staff Roles and Responsibilities were fulfilled by the school's teacher/principal. Distance Learning Professional Development was obtained through a variety of online sources, including the Distance Learning Collaborative offered by San Benito County Office of Education.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
STAR360	\$835.50	\$835.50	Yes
Moby Max Subscription	\$99	\$99	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Assessing Pupil Learning Loss during distance learning posed a difficult challenge due to the inconsistency of appropriate testing environments and level of at-home assistance. In short, it was challenging to get a clear picture of the levels of Pupil Learning Loss and areas of difficulty. STAR360 was utilized for summative assessments, while the MobyMax program was used for formative assessments. The results of these assessments often sharply contrasted with information gathered informally by the instructor. To assist with this challenge, bilingual tutorials were created to help students and parents navigate these assessment programs and to educate students and families the importance of full engagement and effort, as well as on the level of assistance/involvement by parents that is appropriate during student assessment. Regardless of these efforts, low levels of student engagement and high levels of parent assistance during assessment continued to be prevalent during distance learning.

When students returned to campus for in-person learning, STAR360 assessment was immediately administered for all students. Each student's results were analyzed and appropriate curriculum was planned to assist in mitigating learning loss. Older students participated in developing personal S.M.A.R.T. goals. Panoche School's unique one room environment and small enrollment helped to facilitate individualized learning strategies and curriculum to support each student's learning needs. By late March of 2021 (approximately 5 months of in-person learning after return from distance), 33% of students tested showed growth in Early Literacy, 80% of students showed growth in Reading, and 100% of students showed growth in Math.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

During the 2020-21 school year, Panoche School implemented a new mental health and social-emotional well being program utilizing the Sanford Harmony program. Sanford Harmony SEL gives teachers the tools to build trust, encourage problem-solving, and establish a positive learning environment. This particular program was chosen due to its wide range of curriculum and activities, making it an ideal fit for Panoche's K-8 student body. In addition to the SEL program, Harmony is designed to build healthy relationships among students by engaging them in lessons and activities that promote empathy, understanding, and respect. These effective practices build supportive relationships that ultimately help prevent bullying. An added asset to this program is on-demand modules for staff professional development regarding both implementation of the program and general staff education regarding mental and social-emotional support for students. Students surveyed in 2021 regarding their emotional well-being indicated high levels of anxiety in response to unauthorized/unidentified visitors to campus and accompanying lock-down situations. Informal parent feedback regarding the program was positive and supportive of the idea of SEL. Several parents mentioned that the idea seemed new and/or different than what they had experienced in the past. Younger students responded well to the program and were eager to participate and share their own feelings and experiences. Challenges arose regarding classroom and community culture. Many older students had trouble taking the program seriously and expressed that sharing feelings was "silly/uncool". Later on, an adult stakeholder mentioned that "we don't really do that kind of thing out here", referring to mental/emotional health in our very rural location and culture. These challenges indicate that more education and training regarding the importance of SEL in both our classroom and community would be beneficial.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Panoche's small enrollment and close-knit community aids in creating and strengthening relationships between the LEA and families. However, Pupil and Family Engagement and Outreach proved to be a challenge due to the Covid-19 pandemic. Panoche Elementary administration maintains a Panoche School Facebook page in partnership with a parent volunteer. This page was an important tool in keeping families up to date and informed regarding school closures, distance learning, and the rapidly evolving pandemic situation. In addition, all announcements appearing on the school's Facebook page were also printed and posted prominently on the school's outdoor signboard. During distance learning, in-person socially distanced meetings were offered by appointment to parents and their children to educate and support families regarding use of technology and distance learning scheduling and expectations. The LEA put specific focus on supporting disengaged students, with frequent and even daily contact with parents/guardians if necessary. Panoche received clearance to reopen for in-person learning in August of 2020. However, when surveyed, the majority of parents voted to continue with 100% distance learning and to re-visit the possibility of reopening at a later date. All parents expressed nervousness regarding COVID-19 cases in the community and within their own extended families. Parents were surveyed again in October 2020 and the majority of parents voted to return for in-person learning. All parents, including those that preferred to continue with distance learning, agreed that they would send their children back to school for in-person learning if the majority of parents voted

to do so. In-person learning resumed November 2nd, 2020. Once in-person learning resumed, daily check ins and conversations between staff and families resumed at student pick up and drop off. Detailed information was distributed regarding the steps Panoche has taken in order to increase cleaning and sanitation and protect all students and staff from COVID-19 transmission. In addition, several “breakfast to go” events were been put on for parents throughout the year, and socially distanced parent/teacher conferences were held for the 2nd and 3rd trimesters.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Due to Panoche's very rural location and small enrollment, a school meal program is not provided. During distance learning, families were kept up to date on meal assistance programs and opportunities provided by several adjacent school districts and community organizations. This information was shared with families via phone call, text message, and/or email, dependent on each parent's preferred method of communication.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Originally budgeted paid training for cleaning staff was completed gratis. Additional janitorial labor hours expenditures increased by \$350 due to the demands of the instructional calendar. Supplemental materials for EL students were obtained through Teachers Pay Teachers as planned. However, a generous program related to supporting students participating in distance learning was implemented, allowing these supplemental materials to be obtained at no cost

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The most prominent issue faced during distance learning was the lack of adequate home internet connectivity available to the majority of pupils. Extensive research was done to identify a mobile carrier that provides services to the school's very rural area. Mobile hotspots were provided to all families that requested one, and the 2021-2024 LCAP was developed to continue to fund and expand the full time use of these hotspots to support student learning off campus. Additionally, Panoche's aging student devices were identified as an issue during distance learning, directly informing the development of Goal 5. Panoche's implementation of a SEL based program highlighted an important issue regarding campus safety. Student's anxiety surrounding unauthorized campus visitors and associated lockdowns indicated a pressing need to increase campus safety and the sense of student safety and comfort on campus. This identified need directly influenced the formation of Goal 1.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss continues and will continue to be addressed using the STAR360 program. In addition, Goal 2 of the LCAP details hiring of qualified staff to support pupils with unique needs, as well as plans to support a staff PD program focusing on staff acquisition of the Spanish language. Goal 3 of the LCAP supports pupils with unique needs in the areas of Early Literacy and Reading.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive difference between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Goal 1 of the previous LCAP stated "Teacher will provide interventions and enrichment to address students' academic needs in order to reduce the achievement gap, increase English proficiency for English Learner students, and provide differentiated instruction for all students." This goal was taken into consideration and refined during the creation of Goal 3 of the 21-22 through 23-24 LCAP. Local assessment data gathered in 2021 indicated that 100% of EL students were not meeting Early Literacy or Reading benchmarks, dependent on age/grade level. This data indicates a need for intensive support in this area, leading to the planned actions in Goal 3. The 2020-2021 Learning Continuity and Attendance plan informed the development of the 21-22 through 23-24 LCAP in several key areas. Goals 1 of the LCAP was developed as a response to data gathered regarding the newly implemented SEL program and student need in this area. Information gathered and analyzed in the LCP regarding student technology and connectivity directly influenced the creation of Goal 5.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.



- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	37,294.00	36,793.77
LCFF	19,945.00	22,219.77
LCFF Supplemental and Concentration	12,824.00	10,574.00
Lottery	200.00	0.00
Other	4,000.00	4,000.00
Title II	325.00	0.00
	325.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	37,294.00	36,793.77
4000-4999: Books And Supplies	5,550.00	5,874.77
5000-5999: Services And Other Operating Expenditures	27,419.00	26,919.00
5800: Professional/Consulting Services And Operating Expenditures	4,325.00	4,000.00
	4,325.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	37,294.00	36,793.77
4000-4999: Books And Supplies	LCFF	3,550.00	5,824.77
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	1,800.00	50.00
4000-4999: Books And Supplies	Lottery	200.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	16,395.00	16,395.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	11,024.00	10,524.00
5800: Professional/Consulting Services And Operating Expenditures	Other	4,000.00	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	325.00	0.00
		325.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	13,774.00	16,348.77
<b>Goal 2</b>	2,825.00	0.00
<b>Goal 3</b>	300.00	50.00
<b>Goal 4</b>	20,395.00	20,395.00

\* Totals based on expenditure amounts in goal and annual update sections.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
In-Person Instructional Offerings	\$5,100.00	\$5,400.00
Distance Learning Program	\$1,430.00	\$1,380.00
Pupil Learning Loss	\$934.50	\$934.50
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$7,464.50</b>	<b>\$7,714.50</b>

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
In-Person Instructional Offerings	\$5,100.00	\$5,400.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$5,100.00</b>	<b>\$5,400.00</b>

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
In-Person Instructional Offerings		
Distance Learning Program	\$1,430.00	\$1,380.00
Pupil Learning Loss	\$934.50	\$934.50
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$2,364.50</b>	<b>\$2,314.50</b>

# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Panoche Elementary School District	Amanda McCraw Teacher/Principal	AMcCraw@sbcoe.org 8316283438

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Panoche Elementary School District is a one room K-8 school, located in a rural area of Central California. Census day enrollment for the 2021-2022 school year was 7 students total. The school has a 38% English Learner population and 75% of students are classified as low income. The school employs a single individual who is responsible for teaching all grade levels, as well as fulfilling the roles of principal and superintendent and performing all other duties typically required to run a school.

At Panoche School, cooperation and communication are key to a productive classroom culture. The mission of Panoche School is to provide an individualized education for each student in a nurturing environment, with focus on motivating and challenging students to reach their maximum potential both as learners and as citizens. Panoche School's rural location and small class sizes (often only one student per grade level) allows for a high level of differentiated instruction, allowing students to learn and to demonstrate their knowledge in the most optimal format for each individual learner.

### Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to Panoche's small enrollment numbers, California School Dashboard data is not displayed for privacy. Local Data highlights several successes in both student growth and achievement, as well as in school climate. COVID-19 related learning loss was minimized due to Panoche opening for in person instruction in early November 2020. As of Trimester 2 benchmark testing, 80% of tested students showed growth in reading and 100% of students tested showed growth in mathematics. 100% of students report feeling happy to be at school each

day and agree that the students at their school like one another and treat each other respectfully. In addition, all students report that they feel that their teacher cares about their success and personal well being, as well as understanding their personal learning strengths.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to Panoche's small enrollment numbers, California School Dashboard data is not displayed for privacy. Local Data identifies needs in the areas of English Language Arts achievement, with focus on Early Literacy and achievement of English Learners. STAR360 benchmark data taken in March 2021 indicates that 100% of English Learners are not meeting Early Literacy or Reading benchmarks (dependent on age/grade level). Additionally, only 37.5% of all students at Panoche are meeting Reading Benchmarks and 0% of the new/emerging reader student population at Panoche are meeting Early Literacy benchmarks. Panoche has planned to take several steps in response to this information, as detailed in Goals 2 and 3. Specifically, Goal 2 highlights the plan for a Spanish language acquisition program for staff to facilitate EL instruction and parent relationships. Goal 3 details plans for supplemental curriculum to support English Language Arts for all students, with special focus on increasing English Learner pupil achievement.

Campus safety and a feeling of student safety and wellbeing while on campus is another area of identified need, as indicated in both parent and student School Climate surveys. 75% of students indicated feelings of worry and fear regarding unauthorized visitors to the school campus, with 38% of students going on to say that they feel that school safety measures are lacking/in need of improvement. 86% of parents reported feeling that campus safety measures could be improved. Goal 1 was created in direct response to this need, so that the LEA can begin to take steps to ensure that all students and parents feel comfortable and safe regarding the campus environment.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Panoche Elementary's LCAP includes four goals that are designed to ensure that all students excel academically and social-emotionally as we close any performance gaps that exist between subgroups and to ensure a safe environment conducive to learning in which all students and staff feel comfortable and successful.

Goal 1: Panoche School will create, cultivate and strengthen a safe, nurturing environment that supports learning. By improving and maintaining school facilities in good repair, the LEA will increase the percentage of both students and parents who feel safe at school and who feel that campus safety measures are adequate. Improvements and maintenance of both the classroom and campus in general will focus on safety and security, as well as on creating space that is adaptable to varying student educational and emotional needs. Due to Panoche's very rural location, students have very little access to arts and cultural education. As such, music instruction will be continued to support students' artistic and cultural growth, as well as their social-emotional well-being. Maintenance of classroom and grounds, as well as

monthly pest control, will be continued to support students' physical well-being.. This goal meets LCFF State Priority 1's focus on 'facilities in good repair' and LCFF State Priority 6: School Climate.

Goal 2: Panoche School will recruit, hire, and retain classified staff to support high quality instruction of all students with emphasis on providing additional support for English Learners. Classified staff will assist in the implementation of academic content standards and provide instructional support to increase pupil achievement. This goal address LCFF State Priority 1's focus on appropriate teacher assignment. This goal also address LCFF State Priority 2: Implementation of academic content and performance standards adopted by SBE.

Goal 3: Panoche Elementary School will research and implement supplemental curriculum to support English Language Arts with focus on increasing English Learner pupil achievement. Additionally, Panoche Elementary school will research, purchase, and implement standards aligned curriculum and instructional materials for all students in the area of science, with focus on NGSS. Panoche will also continue to implement programs already in place that have been proven to support students. STAR360 will be carried forward to continue assessment and monitoring, as well as to assist staff with designing curriculum appropriate to student need. This goal addresses LCFF State Priority 1's focus on sufficient instructional materials. This goal also addresses LCFF State Priority 2: Implementation of academic content and performance standards adopted by SBE, as well as Priority 4: Pupil Achievement, Priority 7: Course Access, and Priority 8: Other Pupil Outcomes.

Goal 4: Panoche Elementary will restore and maintain either pre-Covid or alternative Covid-safe opportunities for parental involvement dependent on CDC guidelines, as well as family and pupil engagement strategies. This goal address LCFF State Priority 3: Parental Involvement and Family Engagement and 5: Pupil Engagement.

Goal 5: Students will have equitable access to rigorous and relevant learning tools and resources both at school and at home and will acquire 21st century technology skills via experience with these devices and a well-trained staff. This goal addresses LCFF State Priority 1, with specific focus on sufficient instructional materials, and LCFF State Priority 8: Other Pupil Outcomes, with focus on students' technology access and digital literacy.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable

## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Panoche Elementary School seeks the support of parents and community in decision making, management, and operations for the Panoche School District.

In April 2021, 100% of parents responded to the Parent Survey. In addition, communication between parents and staff occurs on a daily basis at both drop off and pick up times. Parents of English Learner (EL) students were included in these communications with translations provided as needed. In August of 2020, all parents were offered optional one on one tech sessions to support and assist in using technology associated with COVID-19 related distance learning.

In April 2021, 100% of students, including EL students, responded to a School Climate Survey, sharing their feelings on the safety and efficacy of the school. Students also completed learning modality inventories to assist staff in altering lessons to suit students' specific learning strengths and areas of growth.

Surveys focusing on the safety and learning implications of COVID-19 were also administered to both parents and students in August and October of 2020. Optional parent-teacher conferences were offered both in person and virtually at the close of the first and second trimesters each year. When local health conditions make it safe to do so, Panoche School hosts Back to School Night and a variety of other events to engage parents and community members and solicit informal feedback.

Panoche only employs one staff member, who participated in a Teacher Wellbeing Audit in April of 2021.

The Panoche School Board holds monthly meetings on the second Monday of each month. These meetings are open forums for discussion, planning, and decision making. Community members and parents are invited to attend these meetings regularly and reminders are conveyed at student pick up the days the meetings occur.

Since Panoche employs a staff of one, no formal feedback was collected from staff, although the teacher/principal did complete the Teacher Wellbeing Audit.

Consultation with SELPA formally took place 4/21/2021, with informal consultation taking place as needed throughout the 2020-2021 school year.

Panoche had no Homeless/Foster youth population in the 2020-2021 school year. San Benito County Office of Education was consulted during the creation of the LCAP to receive feedback to help ensure organization and completeness of the document.

More detailed information on specific stakeholder feedback is detailed within each goal.

## A summary of the feedback provided by specific stakeholder groups.

Panoche Elementary's unique community and small enrollment provide an excellent opportunity for meaningful relationships between school staff and stakeholders. Feedback was provided by stakeholder groups in a variety of ways, both formal and informal, as detailed below.

**Board Members:** Feedback was formally provided by the Panoche School Board during regular board meetings, up to and including reviewing and approving all drafts, including final drafts, of the LCAP. Feedback was provided informally as needed, including frequent conversations with board members when present on campus for grounds and facilities maintenance.

**Parents/Guardians:** Feedback was formally provided by Parents/Guardians through School Climate surveys (written) and COVID-19 Learning Modality surveys (phone/email/text). Several families took advantage of one-on-one tech sessions offered to support and assist in using technology for distance learning, and those who attended all expressed concern regarding internet connectivity at home. Additionally, informal feedback from this particular stakeholder group is gathered constantly during daily conversations at drop off and pick up between this group and the teacher/principal. Panoche's enrollment of only 6 family groups provides ample opportunity for building strong relationships between parents/guardians and the school staff.

**Staff:** Panoche's single staff member completed a Teacher Wellbeing Audit in April of 2021, providing feedback that assisted in the formation of Goal 2.

**Students:** Student feedback regarding School Climate assisted in identifying an area of improvement and was used along with parent feedback in the formation of Goal 1, focusing on the cultivation and strengthening of a safe, nurturing, campus environment that supports learning.

## A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The majority of stakeholder feedback focused on concerns regarding campus safety and security. As such, Goal 1 of the plan was written as a direct response to this feedback from both parents and students. Portions of the goal were taken directly from parent comments regarding an automatic gate system and safer campus perimeter.

Goal 2 was influenced by informal staff feedback and the Teacher Wellbeing Audit in conjunction with testing data. Goal 3 was influenced by parent comments regarding student learning during optional parent-teacher conferences.

Informal feedback from parents and students, as well as formal feedback from students via the School Climate Survey also influenced Goal 4, focusing on a desire to continue and increase student and parent engagement strategies and events. Goal 5 was directly influenced by parent responses to surveys regarding internet connectivity during COVID-19 related distance learning as well as parent responses during one-on-one tech sessions.

# Goals and Actions

## Goal

Goal #	Description
1	Panoche School will create, cultivate and strengthen a safe, nurturing environment that supports learning. By improving and maintaining school facilities in good repair, the LEA will increase the percentage of both students and parents who feel safe at school and who feel that campus safety measures are adequate. Improvements and maintenance of both the classroom and campus in general will focus on safety and security, as well as on creating space that is adaptable to varying student educational and emotional needs. Due to Panoche's very rural location, students have very little access to arts and culture education. As such, music instruction will be continued to support students' artistic and culture based education, as well as their social-emotional well-being. Maintenance of classroom and grounds, as well as monthly pest control, will be continued to support students' physical well-being.. This goal meets LCFF State Priority 1's focus on 'facilities in good repair' and LCFF State Priority 6: School Climate.

An explanation of why the LEA has developed this goal.

Currently, Panoche's gate stays open during school hours. There is no front office for visitors to check into, so any person visiting campus has easy access directly to the classroom and by extension, access to 100% of students and staff. The 2021 School Climate Survey given to all students in grades K-8 indicated that 75% of students feel "a little worried", "very worried" or "afraid" when an unknown person comes onto campus. Analysis of the 2021 Parent Survey indicated that 86% of parents felt either neutral, disagreed, or strongly disagreed when asked if they felt that safety at Panoche School was satisfactory. In an area provided for optional additional feedback, one parent expanded on this concern, writing "I would like a more secure gate and perimeter around the school." Furthermore, the number of instances of school/student "lock-down" due to unidentified persons entering campus has risen significantly during and after the COVID-19 pandemic. As recorded on the "2020-2021 Lock Down Log", over 6 months, unidentified individuals arrived on campus 6 individual times, with 4 of these occurrences resulting in a student lockdown situation. These situations not only interrupted student learning processes, but also affected students' social-emotional wellbeing.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey-Students	25% of students indicated that they feel safe regarding unidentified visitors on				Student School Climate Survey results will indicate that 100%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	campus during the 20-21 school year				of students feel safe on campus
School Climate Survey-Parents	86% report dissatisfaction with campus safety and security during the 20-21 school year				Parent School Climate Survey results will indicate that 100% of parents are satisfied with campus safety and security
School Log-Lockdown Instances	6 occurrences of unidentified visitors present on campus over a 6 month period, with 67% of these instances triggering student lockdown during the 20-21 school year.  Note: Data limited to 6 month period due to COVID-19 related campus closure.				0 occurrences of unidentified visitors present on campus during the regularly scheduled school year.  0 unidentified visitor instance triggered school/student lock down events during the regularly scheduled school year.
FIT Report	2020-2021 FIT report rating: Exemplary				Maintain FIT Report rating of Exemplary by addressing and correcting any areas of concern as soon as they are identified.
Williams Report	2020-2021 Williams Report noted 0				Maintain Williams Report complaint history at 0 in any/all categories by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	complaints in any of the 3 categories listed: Sufficiency of Textbooks, Emergency School Facilities Issues, Vacancy or Misassignment of Teachers				correcting any areas of concern as soon as they are identified.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Automatic Wireless Gate System	Panoche Elementary School will purchase and install an electronic, solar powered gate system with wirelessly enabled open/close system and entry keypad. This system will enable staff to monitor guest entry to campus and decrease the number of yearly lockdown incidences. This system will increase parent satisfaction with campus security, as well as student reported feelings of safety.	\$1,500.00	No
2	Updated Signage	Panoche Elementary School will purchase and install aluminum signage to post at both walkthrough (front) and drive through (side) gate entries to address and decrease the number of unauthorized visitors on campus and number or yearly lockdowns. This signage will increase parent satisfaction with campus security, as well as student reported feelings of safety.	\$250.00	No

Action #	Title	Description	Total Funds	Contributing
3	Perimeter Fence Repair	Panoche Elementary School will purchase materials and labor to repair and replace perimeter fencing as necessary to address and decrease the number of unauthorized visitors on campus and number or yearly lockdowns. This signage will increase parent satisfaction with campus security, as well as student reported feelings of safety.	\$500.00	No
4	Upgrades to classroom and restrooms	Panoche Elementary staff, maintenance, and board members will collaborate to identify areas in the classroom and restroom areas that are in need of repair and/or improvement in order to increase the comfort, well-being, and engagement of all students.	\$800.00	No
5	Pest Control	A pest control company will continue monthly treatment of the school and grounds to ensure the safety and health of all students and staff.	\$3,600.00	No
6	Cleaning and Grounds Maintenance	A Cleaning and Grounds Maintenance company will continue to perform daily cleaning and weekly grounds services on campus to ensure the safety and health of all students and staff.	\$19,600.00	No
7	Music Instruction	A local music instructor will continue to provide weekly music instruction to all students to support their academic and social-emotional education and well-being.	\$7,400.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Panoche School will recruit, hire, and retain fully credentialed and appropriately assigned staff to support high quality instruction of all students with emphasis on providing additional support and intervention for English Learners. Additional staff will assist in the implementation of academic content standards and provide instructional support to increase pupil achievement. In addition, staff will participate in PD specifically dedicated to Spanish language acquisition to assist them in increasing the school's level of support for EL students and their families; both academically and socially. . This goal address LCFF State Priority 1's focus on appropriate teacher assignment. This goal also addresses LCFF State Priority 2: Implementation of academic content and performance standards adopted by SBE. This goal also addresses LCFF State Priority 4:Pupil Achievement.

An explanation of why the LEA has developed this goal.

During the 2020-2021 academic year, enrollment at Panoche increased by 100%. Student registration spanned 6 grade levels (K, 1, 2, 5, 6, & 7), with a single teacher providing instruction for all grade levels. Panoche's teacher also fulfills all administrative roles. Scheduling of equitable instructional minutes and the planning and preparation of high-quality instructional offerings is often limited by the LEA's lack of available staff. The demands of multiple grade levels and administrative duties can at times be overwhelming for the teacher/principal and social emotional wellbeing of staff is recognized as important to the overall success of Panoche Elementary and it's pupils.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Roster/Hiring Data	One fully credentialed, appropriately assigned staff member employed				There will be no teacher vacancies or misassignments. The LEA will employ: <ul style="list-style-type: none"> <li>1 certificated employee with appropriate credentials</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<ul style="list-style-type: none"> <li>1 classroom aide or equivalent with part time hours</li> </ul>
Teacher/Principal Daily and Weekly Schedule	2020-2021 Academic Year schedule currently allows for approximately 12 hours weekly for all teacher preparation and planning for all enrolled grade levels K-8, as well as completion of all administrative duties.				At least 20 hours weekly available for teacher/principal to complete preparation and planning for all enrolled grade levels K-8 , as well as completion of all administrative duties.
Teacher Wellbeing Audit	Score of 51 on Teacher Wellbeing Audit administered April 2021				Score of 75-90 on "Teacher Wellbeing Audit" or similar teacher Social-Emotional wellbeing assessment
STAR360 Reading and Early Literacy Assessment Data-English Learners (March 2021)	<p>Percentage of EL students not meeting Early Literacy benchmark: 100%</p> <p>Percentage of EL students not meeting Reading benchmarks: 100%</p>				<p>Percentage of EL students not meeting Early Literacy benchmark: 50% or less</p> <p>Percentage of EL students not meeting</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Reading benchmarks: 50% or less
ELPAC testing data	Baseline being established April 2021				Increase of at least 1 level for each English Learner on ELPAC summative assessment.
National Geographic Learning/Cengage Learning "Reach for Reading"	100% of students will have access to standards-aligned materials				100% of students will have access to standards-aligned materials
Pearson Literature California Reading and Language	100% of students will have access to standards-aligned materials				100% of students will have access to standards-aligned materials
Pearson Scott Foresman/Savvas enVision Math	100% of students will have access to standards-aligned materials				100% of students will have access to standards-aligned materials
Pearson Scott Foresman California Science	100% of students will have access to standards-aligned materials				LEA will adopt new NGSS aligned materials and 100% of students will have access
Houghton Mifflin History-Social Science-California	100% of students will have access to standards-aligned materials				100% of students will have access to standards-aligned materials

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Hiring of Appropriately Qualified Support Staff	Panoche Elementary will hire 1 appropriately qualified support staff member for 1 half day each week to support students EL learning needs and teacher/principal scheduling constraints.	\$4,904.05	Yes
2	Staff PD in Spanish language	Panoche Elementary will purchase and implement the Babel language program to assist them in increasing the school's level of support for EL students and their families; both academically and socially.	\$85.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



# Goals and Actions

## Goal

Goal #	Description
3	Panoche Elementary School will research and implement supplemental curriculum to support English Language Arts with focus on increasing English Learner pupil achievement. Additionally, Panoche Elementary school will research, purchase, and implement standards aligned curriculum and instructional materials for all students in the area of science, with NGSS alignment. Panoche will also continue to implement programs already in place that have been proven to support students. STAR360 will be carried forward to continue assessment and monitoring, as well as to assist staff with designing curriculum appropriate to student need. This goal addresses LCFF State Priority 1's focus on sufficient instructional materials. This goal also addresses LCFF State Priority 2: Implementation of academic content and performance standards adopted by SBE, as well as Priority 4: Pupil Achievement, Priority 7: Course Access, and Priority 8: Other Pupil Outcomes.

An explanation of why the LEA has developed this goal.

Local Data identifies needs in the areas of English Language Arts achievement, with focus on Early Literacy and achievement of English Learners. STAR360 benchmark data taken in April 2020 indicates that 100% of English Learners are not meeting Early Literacy or Reading benchmarks (dependent on age/grade level). Additionally, only 60% of all students at Panoche are meeting Reading Benchmarks and 0% of the new/emerging reader student population at Panoche are meeting Early Literacy benchmarks. Additionally, inventory of California Science Curriculum indicates a lack of up-to-date materials, with an average textbook age of 14 years and no alignment to NGSS standards.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR360 Early Literacy Data	Percentage of EL students not meeting Early Literacy benchmark: 100%				Percentage of EL students not meeting Early Literacy benchmark: 50%
STAR360 Reading Data	Percentage of EL students not meeting Reading benchmarks: 100%				Percentage of EL students not meeting Reading benchmarks: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAST scores	100% met or exceeded during Spring 2021				80% of students scoring met/exceeded
CAASPP scores-ELA	50% of students met or exceeded in Spring 2021				15% increase in students scoring met/exceeded
CAASPP scores-Math	50% of students met or exceeded in Spring 2021				15% increase in students scoring met/exceeded
Master Schedule	100% of students have access to a broad course of study (Social Science, Science, Health, VAPA, World Language)				100% of students will continue to have access to a broad course of study
EI Reclassification Rate	0% Reclassified during the 2020-2021 school year				100% of EL's will be reclassified by the end of their 8th grade year.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental English Language Arts curriculum	Panoche Elementary School will research, purchase, and implement a supplemental English Language arts curriculum and associated material to support all students with focus on English Learner achievement to increase pupil achievement.	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	NGSS science curriculum	Panoche Elementary School will research, purchase, and implement NGSS curriculum and associated material to support all students and increase pupil achievement.	\$4,212.00	No
3	Library Content Upgrade	Panoche Elementary School will research and purchase additional reading material for school library to increase student interest and engagement in reading for both leisure and information and to support pupil English Language Arts achievement. Focus will be placed on books for English Learners.	\$500.00	Yes
4	Reading Log System	Panoche Elementary will research, purchase, and implement a digital system to replace traditional paper reading logs and increase student engagement in at-home reading to support student English Language Arts achievement and engagement.	\$100.00	Yes
5	Newsela subscription	Panoche Elementary will purchase a subscription to Newsela website, including bilingual support, to support student learning and achievement in the area of informational text.	\$180.00	Yes
6	Vooks subscription	Panoche Elementary will purchase a subscription to Vooks to support student English Language Arts achievement and engagement. This subscription will focus on support for English Learners using bilingual literature, and Low Income students who may not have at-home access to literature.	\$50.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	STAR360	STAR360 will be carried forward to continue assessment and monitoring, as well as to assist staff with designing curriculum appropriate to student need.	\$896.00	Yes
8	IXL	Subscription to IXL will be carried forward to continue assessment and monitoring of students in the area of English Language Arts and Math. The program also provides students with practice work in these subject areas to fill gaps and strengthen knowledge.	\$529.00	Yes
9	ST Math	Subscription to ST Math will be carried forward to continue assessment and monitoring of students in the Math. The program also provides students with practice work in this subject areas to engage students and to fill gaps and strengthen knowledge in math.	\$260.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
4	Panoche Elementary will restore and maintain either pre-COVID-19 or alternative COVID-19 safe opportunities for parental involvement dependent on CDC guidelines, as well as family and pupil engagement strategies. This goal address LCFF State Priority 3: Parental Involvement and Family Engagement, LCFF State Priority 5: Pupil Engagement, and LCFF State Priority 6: School Climate

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from stakeholders has not identified concerns or needs within Priority 3 and the involvement and engagement of Parents and Families and the level of Pupil Engagement noted in priority 5. The metrics described below were selected to ensure that the progress that Panoche School has made in these priority areas will be evaluated on a regular basis. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, parents, and the principal/teacher.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey-Student	100% of students report feeling happy to be at school each day.				100% of students report feeling happy to be at school each day.
Parent Survey	100% of parents agree with the statement "My child's learning needs are being met."				100% of parents agree with the statement "My child's learning needs are being met."
Attendance Rates	95.1% in 2021				Consistent or increased attendance rate as compared to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					2020-2021 school year
Suspension/Expulsion Rates	0% Suspension/ 0%Expulsion				Maintain 0% Suspension/ 0% Expulsion rates
Middle School Dropout rate	0% of students dropped out during the 2020-2021 school year				Maintain 0% middle school dropout rate
Chronic Absenteeism rate	14.3% in 2021				
Parent Participation in programs for Unduplicated Students	75% of parents participated in parent teacher conferences and Back to School Night in the 2020-2021 school year.				90% of parents will participate in parent teacher conferences and Back to School Night in the 2020=2021 school year.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Involvement/Engagement Opportunities	Panoche School will host at least 4 events yearly. The nature of these events will vary dependent on COVID-19 status, season, and parent availability. Events may include, but are not limited to: Winter and Spring music concerts, outdoor movie night, welcome back BBQ, parent breakfast to-go, and/or graduation events (dependent on 8th grade enrollment.) In addition, staff will continue to extend invitation to all parents to attend monthly board meetings.	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Student Incentives-Effort and Achievement	Panoche Elementary will invest in student incentive to motivate and reward students in the areas of citizenship, effort, and academic improvement and achievement.	\$500.00	No
3	Student Incentives-Attendance	Panoche Elementary will purchase student incentives to motivate and reward students for consistent attendance.	\$500.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



# Goals and Actions

## Goal

Goal #	Description
5	Students will have equitable access to rigorous and relevant learning tools and resources both at school and at home and will acquire 21st century technology skills via experience with these devices and a well-trained staff. This goal addresses LCFF State Priority 1, with specific focus on sufficient instructional materials, and LCFF State Priority 8:Other Pupil Outcomes, with focus on students' technology access and digital literacy.

An explanation of why the LEA has developed this goal.

The COVID-19 pandemic brought the poor state of Panoche's technology capabilities into sharp relief. More than 60% of student devices are unquestionably outdated and/or do not have sufficient battery reserve life or charging capabilities. Additionally, Panoche's remote location makes availability of home internet unreliable and cost prohibitive to many students and their families, meaning students have immense barriers in completing any computer-based work at home. These issues are especially prevalent in special populations, such as English Learners and Socio-Economically Disadvantaged students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2021 Technology Inventory-student devices	64% of devices are classified as outdated and/or nonfunctional				15% (or less) of devices are classified as outdated and/or nonfunctional
2021 Technology Inventory-connectivity devices	6 devices/lines on campus available for student home use				10 devices/lines on campus available for student home use
July 2020 and August 2020 Parent Distance Learning/Connectivity surveys	100% of EL and/or SED families reported little to at-home internet connectivity				100% of families will report satisfactory home internet connectivity.

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Upgrade student devices	Panoche School will purchase sufficient devices for students to provide equitable access to technology for students, including appropriate device protection for durability and home-school transport.	\$2,300.00	Yes
2	Internet Hotspots	Panoche Elementary will expand the number of internet hotspot devices and contracted lines available for student home use.	\$2,400.00	Yes
3	Device Management Program	Panoche Elementary will research and purchase a management program to cover all student devices to ensure the safety and security of students when accessing the internet and to assist with management regarding proper academic-only usage of devices both on and off campus.	\$150.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.32%	\$11,005

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Through a coordinated process of examining data, needs assessments and engagement sessions, Panoche Elementary School District prioritized the needs of English Learners, foster youth, and low income students when allocating funding in the LCAP. 67% of Panoche Elementary students who are receiving increased and improved services through the LCAP, 100% are low income, 75% are English Learners, and 0% are foster youth.

Goal 2: Panoche School will recruit, hire, and retain fully credentialed and appropriately assigned staff to support high quality instruction of all students with emphasis on providing additional support and intervention for English Learners. Additional staff will assist in the implementation of academic content standards and provide instructional support to increase pupil achievement. In addition, staff will participate in PD specifically dedicated to Spanish language acquisition to assist them in increasing the school's level of support for EL students and their families; both academically and socially. . This goal address LCFF State Priority 1's focus on appropriate teacher assignment. This goal also addresses LCFF State Priority 2: Implementation of academic content and performance standards adopted by SBE. This goal also addresses LCFF State Priority 4:Pupil Achievement.

Action 1-Hiring of Appropriately Qualified Support Staff

Action 2- Staff PD in Spanish language

Goal 3: Panoche Elementary School will research and implement supplemental curriculum to support English Language Arts with focus on increasing English Learner pupil achievement. Additionally, Panoche Elementary school will research, purchase, and implement standards

aligned curriculum and instructional materials for all students in the area of science, with focus on NGSS. Panoche will also continue to implement programs already in place that have been proven to support students. STAR360 will be carried forward to continue assessment and monitoring, as well as to assist staff with designing curriculum appropriate to student need. This goal addresses LCFF State Priority 1's focus on sufficient instructional materials. This goal also addresses LCFF State Priority 2: Implementation of academic content and performance standards adopted by SBE, as well as Priority 4: Pupil Achievement, Priority 7: Course Access, and Priority 8: Other Pupil Outcomes.

Action 1-Supplemental English Language Arts curriculum: As Panoche Elementary School District consists of a single one room school, this action is being provided to the entire school. Panoche does not currently have any students classified as foster youth. English Learners and Low-Income students were first considered in the creation of this action when analyzing STAR360 assessment results of these particular students in the areas of English Language Arts and Early Literacy.

Action 3- Library Content Upgrade: As Panoche Elementary School District consists of a single one room school, this action is being provided to the entire school. Panoche does not currently have any students classified as foster youth. English Learners and Low-Income students were first considered in the creation of this action when analyzing STAR360 assessment results of these particular students in the areas of English Language Arts.

Action 4- Reading Log System: As Panoche Elementary School District consists of a single one room school, this action is being provided to the entire school. Panoche does not currently have any students classified as foster youth. English Learners and Low-Income students were first considered in the creation of this action when analyzing STAR360 assessment results of these particular students in the areas of English Language Arts and Early Literacy.

Action 5-Newsela Subscription: As Panoche Elementary School District consists of a single one room school, this action is being provided to the entire school. Panoche does not currently have any students classified as foster youth. English Learners and Low-Income students were first considered in the creation of this action when analyzing STAR360 assessment results of these particular students in the areas of English Language Arts and Early Literacy.

Action 6-Vooks Subscription: As Panoche Elementary School District consists of a single one room school, this action is being provided to the entire school. Panoche does not currently have any students classified as foster youth. English Learners and Low-Income students were first considered in the creation of this action when analyzing STAR360 assessment results of these particular students in the areas of English Language Arts and Early Literacy.

Action 7- STAR360: As Panoche Elementary School District consists of a single one room school, this action is being provided to the entire school. Panoche does not currently have any students classified as foster youth. English Learners and Low-Income students were first considered in the creation of this action when considering the value of the program in identifying students in need of academic intervention in both English Language Arts and Mathematics.

Action 8-IXL: As Panoche Elementary School District consists of a single one room school, this action is being provided to the entire school. Panoche does not currently have any students classified as foster youth. English Learners and Low-Income students were first considered

in the creation of this action when analyzing STAR360 assessment results of these particular students in the areas of English Language Arts and Math. This action continues to support English Learners and Low-Income students in allowing for ongoing assessment and monitoring of student achievement.

Action 9-ST Math: As Panoche Elementary School District consists of a single one room school, this action is being provided to the entire school. Panoche does not currently have any students classified as foster youth. English Learners and Low-Income students were first considered in the creation of this action when analyzing STAR360 assessment results of these particular students in mathematics. This action continues to support English Learners and Low-Income students by encouraging engagement in grade-level appropriate math curriculum.

Goal 5: Students will have equitable access to rigorous and relevant learning tools and resources both at school and at home and will acquire 21st century technology skills via experience with these devices and a well-trained staff. This goal addresses LCFF State Priority 1, with specific focus on sufficient instructional materials, and LCFF State Priority 8:Other Pupil Outcomes, with focus on students' technology access and digital literacy.

Action 1-Upgrade Student Devices: As Panoche Elementary School district consists of a single one room school, this action is being provided to the entire school. Panoche does not currently have any students classified as foster youth. English Learners and Low-Income students were first considered in the creation of this action when considering stakeholder feedback regarding access to technology and connectivity.

Action 2- Internet Hotspots: As Panoche Elementary School district consists of a single one room school, this action is being provided to the entire school. Panoche does not currently have any students classified as foster youth. English Learners and Low-Income students were first considered in the creation of this action when considering stakeholder feedback regarding access to technology and connectivity.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The increased and improved services requirement for Panoche Elementary School District is 6.32%. This supplemental and concentrated portion of funding (\$11,005 is earmarked to support foster youth (0%), English learner (75%), and low-income students (100%). This funding is evident within Goal 2 of the LCAP. Specific actions support increased and improved services for unduplicated students through supplemental and concentration funding and coordinated support from state and federal funding. The unduplicated student rate for Panoche Elementary is 67% and Local Control Funding Formula (LCFF) monies support this group. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

Goal 2:

Action 1: Support staff with specific focus on EL intervention and support will be hired

Action 2: Staff will participate in PD on Spanish Language to support EL students and their families

Goal 3:

Action 1: Supplemental English Language Arts curriculum program will be researched, purchased, and implemented to support English Learner achievement in Language Arts/Reading.

Action 3: Library content upgrade will focus on bilingual literature in order to support English Learner achievement in Language Arts/Reading

Action 4: Reading Log System will be purchased to support English Learner and Low Income students in encouraging at-home reading

Action 5: Newsela subscription will include access to informational text articles in both English and Spanish to support English Learner achievement in Language Arts/Reading

Action 6: Vooks subscription will include access both in school and at home to bilingual books in order to support English Learner and Low-Income student achievement in Language Arts/Reading

Action 7: STAR360 subscription will allow for continued identification of students in need of intervention and support.

Action 8: IXL subscription will allow for supplemental instruction and support in English Language Arts and Math skills.

Action 9: ST Math subscription encourages engagement in grade level appropriate math curriculum.

Goal 5:

Action 1: Upgraded student devices will be purchased and provided for take-home use to support Low-Income students without access to other technology, as well as providing educational support to English Learners in completing at-home assignments and accessing bilingual reading material made available through online programs.

Action 2: Internet hotspots will be purchased and provided for take-home use to support Low-Income students without insufficient or non-existent home internet access.

Contributing Actions Clarification:

Goal 2, Actions 1 & 2, Goal 3, Actions 1, 3, 4, 5, and 6, Goal 5, Actions 1 & 2 in the 2021-24 LCAP are newly developed.

Goal 3, Actions 7, 8, and 9 was continued from the 2017-2020 LCAP because our stakeholders indicated this action was successful and wanted the action and services to be continued.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$46,316.05			\$7,400.00	\$53,716.05

Totals:	Total Personnel	Total Non-personnel
Totals:	\$35,504.05	\$18,212.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Automatic Wireless Gate System	\$1,500.00				\$1,500.00
1	2	All	Updated Signage	\$250.00				\$250.00
1	3	All	Perimeter Fence Repair	\$500.00				\$500.00
1	4	All	Upgrades to classroom and restrooms	\$800.00				\$800.00
1	5	All	Pest Control	\$3,600.00				\$3,600.00
1	6	All	Cleaning and Grounds Maintenance	\$19,600.00				\$19,600.00
1	7	All	Music Instruction				\$7,400.00	\$7,400.00
2	1	English Learners	Hiring of Appropriately Qualified Support Staff	\$4,904.05				\$4,904.05
2	2	English Learners	Staff PD in Spanish language	\$85.00				\$85.00
3	1	English Learners	Supplemental English Language Arts curriculum	\$1,500.00				\$1,500.00
3	2	All	NGSS science curriculum	\$4,212.00				\$4,212.00
3	3	English Learners	Library Content Upgrade	\$500.00				\$500.00
3	4	English Learners	Reading Log System	\$100.00				\$100.00
3	5	English Learners	Newsela subscription	\$180.00				\$180.00
3	6	English Learners Low Income	Vooks subscription	\$50.00				\$50.00
3	7	English Learners Low Income	STAR360	\$896.00				\$896.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	8	English Learners Foster Youth Low Income	IXL	\$529.00				\$529.00
3	9	English Learners Foster Youth Low Income	ST Math	\$260.00				\$260.00
4	1	All	Family Involvement/Engagement Opportunities	\$1,000.00				\$1,000.00
4	2	All	Student Incentives-Effort and Achievement	\$500.00				\$500.00
4	3	All	Student Incentives- Attendance	\$500.00				\$500.00
5	1	English Learners Low Income	Upgrade student devices	\$2,300.00				\$2,300.00
5	2	Low Income	Internet Hotspots	\$2,400.00				\$2,400.00
5	3	All	Device Management Program	\$150.00				\$150.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$13,704.05	\$13,704.05
<b>LEA-wide Total:</b>	\$13,704.05	\$13,704.05
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Hiring of Appropriately Qualified Support Staff	LEA-wide	English Learners	All Schools	\$4,904.05	\$4,904.05
2	2	Staff PD in Spanish language	LEA-wide	English Learners	All Schools	\$85.00	\$85.00
3	1	Supplemental English Language Arts curriculum	LEA-wide	English Learners	All Schools	\$1,500.00	\$1,500.00
3	3	Library Content Upgrade	LEA-wide	English Learners	All Schools	\$500.00	\$500.00
3	4	Reading Log System	LEA-wide	English Learners	All Schools	\$100.00	\$100.00
3	5	Newsela subscription	LEA-wide	English Learners	All Schools	\$180.00	\$180.00
3	6	Vooks subscription	LEA-wide	English Learners Low Income	All Schools	\$50.00	\$50.00
3	7	STAR360	LEA-wide	English Learners Low Income	All Schools	\$896.00	\$896.00
3	8	IXL	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$529.00	\$529.00
3	9	ST Math	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$260.00	\$260.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	1	Upgrade student devices	LEA-wide	English Learners Low Income		\$2,300.00	\$2,300.00
5	2	Internet Hotspots	LEA-wide	Low Income		\$2,400.00	\$2,400.00

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**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.
- **Support for Identified Schools:** Describe how the LEA has or will support 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.
- **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.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.



- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**



Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.