

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Panoche Elementary School District

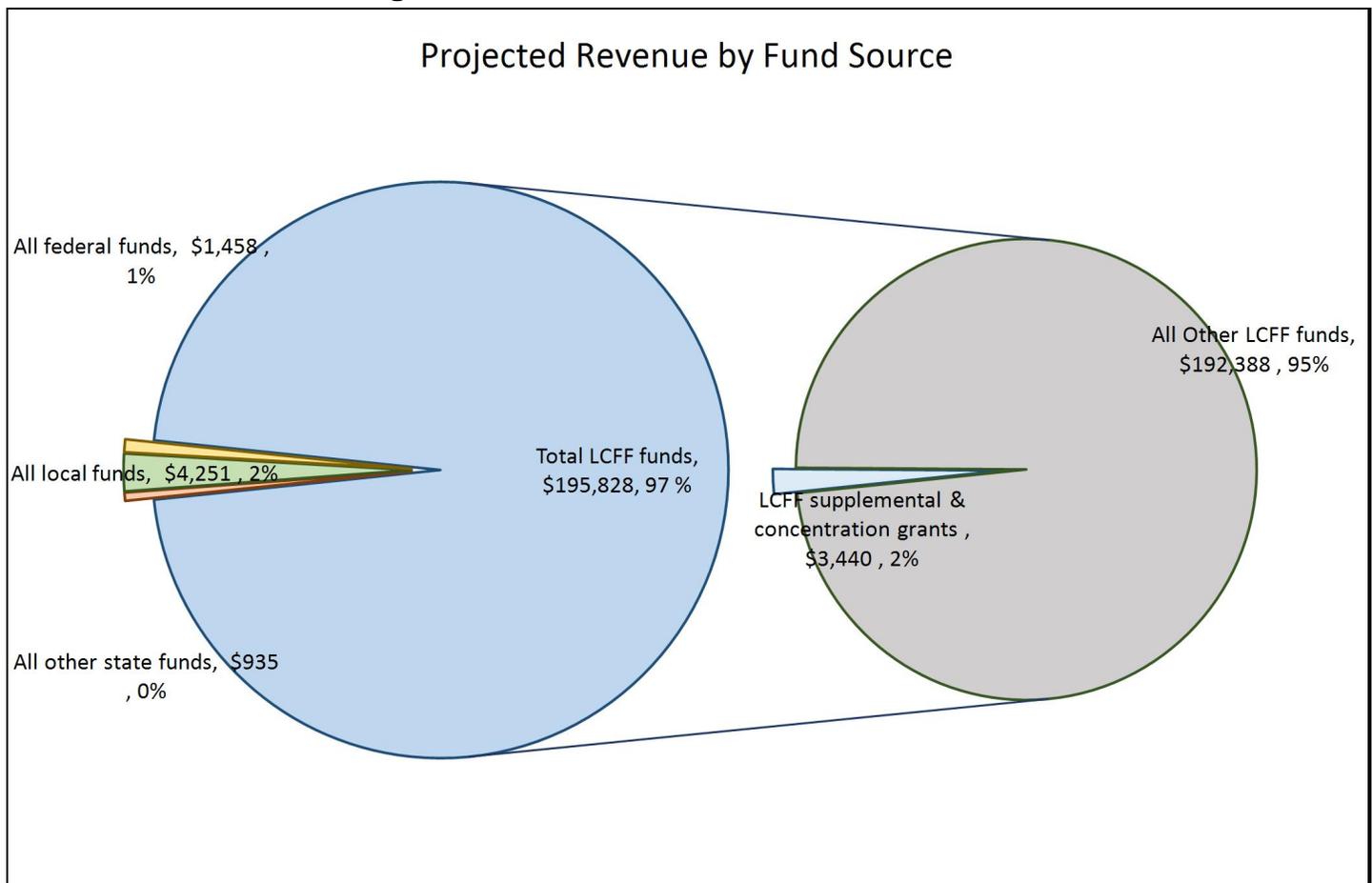
CDS Code: 35675206035109

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: S. Prather, Teacher/Principal

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

Budget Overview for the 2019-20 LCAP Year

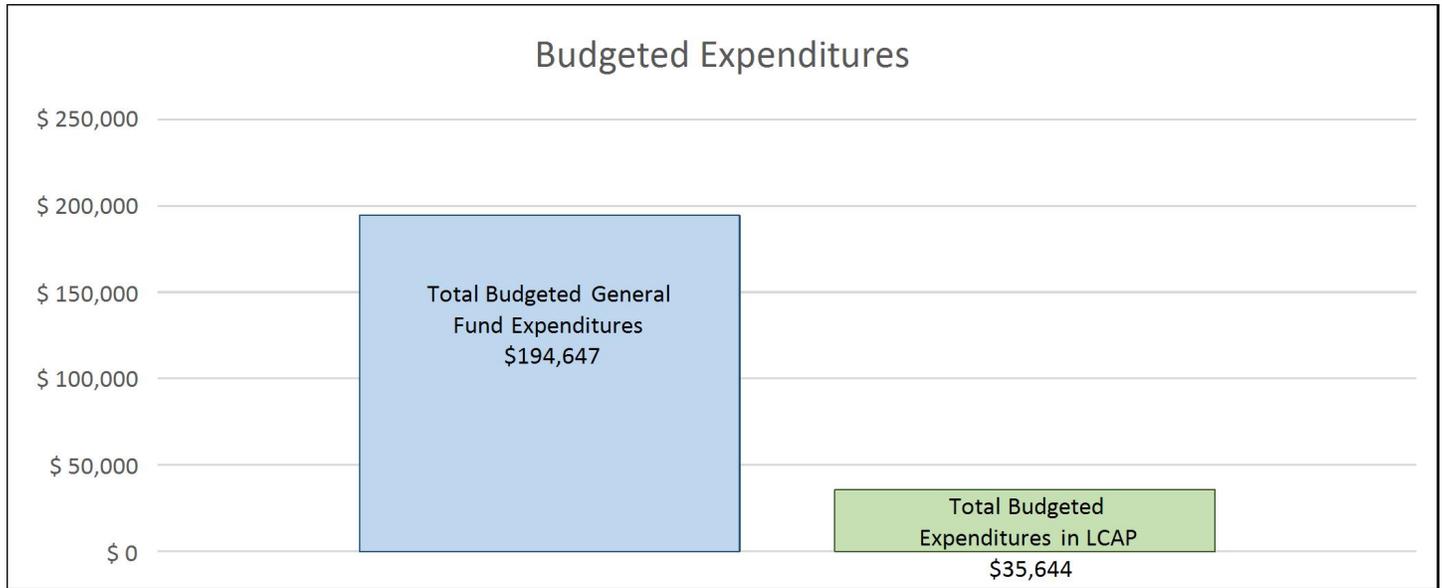


This chart shows the total general purpose revenue Panoche Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Panoche Elementary School District is \$202,472, of which \$195,828 is Local Control Funding Formula (LCFF), \$935 is other state funds, \$4,251 is local funds, and \$1,458 is federal funds. Of the \$195,828 in LCFF Funds, \$3,440 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 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Panoche Elementary School District plans to spend \$194,647 for the 2019-20 school year. Of that amount, \$35,644 is tied to actions/services in the LCAP and \$159,003 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

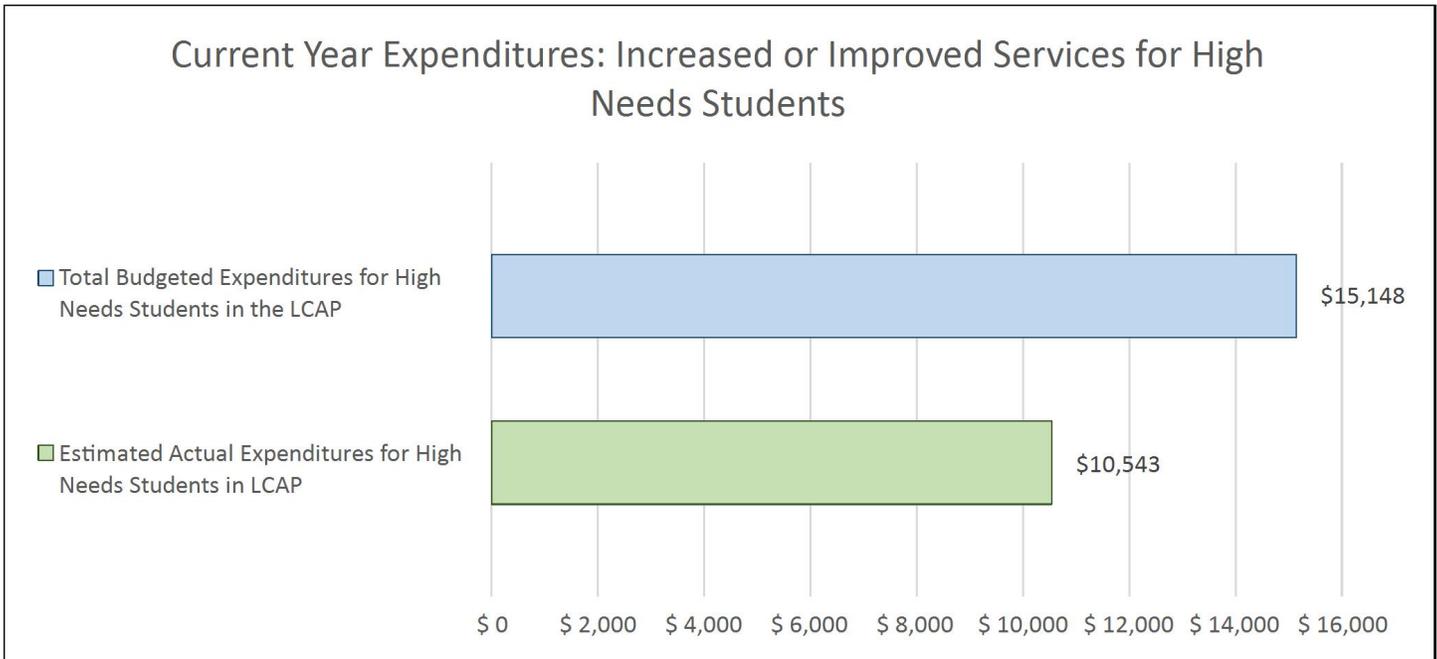
General operations of the district, which include staffing, contracts for operational services, and classroom materials and supplies.

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

In 2019-20, Panoche Elementary School District is projecting it will receive \$3,440 based on the enrollment of foster youth, English learner, and low-income students. Panoche Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Panoche Elementary School District plans to spend \$12,824 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



This chart compares what Panoche Elementary School District budgeted last year in the LCAP 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 2018-19, Panoche Elementary School District's LCAP budgeted \$15,148 for planned actions to increase or improve services for high needs students. Panoche Elementary School District estimates that it will actually spend \$10,543 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-4,605 had the following impact on Panoche Elementary School District's ability to increase or improve services for high needs students: Expenditures in the 2018-2019 LCAP decreased because the teacher was not able to expend funds in the area of professional development, extra curricular learning opportunities such as field trips and assemblies. Although the need persists the teacher was not able to plan for and implement these actions. There was also a difference in expense for supplemental learning materials.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name | Contact Name and Title | Email and Phone |
|------------------------------------|---------------------------------|--|
| Panoche Elementary School District | S. Prather Teacher/Principal | sprather@sbcoe.k12.ca.us 831.628.3438 |

2017-20 Plan Summary

The Story

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

Panoche School was originally located about one mile northwest of its current location. It was relocated in 1880, and in the early 1900s, when 10 families took up residence in the valley, the Panoche District was established. Panoche School District serves about 200 residents, all residing near a 50 mile stretch of Panoche Road, between Interstate 5 and CA Hwy. 25. Limited resources are available to the residents of Panoche Valley for jobs, stores, or other necessities. A small organic dairy and a modest organic farm provide the only jobs available to local residents. Though a few workers and their families have maintained steady employment over the years in Panoche, most jobs come and go repeatedly. It is for this reason that our student population fluctuates as much as 50% yearly, and why we have been in declining enrollment. Landowners generally did not reside in the valley, which helps explain the scanty residential and commercial development. Not a lot has changed in that way, the cows keep the grasses down so fire danger is minimized, new calves are born every year, and beautiful sunsets with lovely bird songs are a nearly daily occurrence. Panoche Elementary campus is also a bird sanctuary, which means we enjoy watching the life cycle of a myriad of bird species.

Identified as California's smallest school district, Panoche Elementary School District provides education to approximately 3-5 students from kindergarten through eighth grades in a one-room school in a very rural, beautiful setting. Panoche's 2018-2019 reported enrollment on the California Dashboard is 3 students. 100 % of these students identify as Hispanic, 33.3% are English Language Learners, 0% qualify as socioeconomically disadvantaged, 0% of students have disabilities, 0% are Foster Youth, 0% are homeless leaving the district enrollment with 33.3% unduplicated students. Due to the minuscule enrollment at Panoche most state measured indicators are not reported on the California Dashboard. Additionally, since Panoche is a K-8 school district the following academic indicators are not implemented: Advanced Placement (AP) exams, Early

Assessment Program (EAP), A-G courses, Career Technical Education (CTE) pathways, high school graduation rate or high school drop out rate.

The school district employs one staff member. Due to the remote location of the district, the staff member resides in the house on campus. This person serves as the Teacher, Principal, and Superintendent as well as fulfills a multitude of roles such as meal preparation, campus maintenance, and more. Panoche School provides kindergarten through eighth-grade students with individualized educational opportunities provided by a highly qualified teacher. Panoche School fully implements the Common Core State Standards curriculum. The teacher uses multiple methods of instruction geared to front load and reinforce language acquisition. Panoche maintains a one-to-one student to computer ratio which helps provide lesson instruction, practice, benchmark assessment, research opportunities, and more.

Panoche Elementary School District has 4 goals for serving students.

Goal 1 focuses on the academic achievement of students through curriculum and programs

Goal 2 emphasizes teacher development

Goal 3 focuses on students' learning environment

Goal 4 focuses on the facilities at Panoche

LCAP Highlights

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

The Panoche Elementary School District 2018-19 LCAP is comprised of many actions and services that were initiated with the previous years LCAP's. Careful inspection and comparison of State, Federal, and local assessment measures have led the stakeholders to agree on the following four (4) goals:

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 Assessments.

Goal #2. The teacher will be provided with professional development and training experiences as needed to provide a quality implementation of the Common Core and Next Generation Science Standards.

Goal #3. Cultivate a school culture that is culturally responsive, combined with a rigorous learning environment with support for all students' academic, social, and emotional growth.

Goal #4. Ensure equitable and well-maintained facilities.

The vision for the actualization of the LCAP is to ensure that all students in the district experience positive outcomes: having experienced a relevant, rigorous curriculum with access to the opportunities, supports, and tools needed to be successful.

Review of Performance

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

Greatest Progress

Due to Panoche Elementary School District's enrollment numbers, limited data is available on the California dashboard. California assessments such as CAASPP and ELPAC would reflect individual student progress since there are not multiple students enrolled in the same grade level. State assessments, benchmarks, and locally generated assessment are used to analyze the effectiveness of instruction, curriculum, and student needs. Renaissance Learning/STAR 360 provides skill by skill assessments for each student at various levels, and thus acts as another metric.

Last years greatest needs became this year's greatest progress in the LCAP. Mathematics and Writing were the two primary goals during the 2018-19 school year.

100% of students successfully completed grade level math as measured by CAASPP, Renaissance Learning, District benchmarks, and teacher observation during one to one math evaluation. For the 2019-2020 school year, all students will begin on grade level or higher in mathematics having worked over the past few years to solidify basic skills, learn where to find resources when needed, and where to find help. Students have been struggling over several years gradually catching up in math to the individual grade levels for students. By 2016-17 50% of students had reached grade level CCSS for math, during the 2017-18 school year 25% more reached grade level standards making 75% of students in the green for mathematics. Students no longer groan when it's time for math, they are finding ways to help each other understand, and instead, they ask, "What are we learning today?"

Students were introduced to and practiced writing prompts in many varied genres. Initially, like many students, they complained about not knowing what to write, with the first question usually being, "How long does it have to be?" Over time though, with small successes, day by day, students began feeling more successful, thus more willing to try. Measured by local rubrics, students demonstrated growth in vocabulary, word functions, and grammar. Students worked excitedly on poetry, and all students' skills in writing grew seemingly effortlessly. One student had a shape poem win a contest to be published. The same student also wrote a song with another student, one writing the lyrics the other writing the piano chords. This group of students discovered last year just how therapeutic writing can be, and how being able to put your feelings and beliefs into writing can help them understand themselves and others. So writing too was a Success.

The third area of greatest progress is music. Music instruction is a gift we are able to provide the past two years. Some years kids enjoy singing but aren't interested in learning instruments. The current student body of Panoche enjoys learning to play music, sing music, write music and perform. Twice yearly programs are presented which include singing, playing the piano and/or recorder, reciting poems from memory, and sharing poems the students wrote themselves. As the 2018-19 school year came to a close, the students at Panoche were creating rhymes with music and laughing a lot.

Assessments used to evaluate student progress at Panoche:

Results K-8 (Including correct Spelling Inventory)
Reading Fluency CWPM

Smarter Balance Practice, Training, and Interim tests Grades 3-8
McLeod Assessment of Reading Comprehension K-8
Writing Prompts K-8 (Teacher assigned)
Renaissance Learning Assessments (Reading and Mathematics)
Smarter Balance Summative Tests K-8

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

In the 2018-19 Panoche LCAP, the Greatest Needs were math, writing, and SEL implementation. Planning for the 2019-2020 school year I find examining the need for developing students' critical thinking skills required for future success. Math will continue to be a focus because of the ever-changing skills required by the student.

During the 2016-2017 school year, 66% of students scored Below Standard in Mathematics. Because of the efforts of the teacher targeting standards, math skills, and varied methodologies for use in math, including computer instruction and practice, 75% of students scored grade level or better on district testing. 100% of students scored green on Renaissance Learning in computation and operations. When we compare year to year at Panoche Elementary, we are not usually comparing the same number of students, thus the areas to be focused on may change. Areas of focus for the 2019-20 school year, include practice in problem-solving/critical thinking, memorization chants, songs, math terms, and theorems. Panoche school purchased a new LCD Projector, and a new document camera to assist in instruction. These technology purchases have enhanced math instruction and opened up the math world online to students. The poor quality of the outdated projector and camera left students preferring a computer screen. The difference in the equipment was phenomenal, the students all piped up right away with whoops of excitement, seriously. This improvement in technology will help students continue to strive for knowledge, another step forward for students here at Panoche.

Writing was the second need for the 2018-19 school year. Students were introduced and practiced daily on argumentation, fiction writing, non-fiction documents, and summarizing subject content accurately. Students received systematic instruction in all areas of the writing process with an introduction only in research which is vitally important to students ability to be successful in the 21st Century and to be college and career ready. During the 2019-20 school year, students will dig deeper into research, learning how and where to find accurate research documentation, how to cite documentation for all resources used and the methodology for citing all resources. Although progress has been evidenced in the area of writing this will continue to be an area of focus in 2019-2020.

As an addition to students' skill development in research, students will also work no less than 40 minutes 4 times per week on computer programs for typing tutors. For the 2019-2020 speech recognition software will continue to be used for 33.33% of the students at Panoche who struggle with varying level of Dyslexia or Dyscalculia. The technology allows students to step beyond their own fear and to just "Tell us a story." Even better, the shy, uncertain,

or English Learner will benefit from speaking what they know without knowing how to write accurately on everything.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Areas of concern that continue to interfere with equitable learning by all student groups are:

1. Absenteeism

During the 2016-17 school year, Panoche's absenteeism rate dropped 10% after three years of improvement due to a change in student population. The 2017-18 pattern of attendance was amazingly improved as 75% of students had 100% attendance! NO Flu, no colds, etc. but 25% of students (one student) had 8% or twelve days of absence due to serious health issues. In 2018-2019 absenteeism rates are still to be determined but expected to decline again due to a change in the population.

2. Social Emotional Learning

During the 2017-18 school year, the students focused on: deepening learning by cultivating a positive classroom/school based on high expectations and a balance of support and accountability. Each year the students and the teacher set short and long term goals for academics, school behavior, including the 4 Cs: Cooperation, Communication, Collaboration, and Creativity. The SEL focus for the 2019-20 school year will be: demonstrate independence, value experience, and come to understand others' perspectives and cultures while we continue to utilize the 4 C's in our classroom for the betterment of all. In 2018-19 we talked with each other, not at each other, we laughed every day, and according to 100% of Panoche students, they feel safe and welcomed, happy, and part of a unique school family.

3. Academic Writing

CELDT and CAASPP assessments identify a need for continued growth in writing. Based on previous CAASPP performance tasks, research will be the key writing skill process for the 2019-20 school year. Technology skills development will also be a focus to better prepare students for the 21st-century world of business. Academic writing is completely different than answering questions, fill in the blank, or searching for the correct answers. Independent thinking and imagination in students overall have become an issue as students spend too much time on technology playing instead of learning. Some students have access to the internet 24/7, while others only have access to technology at school. Academic writing requires specific formulas, this can be more difficult for students who struggle with memorization.

4. Mathematics

This is the fourth year that Panoche focused on the development of basic math skills. Additionally, as students became more proficient in STEM projects and critical thinking, they began to see why math is vital in our everyday lives. We began with music and math at the same time, that way students were happy to start the day, playing the piano and recorders, learning about music history and how to read and write music. They found characteristics that music and math share. Students used computer games to race each other and practice/learn addition and multiplication facts.

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.

Not applicable at this time.

Support for Identified Schools

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

Not applicable at this time.

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.

Not applicable at this time.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

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

Metric/Indicator

Results K-8 (Including correct Spelling Inventory)

San Diego Quick K-8

100-400 Word lists K-3

Reading Fluency CWPM

Edmentum Sensei Benchmark Testing K-8 (ELA, Math, Writing)

Edmentum Reading Eggs & Reading Smart for ELD K-8

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

Actual

A. 100% of K-8 students received consistent and equitable instructional minutes in Math, Science, Social Studies, and English.

B. Individual Learning Plans were developed for each student/student group.

C. All students had access to State Common Core-aligned materials.
 ELA: Houghton Mifflin: Journeys, K-5, and Collections 6-8
 Math: McGraw Hill; CA Math K-5
 ST Math as needed for specific skill development

D. STAR 360 was used to assess students academic skill level, weaknesses, growths, and strengths. 2018-2019 Data to be determined

E. 2018-2019 California Assessment of Student Performance and Progress (CAASPP) and English Learner Proficiency Assessment for California- DATA NOT YET REPORTED
 CAASPP ELA
 Above Standard %
 Met Standard %
 Near Standard %
 Below Standard %

CAASPP Math
 Above Standard %
 Met Standard %
 Near Standard %
 Below Standard %

ELPAC- Data yet to be reported by CAASPP
 Above Standard %
 Met Standard %
 Near Standard %
 Below Standard %

F. All students received 40 minutes of writing development per day.

G. 60% proficiency in writing as measured by teacher rubrics.

H. 0% of English Learners enrolled in 2018-2019 were reclassified.

I. 100% of teaching staff is highly qualified.

Primary & Intermediate Spelling Inventory- Data to be determined

Expected

18-19

A. 100% of students, K-8, will receive consistent and equitable instructional minutes in Math, Science, Social Studies, and English.

B. Individual Learning Plans will be developed for each student/student group.

C. All students will have sufficient State Common Core aligned materials. Math and ELA CA CCSS textbooks to be purchased for 2018-19.

D. STAR 360 will be used to assess students academic skill level, weaknesses, growths, and strengths. In addition 2 students will use STAR 360 for intervention to enhance learning in grade level standards.

E. All students will practice SBAC practice, training, and interim assessments quarterly.
70% of students will meet or exceed standard in ELA.
60% of students to meet or exceed grade level standards in math.
Adopting "Houghton Mifflin: Journeys, K-5 and "Collections" 6-8. These are from the most recent ELA adoption.
Math: McGraw Hill; CA Math K-5.
Courses 1,2,3 for grades 6-8
The textbooks listed are from the most recent adoption.
All students will work on ST. Math as needed for specific skill development.

F. All students will work on writing development a minimum of 40 minutes per day. Writing in all content area will be assigned daily with one larger assignment once a month. Writing will increase remembrance of Academic Vocabulary. Teacher to model writing, and class to practice cooperative writing too. Talking through the thought processes helps ease learning anxiety, and helps students learn steps and processes.

G. All students will work toward 60% proficiency in writing, with an emphasis on research and argumentation.

H. All students will be reclassified before entering high school. No ELD students registered for the 2018-19 school year.

I. 100% of teacher will be highly qualified. Teacher continuing.

J. All students will have sufficient State Common Core aligned materials.

Baseline

Primary & Intermediate Spelling Inventory

Actual

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

McLeod Assessment of Reading Comprehension- Data to be determined
Above Standard %
Met Standard %
Near Standard %
Below Standard %

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| <p>Literacy (Including Specific to ELL's)</p> <p>A. This year the students will be 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 mastery of State Standards Use STAR 360 for intervention as needed.</p> <p>D. All students to use ST Math for assessment, and for intervention as needed.</p> <p>E. All students will work at their own pace using a typing tutor no less than 30 minutes, 3 times per week.</p> <p>F. Teacher shall order more STEM curriculum for use in</p> | <p>A. Students worked in groups to discuss and share new vocabulary, especially academic vocabulary.</p> <p>B. Student talk increased as did academic conversations and meaningful collaboration in the classroom.</p> <p>C. All students were assessed with STAR 360 3 times this year.</p> <p>D. All students used ST Math for assessment and intervention as needed.</p> <p>E. All students used typing tutor no less than 30 minutes, 3 times per week.</p> <p>F. STEM curriculum was ordered for use in experiments, projects, and new concept models.</p> <p>G. Skill practice activities were purchased for Math, periodic tables, states/capitals, and other necessary skills.</p> <p>H. Purchased new CA ELA CCSS curriculum.</p> | <p>CA CCSS ELA and Math adoption 4000-4999: Books And Supplies LCFF \$1000.</p> <p>I-Safe computer program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$200</p> <p>Technology MOU 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3300</p> <p>Contract to provide music instruction 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6850</p> | <p>CA CCSS ELA and Math adoption 4000-4999: Books And Supplies LCFF \$0</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>Music Instruction 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5550</p> |

experiments, projects, and new concept models.

G. Purchase up to date games for practice Math skills, periodic tables, states/capitals, and other necessary skills.

H. Purchase new CA ELA CCSS curriculum for adoption.

I. Purchase new CA MATH CCSS curriculum for adoption.

J. Continue to offer weekly music instruction to include vocal and instrumental music which involves learning to play Recorder and Piano.

K. Purchase I-Safe to teach students how to use the computer safely.

L. Provide technology services through an MOU with the San Benito County Office of Education

I. Purchased new CA MATH CCSS curriculum.

J. Provided weekly music instruction including vocal and instrumental music on the recorder and piano.

K. Purchase I-Safe to teach students how to use the computer safely.

L. Maintained technology services through an MOU with the San Benito County Office of Education

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| <p>Interventions</p> <p>A. Ensure all students that receive intervention also have access to Science and Social Studies.</p> | <p>A. All students received intervention and access to Science and Social Studies.</p> <p>B. All students had access to varied instruction in all academic areas.</p> | <p>STAR360 4000-4999: Books And Supplies Supplemental and Concentration \$578</p> | <p>STAR 360 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$578</p> |

B. Ensure all students have access to varied instruction in all academic areas. Monitor computer options carefully. Investigate and compare computer intervention programs for comparability with CCSS skills development.

C. All students with the help of the teacher and the parents establish short and long term goals in academics and behavior. Panoche students will have student led conferences with parents, teacher, and student.

D. Students will lead their own Parent Conferences as they begin accepting the responsibility for their own learning.

E. All students will have access to grade appropriate STEM materials for use weekly.

G. Students continue use of STAR 360 and ST Math for assessment and intervention.

H. Adoption of CCSS ELA and Math textbooks for 2018-19 school year.

I. Purchase computer speech "read to you" app. for students who would benefit from this technology.

C. All students established short and long term goals for themselves in the areas of academics and behavior.

D. Students led their own parent conferences in a step towards accepting the responsibility for their own learning.

E. All students had weekly access to grade-appropriate STEM materials.

F. Students continued to use STAR 360 and ST Math for assessment and intervention.

G. CCSS ELA and Math textbooks were adopted for the 2018-19 school year.

H. A computer speech "read to you" app was purchased for students who would benefit from this technology.

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| <p>Progress Monitoring</p> <p>A. Update review of student progress, using all data collected through programs and assessments, 3 times a year.</p> <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 new Common Core curriculum. Benchmarks should include grade appropriate ELA, Math, and Science standards.</p> <p>D. All students will use the STAR 360 program for skill assessment, grade level competency, and review of student progress, and intervention when needed.</p> <p>E. School to purchase speech to write software to help those students struggling with actual writing process. Dragon Speech Designated Software</p> | <p>A. Student progress was monitored through various programs and assessments, 3 times a year.</p> <p>B. Maintained the student progress review and recommendations to the Board once a semester. Students attended board meetings for certificates of merit.</p> <p>C. Benchmarks were evaluated to ensure each included grade-appropriate ELA, Math, and Science standards.</p> <p>D. All students used the STAR 360 program for skill assessment, grade level competency, and review of student progress, and intervention.</p> <p>E. Purchase of a speech to write software to help those students struggling with the actual writing process. (Dragon Speech Designated Software)</p> | <p>Dragon Speech Designated Software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20</p> | <p>Dragon Speech Designated Software 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$27</p> |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The implementation of this goal was mostly met in the area of student performance evaluation. STAR 360, CAASPP interim assessments, locally created benchmarks, and publisher benchmarks were implemented routinely to monitor and measure student growth.

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

As a result of this goal student performance in the area of math and writing improved in 2018-2019. Additionally, students with disabilities had increased access to academics with the purchase of Dragon and the text-to-speech program. The music program was instrumental in engaging students and fostering a positive school climate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

ELA and Math textbooks were not purchased this year. Rather History Social-Science and STEM materials and books are purchased in Goal 2, Action 2. The I-Safe program was also not purchased.

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

Looking forward into the 2020-2023 LCAP, assessment of student performance will remain in place through multiple measures, technology use will be expanded, and an emphasis will be placed on maintaining current textbooks.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 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

Metric/Indicator

Specific training for 2017-18 school year.

A. STAR 360

B. ST Math

C. Edmentum, Plato electives available.

D. LCAP

E. Rural Principal Meetings MET

F. Technology in the Classroom (Google docs, etc).

G. Social Emotional training for The Toolbox Project

18-19

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 capably.

B. Reevaluate science supplies, STEM supplies, and materials needed, and order topics aligned to curriculum.

C. As needed for specific school population, implement The Toolbox Project.

D. Teacher to attend Math Talks at SBCOE.

Actual

A. Technology was integrated into instruction.

B. STEM supplies were not evaluated.

C. The teacher did not receive training in The Toolbox Project, a Social/Emotional learning program.

D. The teacher was not able to attend Math Talks at SBCOE.

Expected

Actual

Baseline

- A. Teacher/Principal to attend monthly LCAP preparation meetings.
- B. Teacher/Principal to attend monthly Rural Principals meeting.
- C. Teacher to receive training in The Toolbox Project, a Social/ Emotional learning program.
- D. Teacher to receive training in STAR 360.
- E. Teacher to attend Math Talks at SBCOE.



Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| <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>B. Teacher to review and receive training of the published Technology Standards and how best to instruct students in technology.</p> <p>C. Teacher to seek and attend training specifically designed to</p> | <p>A. Teacher was not able to attend training specifically designed to increase understanding of the standards and practices associated with Math and ELA.</p> <p>B. Teacher was not able to review or receive training of the published Technology Standards and how best to instruct students in technology.</p> <p>C. Teacher was not able to attend training specifically designed to increase understanding of the standards and practices associated with NGSS.</p> | <p>Transportation, lodging, training 5800: Professional/Consulting Services And Operating Expenditures Title II \$500</p> | <p>Transportation, lodging, training 5800: Professional/Consulting Services And Operating Expenditures Title II \$0</p> |

increase understanding of the standards and practices associated with NGSS.

D. Teacher to attend 4 day math training at CSUMB specifically to prepare for teaching Jr. High Math.

E. Observe a classroom teacher experienced in the use of STEM in the classroom.

D. Teacher was not able to attend a 4-day math training at CSUMB specifically to prepare for teaching Jr. High Math.

E. Teacher was not able to observe a classroom teacher experienced in the use of STEM in the classroom.

F. Teacher was able to attend twice-monthly LCAP preparation meetings when weather and vehicle permitted

G. Teacher was able to attend monthly Rural Principal meetings when weather and vehicle permitted.

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>CCSS Materials</p> <p>A. Purchased instructional materials aligned with CCSS based on need, as material becomes available.</p> <p>1. Identify and prioritize grade levels needs based on state guidelines and research.</p> <p>2. Pilot suggested publisher materials.</p> <p>B. Purchase STEM Kits</p> | <p>A. Purchased instructional materials aligned with CCSS based on need, as material becomes available.</p> <p>B. STEM Kits were not purchased</p> | <p>STEM/ELA and Math textbooks 4000-4999: Books And Supplies Supplemental and Concentration \$1500</p> <p>STEM Kits 4000-4999: Books And Supplies LCFF \$500</p> | <p>STEM/NGSS Text Materials 4000-4999: Books And Supplies LCFF \$457</p> <p>STEM Kits 4000-4999: Books And Supplies LCFF \$0</p> <p>History Social-Science Text Materials 4000-4999: Books And Supplies LCFF \$548</p> |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|---|
| <p>a) Establish a school PD plan for the coming school year, 2018-19.</p> <p>b) Maintain the use of CC, NGSS, and ELD curriculum.</p> <p>c) Look for training in NCTM and NGSS, preferable local or on-line. Teacher will continue to attend relevant training including webinars.</p> | <p>A. A school PD plan was not established for 2018-19.</p> <p>B. CCCS, NGSS, and ELD curriculum was consistently used</p> <p>C. NCTM and NGSS training were not identified and attended.</p> | <p>5000-5999: Services And Other Operating Expenditures Supplemental \$500</p> | <p>CCSS Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0</p> |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of this goal was less than desired. Many factors limited the teacher's participation in professional development therefore future professional development will remain a focus in 2019-2020.

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

As a result of not being able to attend the planned professional development the teacher had to hone current talents and skills to increase student performance. There continues to be a need for teacher development in the areas of Common Core State Standards, English Learner Roadmap, technology and instructional shifts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted expenditures and estimated actual expenditures are found in the absence of transportation expenses, not purchasing STEM kits and not attending paid professional developments.

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

A new teacher/principal/superintendent has been hired for Panoche's 2019-2020 school year. This event will undoubtedly change the specific areas needed in professional development, however, the intention of the goal will remain.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 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

Metric/Indicator

Student Attendance: To return to 96%

Student suspension: Below 0.1%

Student expulsion: 0%

Healthy Kids Survey: All students to participate

Awards assemblies (4 extra assemblies for note-worthy choices). Focus, attendance.

Parental Involvement: Increase opportunities for parents to become involved

Board Involvement

18-19

- Increase average student attendance rate by 2%
- Maintain suspension rate at/below 0.1%
- Maintain expulsion rate at/below 0.1%

* Maintain middle school dropout rate of 0%

- 100% of students will report feeling safe at school (Healthy Kids Survey)
- 100% of parents will be involved in at least one activity during the year.

* 100% of parents will participate in a parent survey

- All students will participate in a student survey to voice how and what they want to learn

Actual

2018-2019

Attendance rate: 98.5%

Suspension rate: 0%.

Expulsion rate: 0%.

Drop out rate for 2018-19: 0%

Healthy Kids Survey- not administered this year

Parent involvement was not tracked.

Parent Survey was not administered.

Student Survey was not administered.

Expected

Actual

Baseline

Attendance rate for 2016-17: 88%.

Suspension rate for 2016-17: 0.1%.

Expulsion rate for 2016-17: 0%.

Drop out rate for 2016-17: 0%.

Teacher/Principal to lead Monday morning class meetings to set a positive stage for the week.

100% of students felt happy at school.

33% of parents are involved.

60% of students feel HEARD at school, like they have a say in their own learning.

100% of students set short and long term goals, and continue to understand themselves as a learner better.

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| School Climate Establish Administrative support to oversee School Climate/Culture programs, Attendance, Student Placement, Expulsions, and SARB. | 1. A system for evaluating the effectiveness of programs, software, and the curriculum was not established. | PE equipment, Roof for school, Printer, Pest control, Safety, water quality 5000-5999: Services And Other Operating Expenditures LCFF \$5500 | PE Equipment 4000-4999: Books And Supplies LCFF \$0 |

1. Coordinate resources, keep up to date list of repairs needed or replacement necessary for maintenance of all school equipment. (Plumbing, yard care, student needs, etc.)
2. Establish system for evaluating effectiveness of programs, software, and curriculum.
3. Evaluate systems and procedures for Student Placement.
4. Purchase school seating for the library in the classroom.
5. Purchase Flip-N-Lite ladder as directed by Keenan and Associates for safety in the classroom.
6. Yearly service fire extinguishers.
7. Clark's Pest Control takes care of any bugs and critters that shouldn't be at the school. (insects, mice, squirrels, etc.)
8. Need a new Xerox printer for the classroom.
9. Water system and purification system to be updated, filters new, system flushed yearly.
10. Purchase new Physical Education equipment.
11. Roof on school needs replaced.

2. Systems and procedures for student placement were not implemented.
 3. A new Xerox printer was not purchased for the classroom.
 4. New Physical Education equipment was not purchased.
- *Actions pertaining to the roof, water, pest control, fire extinguishers, ladder, and furniture can be found in Goal 4, Action 1

Classroom Printer 5000-5999:
Services And Other Operating
Expenditures LCFF \$0

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| <p>Student Engagement (administrative Support (referenced in School Climate, above))</p> <ol style="list-style-type: none"> 1. Establish a plan to increase the attendance rate and provide tracking of efforts and regular reporting to the Board. 2. Analyze current status and create a plan to reduce truancy and chronic absences. | <ol style="list-style-type: none"> 1. A plan was not implemented to increase the attendance rate and provide tracking of efforts and regular reporting to the Board. 2. Truancy and chronic absences were analyzed and but not addressed. | <p>student incentives 4000-4999: Books And Supplies Supplemental and Concentration \$200</p> | <p>Student Incentives 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p> |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>Increase Parent Involvement</p> <ol style="list-style-type: none"> 1. Create parent involvement goals 2. Provide parents with resources aligned to current education topics. 3. Strengthen existing parent committees and education programs by seeking input and offering leadership opportunities to parents. | <ol style="list-style-type: none"> 1. Parent involvement goals were made. 2. Parents were provided with resources aligned with current educational topics. 3. Leadership opportunities were presented to parents. 4. Two musical programs were hosted at the school. | <p>Field Trips, assemblies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2000</p> | <p>Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0</p> <p>Assemblies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0</p> <p>Musical Program- Identified in Goal 1 Action 1 5000-5999:</p> |

4. Present 2 musical programs.

5. Have an assembly for awards and appreciation every other month.

6. Have at least 4 field trips per year, invite parents to come along. Whale Watching, Tesla Factory, Egyptian Museum, Science Museum

7. Create a monthly/bilingual letter for parents to keep abreast of what's happening at school and how they can help.

5. Have an assembly for awards and appreciation every other month.

6. Field trips were not held this year.

7. A monthly/bilingual letter was provided to parents to keep abreast of what's happening at school and how they can help.



Services And Other Operating Expenditures LCFF Supplemental and Concentration

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The implementation of this goal was modestly met as physical education equipment and a classroom printer still needs to be purchased and field trips and incentives still remain to be planned and implemented in 2019-2020.

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

The effectiveness of this goal has yet to be determined by an analysis of attendance and climate survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were significant unexpected expenses in this goal as it was written. facility maintenance expenses were moved to Goal 4, Action 1 to appropriately answer the actions within the goals. Fields trips and assemblies were not planned for 2018-2019. They will remain to be a priority in 2019-2020 to increase school climate and culture.

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

Facility maintenance actions will be moved to Goal 4, Action 1. This goal will be modified to focus on the student experience, engagement and culture.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 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

Metric/Indicator

The FIT report. Maintain facilities in good repair as reflected in the FIT Annual report. MET

Williams report. MET

Roof on main school building replaced. Did NOT MEET for 2 years.

Diminishing numbers of rodents in house and back behind the school. This will be an on going responsibility.

Bird feces needs to be cleaned up regularly. Did NOT MEET for 2 years.

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

Clark Pest Control to start again because of an over abundance of ground beetles in the school. MET

Actual

1. The facility was maintained in good repair per the FIT.
2. School repairs were noted to maintain an update date list.
3. The carpet was cleaned.
4. Clark was contracted for pest control.
5. The roof over the school patio was replaced or sealed.

Expected

18-19

Maintain facilities in good repair as reflected in the FIT Annual report.

Keep an up to date list of repairs needed for the school buildings and the teacher's house.

Clean carpet. Steam clean carpet at the least, once a year.

Pest Control monthly. In order to keep creatures under control, house and school buildings to be sprayed monthly.

Seal underside of roof on school patio.

Baseline

Maintain facilities in fair repair as reflected in the FIT Annual report.

List of needed repairs on the school and teacher's house.

1. Replace roof
2. Replace toilet in teacher's house.
3. Replace sink in girl's bathroom, replace with a sink with a cabinet.
4. Purchase a new bathroom vanity for replacement in teacher's house.
5. Less mice in teacher's house and yard.
6. Monthly spraying for pests, and traps for rodents until under control.
7. Seal roof over school patio.
8. Clean carpet annually.

Actual

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|--|
| 1. Maintain \$4000.00 in the budget for routine maintenance. | 1. Maintained \$4000.00 in the budget for routine maintenance. | Deferred maintenance. 5000-5999: Services And Other Operating Expenditures Other \$4000 | Deferred Maintenance 5000-5999: Services And Other Operating Expenditures Other \$8461 |
| 2. Analyze current equipment and inventory needs. Review replacement plan for equipment. | 2. Analyzed current equipment and inventory needs for a replacement plan. | DTS Contract 5000-5999: Services And Other Operating Expenditures LCFF \$395 | DTS Contract 5000-5999: Services And Other Operating Expenditures LCFF \$395 |
| 3. Using lists provided by the Teacher/Principal, School Board will make plans for repairs and replacement as needed. | 3. School Board has plans for repairs and replacement as needed. | | Roof Installation 5000-5999: Services And Other Operating Expenditures LCFF \$12458 |
| 4. Removal of water storage building and repair well building. | 4. Water storage building repair was achieved. | | Clark Pest Control 5000-5999: Services And Other Operating Expenditures LCFF \$3755 |
| 5. Purchase Document Tracking Services (DTS) to assist with school and district plans. | 5. Document Tracking Services (DTS) was purchased to assist with school and district plans. | | Water Tower Repair 5000-5999: Services And Other Operating Expenditures LCFF \$9954 |
| | | | Gas Repairs 5000-5999: Services And Other Operating Expenditures LCFF \$710 |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

This goal was mostly met. Many unexpected maintenance needs presented themselves this year thus changing the path of the goal. The roof was replaced on the schoolhouse. Rodent and pests persisted to be an issue. The water tower was relined. Gas lines needed to be fixed or replaced in the teacher's house.

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

The actions in this goal were successful in that they served to update and modernize multiple components of the facility.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This goal experienced a significant difference between budgeted and actual expenditures due to the costly roof replacement, gas line work and water tower repair as well as the increased budget for deferred maintenance.

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

Maintenance updates will be reflected in Goal 4.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Panoche School District Stakeholders are comprised of the following people and groups of people;

1. The San Benito County Office of Education
2. The Panoche School Board: A three-person board
3. The Panoche Elementary Teacher/Principal
4. Students
5. Parents and other family members, grandparents, grown siblings
6. Occasional community members

Panoche School Board meetings take place the second Monday of each month at the Panoche Elementary classroom, beginning at 6 pm.

2018-2019 Board meeting dates:

July 9, 2018

August 13, 2018

Septemeber 10, 2018

October 8, 2018

November 12, 2018

December 10, 2018

January 14, 2019

February 11, 2019

March 11, 2019

April 8, 2019

May 13, 2019

June 10, 2019

Parents and teacher have contact daily when students are picked up. Any issues, questions, comments, or admonishments are discussed right then, all wonderful celebrations too.

San Benito County Office of Education provides training, consultation, record keeping, financial assistance and management, and more to assist the Panoche School District. SBCOE assist in all areas of business so Panoche School meets state mandates and requirements.

No foster or homeless students are enrolled at Panoche Elementary.

Dates for public hearings to review, and discuss LCAP and Budget.

Public hearings to preview the LCAP were held June 10, 2019. Final Approval of the LCAP was held on June 17, 2019.

Impact on LCAP and Annual Update

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

Feedback was solicited from multiple stakeholders on multiple occasions. Opinions collected voiced maintaining the upkeep and care of the facilities and quality of and access to academics, and these suggestions are reflected in the 2019-2020 LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

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:

Identified Need:

School will continue to retain a highly qualified, fully credentialed teacher.

More STEM materials need to be purchased yearly.

Writing development is vital for good communication and understanding of academics language. It is a skill needed to be successful in College and Career in the 21st Century.

Students need to grow in their knowledge and use of technology, especially Google for Education.

Students need to expand their skills and knowledge through shared experiences; Field Trips, Community Colleges, research, Cultural outings, music, etc.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|---|---|
| Results K-8 (Including correct Spelling Inventory) | Primary & Intermediate Spelling Inventory Did Not Meet GL Standard 43% | A. 100% of students, K-8, will receive consistent and equitable instructional minutes in Math, Science, Social Studies, and English. MET | A. 100% of students, K-8, will receive consistent and equitable instructional minutes in Math, Science, Social Studies, and English. MET | A. 100% of students, K-8, will receive consistent and equitable instructional minutes in Math, Science, Social Studies, and English. |
| San Diego Quick K-8 | Met GL Standard 14% | | | |
| 100-400 Word lists K-3 | Above GL Standard 43% | | | |
| Reading Fluency CWPM | 100% of students to reach grade level standard for 2017-18. | B. Individual Learning Plans will be developed for each student. MET | B. Individual Learning Plans will be developed for each student/student group. MET | B. Individual Learning Plans will be developed for each student. |
| Edmentum Sensei Benchmark Testing K-8 (ELA, Math, Writing) | SBAC ELA | C. ELL students will use Reading Eggs and Reading Smart for ELD daily. Did NOT MEET for 1 year. No ELD students at this level. | C. All students will have sufficient State Common Core-aligned materials. Math and ELA CA CCSS textbooks were purchased. MET | C. All students will have sufficient State Common Core-aligned materials. Social Studies and Science CCSS curriculum to be adopted. |
| Edmentum Reading Eggs & Reading Smart for ELD K-8 | Above Standard 17% | | | |
| Smarter Balance Practice, Training, and Interim tests, Grades 3-8 (CAASPP) | Met Standard 0 | | | |
| SBAC ELA % Standard Met or Exceed | Near Standard 33% | D. STAR 360 will be used to assess students academic skill level, weaknesses, and strengths. MET | D. STAR 360 will be used to assess students academic skill level, weaknesses, growths, and strengths. In addition 2 students will use STAR 360 for intervention to enhance learning in grade level standards. MET | 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. |
| SBAC Math % Standard Met or Exceed | Below Standard 50% | | | |
| McLeod Assessment of Reading Comprehension K-8 | SBAC Math Above Standard 0 | E. All students will practice SBAC practice, training, and interim assessments quarterly. MET | E. All students will practice SBAC practice, training, and interim assessments quarterly. | E. All students will practice SBAC practice, training, and interim assessments quarterly. |
| Writing Prompts K-8 (Teacher assigned) | Met Standard 0 | 60% of students will meet or exceed standard in ELA. MET | | |
| | Near Standard 17% | | | |
| | Below Standard 83% | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|---|--|--|
| <p>CELDT / ELPAC, Annual Data</p> <p>STAR 360; benchmark assessments</p> <p>ST Math, math intervention</p> | <p>McLeod Assessment of Reading Comprehension</p> <p>Above Standard 44%</p> <p>Met Standard 0</p> <p>Near Standard 28%</p> <p>Below Standard 28%</p> <p>70% of students to meet or exceed grade-level standards.</p> <p>CELDT/ELPAC Met yearly progress 20%</p> <p>Near Yearly progress 40%</p> <p>Below Yearly progress 40%</p> <p>No students were reclassified in 2016-17.</p> <p>STAR 360 Benchmark Assessments: District all using Renaissance Learning/STAR 360 for benchmark assessments.</p> <p>100% of the teacher are highly qualified.</p> | <p>40% of students to meet or exceed grade-level standards in math. MET</p> <p>F. All students will work on writing development a minimum of 40 minutes per day. MET</p> <p>G. All students will work toward proficiency in writing. continuing... MET</p> <p>H. All students will be reclassified before entering high school. Did NOT MEET for 2 years.</p> <p>I. 100% of teachers will be highly qualified. MET</p> <p>J. All students will have sufficient State Common Core-aligned materials. MET</p> | <p>70% of students will meet or exceed the standard in ELA. 60% of students to meet or exceed grade-level standards in math. Adopting "Houghton Mifflin: Journeys, K-5 and "Collections" 6-8. These are from the most recent ELA adoption. Math: McGraw Hill; CA Math K-5. Courses 1,2,3 for grades 6-8 The textbooks listed are from the most recent adoption. All students will work on ST. Math as needed for specific skill development. MET</p> <p>F. All students will work on writing development a minimum of 40 minutes per day. Writing in all content area will be assigned daily with one larger assignment once a month. Writing will increase remembrance of Academic Vocabulary. Teacher to model writing and class to practice cooperative</p> | <p>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> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---------|---|---------|
| | All students have sufficient State Common Core-aligned materials. | | <p>writing too. Talking through the thought processes helps ease learning anxiety, and helps students learn steps and processes. MET</p> <p>G. All students will work toward 60% proficiency in writing, with an emphasis on research and argumentation. MET</p> <p>H. All students will be reclassified as Fluent English Proficient before entering high school. No ELD students registered for the 2018-19 school year. MET</p> <p>I. 100% of teacher will be highly qualified. MET</p> <p>J. All students will have sufficient State Common Core-aligned materials. MET</p> | |

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Panoche
Specific Grade Spans: K-8

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

Literacy (Including Specific to ELL's)

A. Use GLAD strategies to front load academic vocabulary, provide visual resources for practice, review, and comprehension of academic vocabulary. MET

B. Increase student talk, academic conversations, and meaningful collaboration in the classroom. MET

C. Connect grade level learning to possible college and careers. MET

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

Modified Action

2018-19 Actions/Services

Literacy (Including Specific to ELL's)

A. This year the students will be working in a group to discuss and share new vocabulary, especially academic vocabulary.

B. Increase student talk, academic conversations, and meaningful collaboration in the classroom. Continue to encourage students to share their ideas, concerns, and joys.

C. All students to continue use of STAR 360 for assessment 3 times per year to

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

Modified Action

2019-20 Actions/Services

Literacy (Including Specific to ELL's)

A. This year the students will continue working in a group to discuss and share new vocabulary, especially academic vocabulary.

B. Increase student talk, academic conversations, and meaningful collaboration in the classroom. Continue to encourage students to share their ideas, concerns, and joys.

C. All students to continue use of STAR 360 for assessment 3 times per year to

D. Assess and understand all student's lexile levels and provide differentiated support with informational texts. MET

E. Identify and use academic vocabulary strategies that support access for all. MET

F. All students to have new Common Core aligned math textbooks. Did not buy new text in 2017-18. NOT MET

G. Purchase STAR 360 program for uniform assessment across the San Benito County Schools. MET

H. Purchase and implement ST Math for intervention. MET

I. Purchased informational, non-fiction books for research, entertainment, and primarily, learning.

monitor continued mastery of State Standards
Use STAR 360 for intervention as needed.

D. All students to use ST Math for assessment, and for intervention as needed.

E. All students will work at their own pace using a typing tutor no less than 30 minutes, 3 times per week.

F. Teacher shall order more STEM curriculum for use in experiments, projects, and new concept models.

G. Purchase up to date games for practice Math skills, periodic tables, states/capitals, and other necessary skills.

H. Purchase new CA ELA CCSS curriculum for adoption.

I. Purchase new CA MATH CCSS curriculum for adoption.

J. Continue to offer weekly music instruction to include vocal and instrumental music which involves learning to play Recorder and Piano.

K. Purchase I-Safe to teach students how to use the computer safely.

L. Provide technology services through an MOU with the San Benito County Office of Education

monitor continued growth. Use STAR 360 for intervention as needed.

D. All students will work at their own pace using a typing tutor no less than 30 minutes, 3 times per week.

E. Teacher shall order more STEM curriculum for use in experiments, projects, and new concept models.

F. Purchase up to date games for practice Math skills, periodic tables, states/capitals, and other necessary skills.

G. Purchase new CA Science CCSS curriculum for adoption.

H. Purchase new CA Social Studies CCSS curriculum for adoption.

I. Continue to offer weekly music instruction to include vocal and instrumental music which involves learning to play Recorder and Piano.

J. Provide technology services through an MOU with the San Benito County Office of Education

K. Purchase new CA ELA and Math CCSS curriculum

L. Purchase I-Safe to teach students how to use the computer safely.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$2621. | \$1000. | \$3000 |
| Source | LCFF | LCFF | LCFF |
| Budget Reference | 4000-4999: Books And Supplies Purchase STAR 360 and ST Math | 4000-4999: Books And Supplies CA CCSS ELA and Math adoption | 4000-4999: Books And Supplies Textbooks |
| Amount | | \$200 | \$0 |
| Source | | Supplemental and Concentration | LCFF Supplemental and Concentration |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures I-Safe computer program | 5000-5999: Services And Other Operating Expenditures I-Safe computer program |
| Amount | | \$3300 | \$3383 |
| Source | | Supplemental and Concentration | LCFF Supplemental and Concentration |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures Technology MOU | 5000-5999: Services And Other Operating Expenditures Technology MOU |
| Amount | | \$6850 | \$6000 |
| Source | | Supplemental and Concentration | LCFF Supplemental and Concentration |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures Contract to provide music instruction | 5000-5999: Services And Other Operating Expenditures Contract to provide music instruction |
| Amount | | | \$200 |
| Source | | | Lottery |
| Budget Reference | | | 4000-4999: Books And Supplies Textbooks |

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Panoche
Specific Grade Spans: K-8

Actions/Services

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

Modified Action

2017-18 Actions/Services

Interventions

A. Ensure all students that receive intervention also have access to Science and Social Studies. MET

B. Ensure all students have access to varied instruction in all academic areas. Monitor computer options carefully. Investigate and compare computer intervention programs for effectiveness with the CCSS in math. MET

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

Unchanged Action

2018-19 Actions/Services

Interventions

A. Ensure all students that receive intervention also have access to Science and Social Studies.

B. Ensure all students have access to varied instruction in all academic areas. Monitor computer options carefully. Investigate and compare computer intervention programs for comparability with CCSS skills development.

C. All students with the help of the teacher and the parents establish short and long

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

Modified Action

2019-20 Actions/Services

A. Ensure all students receive intervention in all content areas as needed.

B. Use STAR 360 for ELA, Math and Early Literacy Intervention.

C. Ensure all students have access to varied instruction in all academic areas. Monitor computer options carefully. Investigate and compare computer-intervention programs for comparability with CCSS skills development.

D. All students will, with the help of the teacher and the parents establish short

C. All students, with the help of the teacher, establish short and long term goals in academics and behavior. MET

D. Each intervention student will work on Study Island for no less than 45 minutes per day. NOT MET

No students needing this assistance.

E. All ELL students will use Reading Smart, grades 4-8, or Reading Eggs, grades K-3 no less than 40 minutes per day. NOT MET No ELD students at this level.

F. All students will have access to grade-appropriate STEM materials for use weekly. MET

G. Purchase STAR 360 and ST Math for evaluation and intervention. MET

H. Purchase Informational Texts expanding our student library. MET

I. Purchased new LCD projector and new document camera. MET

term goals in academics and behavior. Panoche students will have student-led conferences with parents, teacher, and student.

D. Students will lead their own Parent Conferences as they begin accepting the responsibility for their own learning.

E. All students will have access to grade-appropriate STEM materials for use weekly.

G. Students continue the use of STAR 360 and ST Math for assessment and intervention.

H. Adoption of CCSS ELA and Math textbooks for 2018-19 school year.

I. Purchase computer speech "read to you" app. for students who would benefit from this technology.

and long term goals in academics and behavior.

E. Students will lead their own Parent Conferences as they begin accepting the responsibility for their own learning.

Budgeted Expenditures

| | | | |
|------------------|--|---------------------------------------|--|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$1371. | \$578 | \$1141 |
| Source | Supplemental and Concentration | Supplemental and Concentration | LCFF Supplemental and Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures STEM/STAR360/ST. Math/Technology | 4000-4999: Books And Supplies STAR360 | 5000-5999: Services And Other Operating Expenditures STAR360 |

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Panoche
Specific Grade Spans: K-8

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

Progress Monitoring

A. Develop a formal review of student progress, using all data collected through

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

Modified Action

2018-19 Actions/Services

Progress Monitoring

A. Update review of student progress, using all data collected through programs and assessments, 3 times a year.

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

Modified Action

2019-20 Actions/Services

Progress Monitoring

A. Develop a formal review of student progress, using all data collected through

programs and assessments, every trimester. MET

B. Maintain the student progress review and recommendations to the Board once a semester. MET

C. Evaluate the benchmark testing schedule of assessments aligned to new Common Core curriculum. Benchmarks should include grade appropriate ELA, Math, and Science standards. MET

D. All student will use the STAR 360 program for skill assessment, grade level competency, and review of student progress. MET

E. Students will use ST Math for intervention and practice. NOT MET

B. Maintain the student progress review and recommendations to the Board once a semester. Have students come to Board Meeting for certificates of merit.

C. Evaluate the benchmark testing schedule of assessments aligned to new Common Core curriculum. Benchmarks should include grade appropriate ELA, Math, and Science standards.

D. All students will use the STAR 360 program for skill assessment, grade level competency, and review of student progress, and intervention when needed.

E. School to purchase speech to write software to help those students struggling with actual writing process.
Dragon Speech Designated Software

programs and assessments, 3 times a year.

B. Maintain the student progress review and recommendations to the Board once a semester. Have students come to Board Meeting for certificates of merit.

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.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|---|
| Amount | \$0 | \$20 | \$0 |
| Source | Base | Supplemental and Concentration | LCFF Supplemental and Concentration |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures Dragon Speech Designated Software | 5000-5999: Services And Other Operating Expenditures Dragon Speech Designated Software |

| | | | |
|------------------|--|--|---|
| Amount | | | \$50 |
| Source | | | LCFF |
| Budget Reference | | | 4000-4999: Books And Supplies Student incentives |

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

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:

Identified Need:

1. The new teacher to receive training in the use and implementation of STAR 360.
2. Increase availability and accessibility of science materials, kits, and resources. (STEM/STEAM)
3. Attend LCAP meetings and Rural Principal meetings at SBCOE on the 1st and 3rd Wed. each month.
4. Teacher to receive training in computer literacy for students, especially utilizing Google apps such as Google docs.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|--|--|--|
| Specific training for 2017-18 school year. | A. Teacher/Principal to attend monthly LCAP preparation meetings. | A. Teacher did several webinars online to prepare for a higher | A. Technology to be integrated across the curriculum and woven | A. Technology to be integrated across the curriculum and woven |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|---|---|
| <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>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>level of computer instruction. Teacher scheduled for Google for Education training over the summer.</p> <p>B. Purchase STEM and STEAM plans, projects, tools, and materials. Did NOT MEET for 1 year.</p> <p>C. Continue implementation of The Toolbox Project for SEL. No students attending currently at this level. N/A</p> <p>D. Teacher to attend Math Talks at SBCOE. Did NOT MEET for 1 year. This class was moved to the same night as my board meetings.</p> <p>E. Teacher attended an Autism training provided by SBCOE special ed dept. MET</p> <p>F. Teacher to attend 4-day math training for Jr. High students over summer.</p> | <p>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. MET</p> <p>B. Reevaluate science supplies, STEM supplies, and materials needed, and order topics aligned to curriculum. NOT MET</p> <p>C. As needed for specific school population, implement The Toolbox Project. NOT MET</p> <p>D. Teacher to attend Math Talks at SBCOE. NOT MET</p> | <p>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> |

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Panoche
Specific Grade Spans: K-8

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Common Core PD (CCSS, EL, Tech, NGSS)

A. Teacher to seek and attend training specifically designed to increase understanding of the standards and practices associated with Math Talk. Did NOT MEET for 1 year.

B. Teacher to review and receive training of the published Technology

2018-19 Actions/Services

Common Core PD (CCSS, EL, Tech, NGSS)

A. Teacher to seek and attend training specifically designed to increase understanding of the standards and practices associated with Math and ELA.

B. Teacher to review and receive training of the published Technology Standards

2019-20 Actions/Services

Common Core PD (CCSS, EL, Tech, NGSS)

A. Teacher to seek and attend training specifically designed to increase understanding of the standards and practices associated with Math and ELA.

B. Teacher to review and receive training of the published Technology Standards and how best to instruct

Standards and how best to instruct students in technology. Did NOT MEET for 1 year.

C. Teacher to seek and attend training specifically designed to increase understanding of the standards and practices associated with NGSS. Did NOT MEET for 1 year.

and how best to instruct students in technology.

C. Teacher to seek and attend training specifically designed to increase understanding of the standards and practices associated with NGSS.

D. Teacher to attend 4 day math training at CSUMB specifically to prepare for teaching Jr. High Math.

E. Observe a classroom teacher experienced in the use of STEM in the classroom.

students in technology. Continue development of technology skills for teacher and students.

C. Teacher to seek and attend training specifically designed to increase understanding of the standards and practices associated with NGSS.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|--|--|
| Amount | \$200 | \$500 | \$325 |
| Source | Supplemental and Concentration | Title II | Title II |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Transportation to meetings at SBCOE | 5800: Professional/Consulting Services And Operating Expenditures Transportation, lodging, training | 5800: Professional/Consulting Services And Operating Expenditures Transportation, lodging, training |

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
Schoolwide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Specific Schools: Panoche
Specific Grade Spans: K-8
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

CCSS Materials
A. Purchased instructional materials aligned with CCSS based on need, as material becomes available. MET

1. Identify and prioritize grade levels needs based on state guidelines and research. MET

2. Pilot suggested publisher materials. Did Not MEET for 1 year.

2018-19 Actions/Services

CCSS Materials
A. Purchased instructional materials aligned with CCSS based on need, as material becomes available.

1. Identify and prioritize grade levels needs based on state guidelines and research.
2. Pilot suggested publisher materials.

B. Purchase STEM Kits

2019-20 Actions/Services

CCSS Materials
A. Purchased instructional materials aligned with CCSS based on need, as material becomes available.
1. Identify and prioritize grade levels needs based on state guidelines and research.
2. Pilot suggested publisher materials.

B. Purchase STEM Kits

Budgeted Expenditures

| | | | |
|------------------|---|---|---|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$2621 | \$1500 | \$1500 |
| Source | Supplemental and Concentration | Supplemental and Concentration | LCFF Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies STEM/Math Textbooks | 4000-4999: Books And Supplies STEM/ELA and Math textbooks | 4000-4999: Books And Supplies Textbooks |
| Amount | | \$500 | \$500 |
| Source | | LCFF | LCFF |
| Budget Reference | | 4000-4999: Books And Supplies STEM Kits | 4000-4999: Books And Supplies Stem Kits |

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Panoche

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

a) Establish a school PD plan for the coming school year, 2017-18.
Did NOT MEET for 1 year.

b) Maintain the use of CC, NGSS, and ELD curriculum. MET

c) Look for training in NCTM and NGSS, preferable local or on-line.
Teacher will continue to track relevant training. MET

a) Establish a school PD plan for the coming school year, 2018-19.

b) Maintain the use of CC, NGSS, and ELD curriculum.

c) Look for training in NCTM and NGSS, preferable local or online.
Teacher will continue to attend relevant training including webinars.

a) Establish a school PD plan for the coming school year, 2019-20.

b) Maintain the use of CC, NGSS, and ELD curriculum.

c) Identify professional development training opportunities that address the needs of Panoche's students.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$0 | \$500 | \$500 |
| Source | Supplemental | Supplemental | LCFF Supplemental and Concentration |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures Professional Development |

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

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:

Identified Need:

All stakeholders must create an environment that makes students want to come to school.

Improve attendance for all students.

Create more opportunities for the students, parents, and community to join together for a common goal/activity.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------------------------|-----------------------------------|--|--|--|
| Student Attendance: To return to 96% | Attendance rate for 2016-17: 88%. | <ul style="list-style-type: none"> Increase average student | <ul style="list-style-type: none"> Increase the average student | <ul style="list-style-type: none"> Increase the average student |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|---|--|
| Student suspension: Below 0.1% | Suspension rate for 2016-17: 0.1%. | attendance rate by 5% MET | attendance rate by 2% TBD | attendance rate by 2% |
| Student expulsion: 0% | Expulsion rate for 2016- 17: 0%. | Attendance for 2017-18 was 95%. | <ul style="list-style-type: none"> Maintain the suspension rate at/below 0.1% MET | <ul style="list-style-type: none"> Maintain the suspension rate at/below 0.1% |
| Healthy Kids Survey: All students to participate | Drop out rate for 2016- 17: 0%. | <ul style="list-style-type: none"> Maintain suspension rate at/below 0.1% MET | <ul style="list-style-type: none"> Maintain expulsion rate at/below 0.1% MET | <ul style="list-style-type: none"> Maintain expulsion rate at/below 0.1% |
| Awards assemblies (4 extra assemblies for note-worthy choices). Focus, attendance. | Teacher/Principal to lead Monday morning class meetings to set a positive stage for the week. | <ul style="list-style-type: none"> Maintain expulsion rate at/below 0.1% MET | <ul style="list-style-type: none"> * Maintain middle school dropout rate of 0% MET | <ul style="list-style-type: none"> * Maintain middle school dropout rate of 0% |
| Parental Involvement: Increase opportunities for parents to become involved | 100% of students felt happy at school. | * Maintain middle school dropout rate of 0% MET | <ul style="list-style-type: none"> 100% of students will report feeling safe at school (Healthy Kids Survey) - administered every other year | <ul style="list-style-type: none"> 100% of students will report feeling safe at school (Healthy Kids Survey) |
| Board Involvement | 33% of parents are involved. | <ul style="list-style-type: none"> 100% of students will report feeling safe at school (Healthy Kids Survey) MET | <ul style="list-style-type: none"> 100% of parents will be involved in at least one activity during the year. MET | <ul style="list-style-type: none"> 100% of parents will be involved in at least one activity during the year. |
| | 60% of students feel HEARD at school, like they have a say in their own learning. | <ul style="list-style-type: none"> 100% of parents will be involved in at least one activity during the year. MET | <ul style="list-style-type: none"> 100% of parents will be involved in at least one activity during the year. MET | <ul style="list-style-type: none"> * 100% of parents will participate in a parent survey |
| | 100% of students set short and long term goals, and continue to understand themselves as a learner better. | <ul style="list-style-type: none"> * 100% of parents will participate in a parent survey Did NOT MEET for 1 year. | <ul style="list-style-type: none"> * 100% of parents will participate in a parent survey TBD | <ul style="list-style-type: none"> All students will participate in a student survey to voice how |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|----------|---|---|-----------------------------|
| | | <ul style="list-style-type: none"> All students will participate in a student survey to voice how and what they want to learn. MET | <ul style="list-style-type: none"> All students will participate in a student survey to voice how and what they want to learn. TBD | and what they want to learn |

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Panoche

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

School Climate

A. Establish Administrative support to oversee School Climate/Culture programs, Attendance, Student Placement, Expulsions, and SARB. MET

1. Establish a system for evaluating the effectiveness of programs.
2. Evaluate systems and procedures for Student Placement.
3. Analyze assessments data to guide student services.
4. Participation in Rural Principals meetings and other applicable workshops.
5. Replaced toilet in the teacher's house and in the girl's restroom. Also replaced sink in the girl's bathroom.
6. Built a patio at the school so students would have shade outside when eating and playing.
7. Clark's Pest Control takes care of any bugs and critters that shouldn't be at the school. (insects, mice, squirrels, etc.)
8. New roof approved for the school. Did NOT MEET for 2 years. The roofer had a heart attack and Panoche could find no one else to come out this far. Roof leaks in 3 places when it rains.

School Climate

Establish Administrative support to oversee School Climate/Culture programs, Attendance, Student Placement, Expulsions, and SARB.

1. Coordinate resources, keep up to date list of repairs needed or replacement necessary for the maintenance of all school equipment. (Plumbing, yard care, student needs, etc.)
2. Establish a system for evaluating the effectiveness of programs, software, and curriculum.
3. Evaluate systems and procedures for Student Placement.
4. Purchase school seating for the library in the classroom.
5. Purchase Flip-N-Lite ladder as directed by Keenan and Associates for safety in the classroom.
6. Yearly service fire extinguishers.
7. Clark's Pest Control takes care of any bugs and critters that shouldn't be at the school. (insects, mice, squirrels, etc.)
8. Need a new Xerox printer for the classroom.
9. Water system and purification system to be updated, filters new, system flushed yearly.

School Climate

Establish Administrative support to oversee School Climate/Culture programs, Attendance, Student Placement, Expulsions, and SARB.

1. Establish a system for evaluating the effectiveness of programs, software, and curriculum.
2. Evaluate systems and procedures for Student Placement.
3. Administer the Healthy Kids Survey
4. Administer a student climate survey.

| | | |
|---|---|--|
| <p>9. Water system and purification system to be updated, filters new, system flushed yearly.</p> <p>Create students and parent surveys for school climate check.</p> | <p>10. Purchase new Physical Education equipment.</p> <p>11. The roof on school needs replaced.</p> | |
|---|---|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|--|---|
| Amount | \$8000 | \$5500 | \$0 |
| Source | Supplemental and Concentration | LCFF | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Plumbing,patio, roof,pest control | 5000-5999: Services And Other Operating Expenditures PE equipment, Roof for school,Printer, Pest control, Safety, water quality | 5000-5999: Services And Other Operating Expenditures Pest control- moved to Goal 4, Action 1 |

Action 2

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

| | |
|--|---|
| <p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p> | <p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p> |
|--|---|

OR

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

| | | |
|---|--|--|
| <p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>English Learners Low Income</p> | <p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>Schoolwide</p> | <p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>Specific Schools: Panoche</p> |
|---|--|--|

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Student Engagement (administrative Support (referenced in School Climate, above)

1. Establish a plan to increase the attendance rate and provide tracking of efforts and regular reporting to the Board MET

2. Analyze current status and create a plan to reduce truancy and chronic absences. MET

3. Introduce The Toolkit Project for SEL. Implement program. Did NOT MEET for 1 year.

4. Increase use of ELD techniques in all learning areas for all students. MET

2018-19 Actions/Services

Student Engagement (administrative Support (referenced in School Climate, above)

1. Establish a plan to increase the attendance rate and provide tracking of efforts and regular reporting to the Board.

2. Analyze current status and create a plan to reduce truancy and chronic absences.

2019-20 Actions/Services

Student Engagement (administrative Support (referenced in School Climate, above)

1. Establish a plan to increase the attendance rate and provide tracking of efforts and regular reporting to the Board

2. Analyze current status and create a plan to reduce truancy and chronic absences

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------------------|--|--|
| Amount | \$200 | \$200 | \$200 |
| Source | Supplemental and Concentration | Supplemental and Concentration | LCFF Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies student incentives | 4000-4999: Books And Supplies student incentives |

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Specific Schools: Panoche

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Increase Parent Involvement

1. Create parent involvement goals Did NOT MEET for 2 years.
2. Provide parents with resources aligned to current education topics. MET
3. Strengthen existing parent committees and education programs by seeking input and offering leadership opportunities to parents. Did NOT MEET for 2 years.
4. Present 2 musical programs. MET
5. Have an assembly for awards and appreciation every other month. Did NOT MEET for 2 years.

2018-19 Actions/Services

Increase Parent Involvement

1. Create parent involvement goals
2. Provide parents with resources aligned to current educational topics.
3. Strengthen existing parent committees and education programs by seeking input and offering leadership opportunities to parents.
4. Present 2 musical programs.
5. Have an assembly for awards and appreciation every other month.

2019-20 Actions/Services

Increase Parent Involvement

1. Create parent involvement goals
2. Provide parents with resources aligned to current educational topics.
3. Strengthen existing parent committees and education programs by seeking input and offering leadership opportunities to parents.
4. Continue to work on principles of SEL with the Toolbox Kit Project.
5. Present 2 musical programs.

6. Create a monthly/bilingual letter for parents to keep abreast of what's happening at school and how they can help. Did NOT MEET for year.

6. Have at least 4 field trips per year, invite parents to come along. Whale Watching, Tesla Factory, Egyptian Museum, Science Museum

7. Create a monthly/bilingual letter for parents to keep abreast of what's happening at school and how they can help.

6. Have an assembly for awards and appreciation every other month.

7. Create a monthly/bilingual letter for parents to keep abreast of what's happening at school and how they can help.

8. Administer a parent climate survey.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|---|
| Amount | \$200 | \$2000 | \$100 |
| Source | Base | Supplemental and Concentration | LCFF Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies Refreshment for programs, awards, office supplies, | 5000-5999: Services And Other Operating Expenditures Field Trips, assemblies | 4000-4999: Books And Supplies Parent Engagement |

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

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:

Identified Need:

Regular maintenance and repair of school property, and buildings.
 Need rodent management.
 Need playground and sidewalks cleaned regularly.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|---|--|--|
| The FIT report. Maintain facilities in good repair as reflected in the FIT Annual report. MET Williams report. MET | Maintain facilities in fair repair as reflected in the FIT Annual report. List of needed repairs on the school and teacher's house. 1. Replace roof | Maintain facilities in good repair as reflected in the FIT Annual report. Did NOT MEET for 1 year. 1. Roof not replaced, some repairs were done to try to stop the roof leaks in the school. | Maintain facilities in good repair as reflected in the FIT Annual report. MET Keep an up to date list of repairs needed for the school buildings and the teacher's house. MET | Maintain facilities in good repair as reflected in the FIT Annual report. Keep an up to date list of repairs needed for the school buildings. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|--|---|
| <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>2. Replace toilet in teacher's house.</p> <p>3. Replace sink in girl's bathroom, replace with a sink with a cabinet.</p> <p>4. Purchase a new bathroom vanity for replacement in teacher's house.</p> <p>5. Less mice in teacher's house and yard.</p> <p>6. Monthly spraying for pests, and traps for rodents until under control.</p> <p>7. Seal roof over school patio.</p> <p>8. Clean carpet annually.</p> | <p>Did NOT MEET for 2 years</p> <p>2, 3, 4. Plumbers to come and repair or replace broken bathroom items. New toilet and sink put in the girl's bathroom. New toilet also put in teacher's house. MET</p> <p>5. Outside of teacher's house had wire mesh put over all visible holes in which mice might enter. MET</p> <p>6. Clark's Pest Control provides monthly service at the school and the teacher's home.</p> <p>7. Seal roof over school patio. Did NOT MEET for 1 year.</p> <p>8. Clean carpet. Did NOT MEET for 1 year.</p> | <p>Clean carpet. Steam clean carpet at the least, once a year. MET</p> <p>Pest Control monthly. In order to keep creatures under control, house and school buildings to be sprayed monthly. MET</p> <p>Seal underside of roof on school patio. MET</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> |

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Panoche

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1. Maintain \$4000.00 in the budget for routine maintenance. MET
2. Analyze current equipment and inventory needs. Review replacement plan for equipment. MET
3. Create a system to determine facilities checks that provide insight into maintenance and improvements. MET
4. Purchased cabinets and bookshelves for the classroom. MET

2018-19 Actions/Services

1. Maintain \$4000.00 in the budget for routine maintenance.
2. Analyze current equipment and inventory needs. Review replacement plan for equipment.
3. Using lists provided by the Teacher/Principal, School Board will make plans for repairs and replacement as needed.
4. Removal of water storage building and repair well building.

2019-20 Actions/Services

1. Maintain \$4000.00 in the budget for routine maintenance.
2. Analyze current equipment and inventory needs. Review replacement plan for equipment.
3. Using lists provided by the Teacher/Principal, School Board will make plans for repairs and replacement as needed.
4. Purchase Document Tracking Services (DTS) to assist with school and district plans

5. Purchase Document Tracking Services (DTS) to assist with school and district plans.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|--|
| Amount | \$7300 | \$4000 | \$4000 |
| Source | Other | Other | Other |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Deferred maintenance, classroom furniture, shelves, and table. | 5000-5999: Services And Other Operating Expenditures Deferred maintenance. | 5800: Professional/Consulting Services And Operating Expenditures Deferred maintenance. |
| Amount | | \$395 | \$395 |
| Source | | LCFF | LCFF |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures DTS Contract | 5000-5999: Services And Other Operating Expenditures DTS Contract |
| Amount | | | \$3500 |
| Source | | | LCFF |
| Budget Reference | | | 5000-5999: Services And Other Operating Expenditures Clark Pest Control |
| Amount | | | \$12500 |
| Source | | | LCFF |
| Budget Reference | | | 5000-5999: Services And Other Operating Expenditures Facility Maintenance |

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$3440

Percentage to Increase or Improve Services

2.09%

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

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

Services for unduplicated students will be increased in the areas of teacher development, access to supplemental academic materials and extracurricular activities. These will serve to provide additional academic support through intervention, experiential learning through field trips and other social outings, peer tutoring, and music instruction which heightens the brain's ability to reason and problem solve. Due to the very small enrollment, supplemental funds will go to all students.

All students will participate in continued daily work on the writing process and inquiry based research. Students are asked to respond to the varying demands of audience, task, purpose, and discipline. The curriculum also allows students to practice integration of knowledge and ideas in reading as well as emphasize interpretive and analytical skills across a range of texts, digital information, and media. In addition, STEM materials will be expanded to allow students to learn science using a hands-on approach. To help the teacher address the various needs of each student across disciplines, webinars related to Curriculum and Instruction will be sought. To increase attendance, incentives will be given to students who attend regularly. Through a Technology MOU with the San Benito County Office of Education, students will have access to technology, to allow them to access the curriculum.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$2546

Percentage to Increase or Improve Services

1.61%

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

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

Our goals and strategies have been shared in other parts of the LCAP. The major focus to better meet the needs of unduplicated students will be by: Additional academic support through intervention, experiential learning through field trips and other social outings, peer tutoring, and music instruction which heightens the brain's ability to reason and problem solve. All students will continue to use STAR 360 benchmark assessments to monitor standards skill development and identify individual areas for intervention. As needed, students will use this program for intervention. To increase English language proficiency, ELD material will be purchased. Speech to text software will be purchased for students who need the program to access the curriculum.

All students will participate in continued daily work on the writing process and inquiry based research. Students are asked to respond to the varying demands of audience, task, purpose, and discipline. The curriculum also allows students to practice integration of knowledge and ideas in reading as well as emphasize interpretive and analytical skills across a range of texts, digital information, and media. In addition, new curriculum was ordered for Math and ELA for the 2018-19 school year and STEM kits will be purchased to allow students to learn science using a hands-on approach. To help the teacher address the various needs of each student across disciplines, webinars related to Curriculum and Instruction will be made available. To increase attendance, incentives will be given to students who attend regularly. Finally, the I-Safe program will be used to help students use the internet and social media safely. Through a Technology MOU with the San Benito County Office of Education, students will have access to technology, to allow them to access the curriculum.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$7965

Percentage to Increase or Improve Services

4.82%

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

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

Panoche provides and implements the most recent K-8 standards, state adopted reading/language arts program. Panoche Elementary provides and implements the most recent K-8 standards, board adopted mathematics program. Complies with and monitors the implementation of instructional time for state adopted programs for reading/language arts. Complies with and monitors the implementation of instructional time for state adopted programs for mathematics. Teacher meets NCLB requirements and has specialized training in second language acquisition. Provides district wide K-8 standards-aligned Units of Study for reading/language arts. Provides district wide K-8 standards-aligned Units of Study for mathematics. Provides a student achievement assessment and monitoring system for reading/language arts. Provides a student achievement assessment and monitoring system for mathematics. Provides most students who are significantly below grade level in reading/language arts and mathematics intensive intervention. Provides all students who are significantly below grade level in reading/language arts and/or mathematics the opportunity to participate in extended day strategic intervention programs.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|--------------------------------------|--------------------------------------|------------------------------------|-----------|-----------|-----------|--|
| Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Funding Sources | 27,043.00 | 46,276.00 | 22,513.00 | 27,043.00 | 37,294.00 | 86,850.00 |
| Base | 0.00 | 0.00 | 200.00 | 0.00 | 0.00 | 200.00 |
| LCFF | 7,395.00 | 28,277.00 | 2,621.00 | 7,395.00 | 19,945.00 | 29,961.00 |
| LCFF Supplemental and Concentration | 0.00 | 9,538.00 | 0.00 | 0.00 | 12,824.00 | 12,824.00 |
| Lottery | 0.00 | 0.00 | 0.00 | 0.00 | 200.00 | 200.00 |
| Other | 4,000.00 | 8,461.00 | 7,300.00 | 4,000.00 | 4,000.00 | 15,300.00 |
| Supplemental | 500.00 | 0.00 | 0.00 | 500.00 | 0.00 | 500.00 |
| Supplemental and Concentration | 14,648.00 | 0.00 | 12,392.00 | 14,648.00 | 0.00 | 27,040.00 |
| Title II | 500.00 | 0.00 | 0.00 | 500.00 | 325.00 | 825.00 |

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

| Total Expenditures by Object Type | | | | | | |
|---|---|---|----------------|----------------|----------------|--|
| Object Type | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | 27,043.00 | 46,276.00 | 22,513.00 | 27,043.00 | 37,294.00 | 86,850.00 |
| 4000-4999: Books And Supplies | 3,778.00 | 1,583.00 | 5,642.00 | 3,778.00 | 5,550.00 | 14,970.00 |
| 5000-5999: Services And Other Operating Expenditures | 22,765.00 | 44,693.00 | 15,500.00 | 22,765.00 | 27,419.00 | 65,684.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 500.00 | 0.00 | 1,371.00 | 500.00 | 4,325.00 | 6,196.00 |

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

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|---|-------------------------------------|---|---------------------------------------|-----------|-----------|-----------|--|
| Object Type | Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | All Funding Sources | 27,043.00 | 46,276.00 | 22,513.00 | 27,043.00 | 37,294.00 | 86,850.00 |
| 4000-4999: Books And Supplies | Base | 0.00 | 0.00 | 200.00 | 0.00 | 0.00 | 200.00 |
| 4000-4999: Books And Supplies | LCFF | 1,500.00 | 1,005.00 | 2,621.00 | 1,500.00 | 3,550.00 | 7,671.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental and Concentration | 0.00 | 578.00 | 0.00 | 0.00 | 1,800.00 | 1,800.00 |
| 4000-4999: Books And Supplies | Lottery | 0.00 | 0.00 | 0.00 | 0.00 | 200.00 | 200.00 |
| 4000-4999: Books And Supplies | Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000-4999: Books And Supplies | Supplemental and Concentration | 2,278.00 | 0.00 | 2,821.00 | 2,278.00 | 0.00 | 5,099.00 |
| 5000-5999: Services And Other Operating Expenditures | Base | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 5,895.00 | 27,272.00 | 0.00 | 5,895.00 | 16,395.00 | 22,290.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental and Concentration | 0.00 | 8,960.00 | 0.00 | 0.00 | 11,024.00 | 11,024.00 |
| 5000-5999: Services And Other Operating Expenditures | Other | 4,000.00 | 8,461.00 | 7,300.00 | 4,000.00 | 0.00 | 11,300.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental | 500.00 | 0.00 | 0.00 | 500.00 | 0.00 | 500.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental and Concentration | 12,370.00 | 0.00 | 8,200.00 | 12,370.00 | 0.00 | 20,570.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Base | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Other | 0.00 | 0.00 | 0.00 | 0.00 | 4,000.00 | 4,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental and Concentration | 0.00 | 0.00 | 1,371.00 | 0.00 | 0.00 | 1,371.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|---|-----------------------|---|---|----------------|----------------|----------------|--|
| Object Type | Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| 5800: Professional/Consulting Services And Operating Expenditures | Title II | 500.00 | 0.00 | 0.00 | 500.00 | 325.00 | 825.00 |

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

Total Expenditures by Goal

| Goal | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
|---------------|---|---|----------------|----------------|----------------|--|
| Goal 1 | 11,948.00 | 9,538.00 | 3,992.00 | 11,948.00 | 13,774.00 | 29,714.00 |
| Goal 2 | 3,000.00 | 1,005.00 | 2,821.00 | 3,000.00 | 2,825.00 | 8,646.00 |
| Goal 3 | 7,700.00 | 0.00 | 8,400.00 | 7,700.00 | 300.00 | 16,400.00 |
| Goal 4 | 4,395.00 | 35,733.00 | 7,300.00 | 4,395.00 | 20,395.00 | 32,090.00 |

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

| Expenditures Contributing to Increased/Improved Requirement by Funding Source | | | | | |
|--|---|---|----------------|----------------|----------------|
| Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 |
| All Funding Sources | 9,278.00 | 1,583.00 | 18,321.00 | 9,278.00 | 4,166.00 |
| Base | 0.00 | 0.00 | 200.00 | 0.00 | 0.00 |
| LCFF | 6,000.00 | 1,005.00 | 0.00 | 6,000.00 | 500.00 |
| LCFF Supplemental and Concentration | 0.00 | 578.00 | 0.00 | 0.00 | 3,341.00 |
| Lottery | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other | 0.00 | 0.00 | 7,300.00 | 0.00 | 0.00 |
| Supplemental | 500.00 | 0.00 | 0.00 | 500.00 | 0.00 |
| Supplemental and Concentration | 2,278.00 | 0.00 | 10,821.00 | 2,278.00 | 0.00 |
| Title II | 500.00 | 0.00 | 0.00 | 500.00 | 325.00 |

| Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source | | | | | |
|--|---|---|----------------|----------------|----------------|
| Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 |
| All Funding Sources | 17,765.00 | 44,693.00 | 22,513.00 | 17,765.00 | 35,128.00 |
| Base | 0.00 | 0.00 | 200.00 | 0.00 | 0.00 |
| LCFF | 1,395.00 | 27,272.00 | 2,621.00 | 1,395.00 | 19,945.00 |
| LCFF Supplemental and Concentration | 0.00 | 8,960.00 | 0.00 | 0.00 | 10,983.00 |
| Lottery | 0.00 | 0.00 | 0.00 | 0.00 | 200.00 |
| Other | 4,000.00 | 8,461.00 | 7,300.00 | 4,000.00 | 4,000.00 |
| Supplemental | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Supplemental and Concentration | 12,370.00 | 0.00 | 12,392.00 | 12,370.00 | 0.00 |
| Title II | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |