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)

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

LEA Name	Contact Name and Title	Email and Phone
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 District currently provides education to approximately 3-9 students from kindergarten through eighth grades in a one room school in a very rural, beautiful setting. During the 2017-18 school year, Panoche served 4 students. 100% of these students identify Hispanic as their primary ethnicity, 25% of students are English Language Learners, 50% of families of Panoche students qualify as socioeconomically disadvantaged. Special needs students represented 30% of the student population during the 2015-16 school year, 50% during the 2016-17 school year, and 0% during the 2017-18 school year. 50% of projected students, or 2 out of 4 students are unduplicated students who qualify for either ELD and/or SED.

Panoche School was originally located about one mile northwest of its current location. It was relocated in 1880, and in the early 1900's, 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. Panoche Elementary campus is also a bird sanctuary, which means we enjoy watching the life cycle of a myriad of bird species.

Panoche School District currently provides education to approximately 3-9 students from kindergarten through eighth grades in a one room school in a very rural, beautiful setting. During the 2017-18 school year, Panoche served 4 students. 100% of Panoche Elementary students identify Hispanic as their primary ethnicity, 25% of students are English Language Learners, 50% of families of Panoche students qualify as socioeconomically disadvantaged. Special needs students represented 30% of the student population during the 2015-16 school year, 50% during the 2016-17 school year, and 0% during the 2017-18 school year. 25% of projected students, or 2 out of 4 students are unduplicated students who qualify for either ELD and/orSED.

with a core group of 3 students who have attended Panoche Elementary for the past 9 years. However, next year, 2018-19 school year, all original core group has been promoted to 9th grade. High Schoolers must go to town for school, and some students have no method of transportation, they do online school so they can work. It sounds like the students are losing out, but the on-line company they use make them learn their lessons before they can move on. If they don't do their school work, and do it well, they do not get to work for the day. So, they attend school, just in a 21st century way, it fits their lifestyle while still supporting the students requirement to complete High School.

Most often, ranchers grazed their herds until it was time to move them elsewhere, and they still do

Similarly, 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 come and go and I wonder where they take them.

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 still available to the residents of Panoche Valley for jobs, stores, or even gasoline. 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, with a core group of 3 students who have attended Panoche Elementary for the past 9 years. However, next year, 2018-19 school year, all original core group has been promoted to 9th grade. High Schoolers must go to town for school, and some students have no method of transportation, they do online school so they can work. It sounds like the students are losing out, but the on-line company they use make them learn their lessons before they can move on. If they don't do their school work, and do it well, they do not get to work for the day. So, they attend school, just in a 21st century way, it fits their lifestyle while still supporting the students requirement to complete High School.

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As a K-8 school we do not administer the CAHSEE (California High School Exit Exam), the EAP (Early Assessment Program) or AP (Advanced Placement) exams. No electives, or A-G classes, or Career Technical Education (CTE) pathways as defined by the state of California. Students are

being exposed, at every level, to career education and further educational possibilities. Likewise, though a student may occasionally be out of school for personal rather than medical reasons, (death or serious illness of family member) no Jr. High students have dropped out of Panoche. Therefore, these metrics will not be used in our LCAP.

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. 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.

Goal #3. Cultivate a school culture that is culturally responsive, combine with a rigorous learning environment with supports 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 LCFF Evaluation Rubrics, 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

Panoche Elementary School cannot rely on the dashboard, or other state measures to differentiate student needs because Panoche is such a small district/school, no data is available for comparison. Therefore, analysis by the teacher at Panoche School on most assessments provides one metric used at Panoche. State assessments, benchmarks, and locally generated assessment was used to

analyze effectiveness of instruction, curriculum, and student needs. Renaissance Learning/STAR 360 provide skill by skill assessments for each student at every level, and thus, another metric.

Last years greatest needs became this years greatest progress in the LCAP.   Mathematics and Writing were our two primary goals during the 2017-18 school year.

75% 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 school year 2018-19, 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 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. 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, and he wrote a song with another student, one student wrote the lyrics, while the other wrote 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 because of the REAP Grant. 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 as well. 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 2017-18 school year came to a close, the students at Panoche were creating rhymes with music and laughing a lot.

Assessments given to students 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 LCFF Evaluation Rubrics, 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

Same skills in both Greatest Progress and Greatest Needs: In the 2017-18 Panoche LCAP, the Greatest Needs were math, writing, and SEL implementation. As I am assessing and planning for the school year 2018-19, I found, my Greatest Successes today had been my Greatest weaknesses a year ago. However, further examining the depth and critical thinking required for success in our students' futures, I can clearly see that for the 2018-2020 school years, math will continue to be a focus because of the ever changing skills required by student.

During the school year 2016-17 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. All 4 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 four students, thus the areas needing to be focused on may change.   Areas of focus for the 2018-19 school year, 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 will enhance math instruction, and open 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 with help students continue to strive for knowledge, another step forward for students here at Panoche.

Writing was the second need for the 2017-18 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, College and Career ready. During the 2018-19 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.

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 2018-19 school year purchase of software for computers which allows speech recognition. At least 50% of the students at Panoche struggle with varying level of Dyslexia or Dyscalculia, the technology allow students to step beyond their own fear, and to just "Tell us a story." Even better, the shy, uncertain, or ELL will benefit from speaking what they know without knowing how to write accurately on everything.

Referring to the LCFF Evaluation Rubrics, 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

2017-18: Some areas of concern continue to interfere with equitable learning by all student groups.

1. During the 2016-17 school year, Panoche's absenteeism rate dropped 10% after three years of improvement due to a change in student population.
2017-18 pattern of attendance was amazing for most, 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 and a car accident.
This same student will go on to High School during the 2018-19 school year, and I anticipate no more serious issues with absenteeism here at Panoche Elementary for the known future.

2. 2016-17: Social/Emotional learning was an up-hill battle for the first three years I worked here at Panoche, however, a changing student body over the years, and for the 2017-18 Panoche School year there were 4 students, representing 3 families. Current students benefit from structured family environments, they have rules and chores and responsibility at home, the current parents make school and learning a priority.

2017-18; 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 s. Cooperation, Communication, Collaboration, and Creativity.
The SEL focus for the 2018-19 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. 2018-19:   We talk with each other, not at each other, we laugh 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; 2017-18 as evident by CELDT, CAASPP performance tasks, research will be the key writing skill process for the 2018-19 school year, and technology skills development in order to prepare students for the 21st century world of business. Academic writing is completely different than answering questions, fill in the blank, or search for the correct answers writing. Independent thinking and imagination in students overall has become an issue as students spend too much time on technology playing instead of learning. Technology provides a means to open the world of knowledge, but if students only use technology for motorcycle races, bank heist, and gaming, all that available knowledge remains available, but unused. 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. 2013-16; Math, the majority of students at Panoche feel uncertain about their math skills.
2016-17   This is the fourth year Panoche will focus on development of basic math skills, but also, as students become more proficient in STEM projects and critical thinking, they are beginning to see why math is vital in our everyday lives.

2017-18   Each day we began with music and math at the same time, that way students were happy to start the day, playing 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.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Panoche Elementary has no foster youth students at this time. For low-income students/ English Learners, students will be allotted additional technology time and one to one instructional sessions with the teacher to review and master difficult concepts. Throughout the school year students are accessed using various District Assessments such as Renaissance Learning. STAR 360, ST Math, and others. Each students current skills are monitored alongside their CCSS Grade Level competency. Multiple systems of measurement are used in our classroom to ensure every students needs are met. With so few students, the teacher has been able to focus on any gaps students may have when they come to our school.

All students will work on writing development in conjunction with all content areas; Science, Social Studies, Math, English Language Arts, English Language Development, Art, Music, Movement, Research, etc. toward proficiency in the writing process. At least 3 times a week. To include research.
Panoche Elementary will continue providing professional music instruction weekly for 2 hours. Students will also continue to begin their days with music practice together. Music is followed by math review of skills from previous lessons with all students participating. In both music and math students help each other and share their own thinking processes for success, class size provides a more personalized education. Teacher strives to connect review skills with real life uses, figuring out how many miles to a gallon a car gets, how many pounds is 6 tons, how many square feet of wall require how many gallons of paint? I share experiences from my own life too, in which I use math daily, even if only in my head.

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

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$212,483
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$27,043.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Any additional general funds expended not included in LCAP are tied to salaries and benefits, general operations of the district,legal fees, utilities, insurance, technology, transportation, and other support staff at SBCOE (San Benito County Office of Education.)

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$183,877

Annual Update

LCAP Year Reviewed: **2017-18**

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 Consortium Assessments (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 will purchase and implement The Toolbox Project SEL (Social Emotional Learning) curriculum in all aspects of the school environment.
Teacher to implement STAR 360 and ST Math for interventions and analysis of students' math academics. Students will continue use of Edmentum programs for instruction, evaluation, assessment, and skill development under the supervision of the teacher as adjunct to other curriculum provided by the teacher.
Students will gain basic knowledge of computer literacy in order to better address learning and research in the 21st Century.

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual

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

Spelling Inventory from CA Results K-6 binder

Reading Fluency/CWPM

Smarter Balance Training and practice 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 to aligned to curriculum)

STAR 360 English Language Arts benchmark assessments

STAR 360 Math benchmark assessments

Smarter Balance Practice,Training, and Interim tests, Grades 3-8 (CAASPP)

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Actual 17-18

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

B.   Individual Learning Plans will be developed for each student. MET

C.   ELL students will use Reading Eggs and Reading Smart for ELD daily. Eggs/Smart are for younger Elementary ELLs and we had zero during the 2017-18 school year.

Expected	Actual
17-18	One eighth grade English language learner for 2017-18, was anticipated to be ready to be RFEP (Redesignated Fluent English Proficient) with minor improvements in her writing. Did NOT MEET for 1 year due to chronic health issues and then a car accident.
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.	D. STAR 360 will be used to assess students academic skill level, weaknesses, and strengths. MET
C. ELL students will use Reading Eggs and Reading Smart for ELD daily.	E. All students will practice SBAC practice, training, and interim assessments quarterly. MET
D. STAR 360 will be used to assess students academic skill level, weaknesses, and strengths.	60% of students will meet or exceed standard in ELA. Actual student percent; 50% Did NOT MEET for 1 year.
E. All students will practice SBAC practice, training, and interim assessments quarterly. 60% of students will meet or exceed standard in ELA. 40% of students to meet or exceed grade level standards in math.	40% of students to meet or exceed grade level standards in math. MET Actual student percent; 50%
F. All students will work on writing development a minimum of 40 minutes per day.	F. All students will work on writing development a minimum of 40 minutes per day. MET
G. All students will work toward proficiency in writing.	G. All students will work toward proficiency in writing. MET
H. Purchase more STEM materials.	J. All students will be reclassified before entering high school. Did NOT MEET for 1 yr.
J. All students will be reclassified before entering high school.	
K. 100% of teacher will be highly qualified.	K. 100% of teachers will be highly qualified. MET
L. All students will have sufficient State Common Core aligned materials.	L. All students will have sufficient State Common Core aligned materials. MET Though new hard bound text were not purchased, all students had CA CCSS aligned paperback workbooks for math and reading. Teacher also has the CA CCSS alignment insert for the older ELA text and Teacher's guides.

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Baseline

Primary & Intermediate Spelling Inventory (evaluation of phonemic awareness)

		2016-17	2017-18
Did Not Meet	GL Standard	43%	0
Met	GL Standard	14%	25%
Above	GL Standard	43%	75%

Expected	Actual

Expected

Baseline
Primary & Intermediate Spelling Inventory
Did Not Meet	GL Standard	43%
Met	GL Standard	14%
Above	GL Standard	43%

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

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

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

McLeod Assessment of Reading Comprehension
Above	GL Standard	44%
Met	GL Standard	0
Near	GL Standard	28%
Below	GL Standard	28%

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

CELDT/ELPAC
Met yearly progress	20%
Near Yearly progress	40%
Below Yearly progress	40%

No students were reclassified in 2016-17.

STAR360 Benchmark Assessments

100% of teacher are highly qualified.

All students have sufficient State Common Core aligned materials.

Actual

Teacher projected "100% of students to reach grade level standard for 2017-18" and they did!

SBAC ELA	2016-17	2017-18
Above Standard	17%	25%
Met Standard	0	25%
Near Standard	33%	25%
Below Standard	50%	25%

SBAC Math	2016-17	2017-18
Above Standard	0	25%
Met Standard	0	25%
Near Standard	17%	25%
Below Standard	83%	25%

McLeod Assessment of Reading Comprehension
		2016-17	2017-18
Above	GL Standard	44%	50%
Met	GL Standard	0	25%
Near	GL Standard	28%	25%
Below	GL Standard	28%	0

Earlier prediction for the 2017-18 school year."70% of students to meet or exceed grade level standards.

CELDT/ELPAC	2016-17	2017-18
Met yearly progress	20%	0
Near Yearly progress	40%	100% (one student)
Below Yearly progress	40%	0

No students were reclassified in 2016-17, nor in 2017-18.

100% of teachers are highly qualified. MET

All students have sufficient State Common Core aligned materials. MET

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
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. B. Increase student talk, academic conversations, and meaningful collaboration in the classroom. C. Connect grade level learning to possible college and careers. D. Assess and understand all student's lexile levels and provide differentiated support with informational texts. E. Identify and use academic vocabulary strategies that support access for all. F. All students to have new Common Core aligned math textbooks. G. Purchase STAR 360 program for uniform assessment across the San Benito County Schools.	Literacy (Including Specific to ELL's) A. Used GLAD strategies to front load academic vocabulary, provide visual resources for practice, review, and comprehension of academic vocabulary. MET B. Increased student talk, academic conversations, and meaningful collaboration in the classroom. MET C. Connected grade level learning to possible college and careers. MET Each year for the past 4 years, the school has purchased primarily non-fiction text which focus, expose, teach, and model a growing number of careers. D. Assess and understand all student's lexile levels and provide differentiated support with informational texts. MET E. Identified and used academic vocabulary strategies that support access for all. MET F. All students have new Common Core aligned math	Purchase STAR 360 and ST Math 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5000.	Purchase STEM and Informational Text. Music 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5000. STEM,Informational Text. Music. Purchased I-Safe 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $200 Technology MOU with San Benito COE 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3281

H. Purchase and implement ST Math for intervention. I. Continue to offer weekly music instruction to include vocal and instrumental music which involves learning to play Recorder and Piano.	textbooks. MET All students had Common Core State Standard workbooks, however no teacher's manuals were purchased. All students used GO Math G. Purchased STAR 360 program for uniform assessment across the San Benito County Schools. MET H. Purchased and implemented ST Math for intervention. Did NOT MEET for 1 year. This program is geared toward younger readers than Panoche currently has as students. I. Purchased an addition 50 hard bound, current, informational, careers, and science books for the students' library. MET J. Continued to offer weekly music instruction to include vocal and instrumental music which involves learning to play Recorder and Piano. K. Purchased I-Safe to teach students how to use the computer safely. L. Provided 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

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.

C. Monitor computer options carefully. Investigate and compare computer intervention programs for effectiveness with the CCSS in math.

D. Each intervention student will, with the help of the teacher and the parents establish short and long term goals in academics and behavior.

E.   Each intervention student will work on Study Island for no less than 45 minutes per day.

F   All ELL students will use Reading Smart, grades 4-8, or Reading Eggs, grades K-3 no less than 40 minutes per day.

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

H. Purchase STAR 360 and ST Math for evaluation and intervention.

I. Vocal and instrumental music class taught weekly.

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. MET

C.   Monitor computer options carefully. Investigate and compare computer intervention programs for effectiveness with the CCSS in math. MET
Possibly try Math Prodigy.

D. Each intervention student will, with the help of the teacher and the parents establish short and long term goals in academics and behavior. MET
All students set goals, as individuals and as a group each year.

D.   Each intervention student will work on Study Island for no less than 45 minutes per day. Did NOT MEET for 1 year.
No students needing intervention at this time. Contract with Edmentum to expire this school year, 2017-18.

E.   All ELL students will use Reading Smart, grades 4-8, or Reading Eggs, grades K-3 no less than 40 minutes per day. Did NOT MEET for 2 years.
With change in enrollment, these programs were no longer needed.

Music 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2000

Music 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2000. (Total $6845. for 2017-18)

	F. All students will have access to grade appropriate STEM materials for use weekly. MET As part of the informational texts purchased, about 40% is science non-fiction. G. STEM books and College and career informational text purchased. MET H. Pay second half of STAR 360. MET I. Continue to offer weekly music instruction to include vocal and instrumental music which involves learning to play Recorder and Piano. MET

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Progress Monitoring A. Develop a formal review of student progress, using all data collected through programs and assessments, every trimester. B. Maintain the student progress review and recommendations to the Board once a semester. C. Evaluate the benchmark testing schedule of assessments aligned to new Common Core curriculum. Benchmarks should include grade	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.	STAR 360 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2000.	STAR 360 assessment and intervention. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1027. STAR 360

appropriate ELA, Math, and Science standards.	Benchmarks should include grade appropriate ELA, Math, and Science standards. MET
D.　All student will use the STAR program for skill assessment, grade level competency, and review of student progress.	D.　All student will use the STAR 360 program for skill assessment, grade level competency, and review of student progress. MET Students used STAR 360 for assessment and review and not intervention. All students working at or above grade level.
E. Students will use ST Math for intervention and practice.	E. Students will use ST Math for intervention and practice. Did NOT MEET for 1 year. Too many technology components being introduced in one year. This will be implemented fully in the 2018-19 school year

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.

Panoche is a tiny school which served only four (4) students during the 2017-18 school year. Of those, 2, or 50% qualify as unduplicated, and one (1) 25% is a second language learner. Throughout my years at Panoche Elementary, I have served between 3 and 10 students. Each student comes with different needs, gaps, and methods of learning. Families are different in the 21st Century and so too our expectations of what public schools can and should provide.

Teacher participated in 10 webinars on various subjects such as; dyslexia, autism, multiple math training to help the teacher make Jr. High Math more understandable, Renaissance Learning, health training, and STEM training, and tech for the classroom.

Consumables textbooks were purchased for all students with new text planned for the 2018-19 school year. No Williams complaints.

Non-fiction books were purchased to address STEM lessons and background, Careers and College readiness while learning the varied jobs of the future, and much more. Panoche has been building a library for the 21st Century with books you can still hold, to

books that wait for you on your tech device. Book titles and subjects were chosen to align to Science and Social Studies State Standards.

All students and the teacher set short and long term goals, SMART goals for the year. Students have begun to take more ownership of their learning when they accept the fact that they ultimately are in charge of their learning. Students understand more and more each year about their own learning preferences, what works and what doesn't.

STAR 360 was used for San Benito County school by school comparisons. We all need to be teaching to the needs of our students and these assessments continue throughout the year to keep me on top of my students needs and strengths. Information drives education at Panoche. With so few students, these kids really do get a one to one education.

Students practiced SBAC tests, and took CAASPP tests in the Spring. Results will not be available until Fall.

At Panoche Elementary, Music continues to be a popular time of the week. The multi-sensory language of music reaches across brain barriers to stimulate or wake-up parts of the brain seldom utilized. Music is the one subject where students don't seem to compete, instead they help and teach each other when one student struggles. Students learn how to read and write music, how to play a recorder, and they receive individual piano lessons.   Students also learn vocalization and learn to sing in increasing more difficult passages. Music is one of the best things at Panoche Elementary and the students all agree.

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

Most actions and services were met or exceeded with the exception of a few which did not suit the current enrollment. Over the past 3 years various Edmentum programs were used as reading intervention and ELD development, these courses proved to not be very student friendly with my students. Many of the students who attend Panoche have attended some form of virtual school, and they do fine. However, having a teacher available everyday all day long sometimes makes these students desire more attention than in a regular sized classroom. Though Edmentum was meant to give me more time with individuals, the students want the teacher's attention, not a computer screen. Purchase of ST Math was budgeted, but this program too is meant for younger students than I currently serve at Panoche Elementary.

Mathematics has continued to improve over the 4 years the teacher has worked with these same students. The past two years the teacher ordered Go Math workbooks and the combination of a spiraling review everyday, along with new concepts presentation has helped students to fill the gaps in skills missed in earlier years.

The informational text purchased each year has grown to be a vital part of instruction. Students enjoy reading about real things in life, and any reading skills are applied to their use of informational text rather than basal readers. All students at Panoche tested green for reading and math.

Music is tremendously successful. Beyond the many intellectual ways learning music helps students brains, music also perpetuates communication between students as they work together for a common goal. Students must cooperate with each other and the teacher for all parts to work right. Students were so encouraged by the music instruction, that they wrote a song together, and continue this year to work on new songs.

Writing proficiency continues to develop with all students reaching grade level at most writing forms. Argumentation continues to be a struggle.

Panoche facilities are kept in clean, properly maintained order. The only issue continues to be the leaking roof. Because Panoche is so rural, it has continued to be difficult, nearly impossible to get someone to replace rather than patch the roof. A new vender was found and has provided a bid to The Panoche School Board, and the roof will be fixed this year, hopefully before the rains.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Panoche Elementary spent much more on food then was planned/budgeted. During the 2017-18 school year, 50% of students came to school without breakfast, and the same students often forgot to bring a lunch. For these reasons Panoche purchases extra food for breakfasts and lunches. As a one room school, Panoche does not receive National School Lunch funding, but students must eat if they hope to learn.

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

No changes have been made to this goal.
Teacher to continue to use STAR 360, but will not use ST Math again because of current student body need. Teacher expects to take students on 5 field trips this year. We have been unable to attend field trips the past 2 years because a member of the board has kept the school van away from the school. Field trips planned so far; Whale Watching, Fresno Zoo, and Science Center in San Jose. Field trips are vital because the students at such a rural school often do not go anywhere except to school. Field trips provide opportunities for students to learn about the real world and to interact with others with different perspectives.

Annual Update

LCAP Year Reviewed: **2017-18**

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 | Actual

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

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

G. Social Emotional training for The Toolbox Project

17-18
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.
Teacher to instruct all students in use of Google Docs applications.
Students use technology and digital media strategically and capably.

B. Purchase STEM and STEAM plans, projects, tools, and materials.

C. Continue implementation of The Toolbox Project for SEL.

D. Teacher to attend Math Talks at SBCOE.

Specific training for 2017-18 school year.

A. STAR 360 MET Used for testing, not for intervention.

B. ST Math   Did NOT MEET for 1 year This program is meant as intervention for younger students than currently attend Panoche.

C. Edmentum, Plato electives available. Did NOT MEET, program no longer in use.

D. LCAP   MET

E. Rural Principal Meetings   Did NOT MEET for 1 year. Teacher was ill often throughout the year, and had car issues, so could not get to town for meetings. Meetings are one hour drive away.

F. Technology in the Classroom (Google docs, etc). Did NOT MEET for 1 year.

G. Social Emotional training for The Toolbox Project. Did NOT MEET for 1 year. This curriculum is meant for younger students.

17-18

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. NEARLY MET
Teacher to instruct all students in use of Google Docs applications. Did NOT MEET for 1 year.

B. Purchase STEM and STEAM plans, projects, tools, and materials. MET

C. Continue implementation of The Toolbox Project for SEL. Did NOT MEET for 1 year.
This program is intended for younger students than Panoche currently serves.

D. Teacher to attend Math Talks at SBCOE. Did NOT MEET for 1 year. This was moved to the same night as my board meetings.

Expected	Actual

Expected

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.

Actual

_____

Baseline
A. Teacher/Principal to attend monthly LCAP preparation meetings. Did NOT MEET for 1 year.

B. Teacher/Principal to attend monthly Rural Principals meeting. Did NOT MEET for 1 year.

C.   Teacher to receive training in The Toolbox Project, a Social/ Emotional learning
program. Did NOT MEET for 1 year. No students at appropriate age for this program.

D. Teacher to receive training in STAR 360. Did NOT MEET for 1 year.

E. Teacher to attend Math Talks at SBCOE. Did NOT MEET for 1 year.

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
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. B. Teacher to review and receive training of the published Technology Standards and how best to instruct students in technology.	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 Standards and how best to instruct students in	Transportation to meetings at SBCOE 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $200	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 105.25

| C. Teacher to seek and attend training specifically designed to increase understanding of the standards and practices associated with NGSS. | technology. Moving in that direction. Did NOT MEET for 1 year. Teacher continues to expand students knowledge of technology, but teacher did not receive training in the programs to be used.

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. |

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	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. 3. Participate in webinars on needed skills and information. Teacher observed webinars in; Dyslexia, Math for Jr. High, Google Docs., Science in the 21st Century Classroom, Teaching students to type, and others.	STEM kits and materials. 4000-4999: Books And Supplies Supplemental and Concentration $2000	STEM kits and materials (CCSS/NGSS) 4000-4999: Books And Supplies Supplemental and Concentration $2000.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a) Establish a school PD plan for the coming school year, 2017-18. b) Maintain the use of CC, NGSS, and ELD curriculum. c) Look for training in NCTM and NGSS, preferable local or on-line. Teacher will continue to track relevant trainings	a) Establish a school PD plan for the coming school year, 2017-18. MET b) Maintain the use of CC, NGSS, and ELD curriculum. MET c) Look for training in NCTM and NGSS, preferable local or on-line. Did NOT MEET for 1 year. Did participate in about 10 various webinars. Teacher will continue to track relevant training in the future.	Webinars/Curriculum for tech education. 5000-5999: Services And Other Operating Expenditures Supplemental $500	Webinars/Curriculum for tech education. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $500.

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.

Little professional development was undertaken by the teacher at Panoche for two simple reasons, the teacher was not well throughout most of the school year 2017-18. Teacher could teach, but driving into town for meetings that take 2 hours and 2 hours drive through nothing was just not possible. Teacher's vehicle was a huge issue with 60 miles to town from the teacher's school/home. School van was not made available for meetings, field trips, or other school needs, so teacher did not have transportation to drive most of the 2017-18 school year.

Teacher participated in about 10 webinars and 2 trainings. An afternoon training on Autism, and a 4 day training on Jr. High Math. Webinars on technology, math, and motivation were part of the teacher's at school professional Development.

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

Due to teacher's illness she has missed out on several months professional development meetings. Teacher is well trained in CCSS instruction and curriculum. Teacher is a 36 year veteran teacher with 3 students, was an Academic Coach, a Bilingual Reading

Intervention Teacher, and much more. If teacher struggles with any issues, right away she starts searching the web for ideas and assistance, training, webinars. The articulated goals were not met as designed, but all students academics continues to grow.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Finances are not the issue when it comes to professional development opportunities for the Panoche employee, no substitute will come out to the school so I can attend training. For this reason, and the distance to attend any training, webinars work very well for professional development and are less expensive than a trip somewhere. More training which can be attended live online are being made available so teachers and others in education will not need to leave work/home to interact with other educators and professionals.

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.

Teacher needs to observe STEM lessons in action, students would benefit from observation or participation with a class doing a STEM lesson. Teacher did not receive training in NGSS, and this needs attention for the 2018-19 school year. During the 2018-19 school year, students will attend another school to participate in STEM projects with a real class. Since Panoche has only 3 students, our projects don't provide the same experiences as a classroom. Teacher will be able to observe and adjust the way the students and teacher work on STEM and NGSS projects.

Annual Update

LCAP Year Reviewed: **2017-18**

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

<table>
<tr><td align="center">Expected</td><td align="center">Actual</td></tr>
<tr><td valign="top">

Metric/Indicator

Student Attendance: To return to 95%

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

17-18

A. Increase average student attendance rate (Attendance)by 5%

B. Maintain suspension rate at/below 0.1%

C. Maintain expulsion rate at/below 0.1%

D.   Maintain middle school dropout rate of 0%

E. 100% of students will report feeling safe at school (Healthy Kids Survey)

F. 100% of parents will be involved in at least one activity during the year.

G.   100% of parents will participate in a parent survey

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

</td><td valign="top">

Metric/Indicator

Student Attendance: 95% MET

Student suspension: Below 0.1% MET

Student expulsion: 0% MET

Awards assemblies (4 extra assemblies for note-worthy choices). Focus, attendance. Did NOT MEET for 1 year.

Teacher will try to have an assembly at the end of the day so parents who are picking up their kids can come in and applaud and congratulate each other.

Parental Involvement: Increase opportunities for parents to become involved Did NOT MEET for 1 year.

Board Involvement   MET
_____

17-18

A.   Increase average student attendance rate (Attendance)by 5% MET

B. Maintain suspension rate at/below 0.1%   MET

C. Maintain expulsion rate at/below 0.1%   MET

D.   Maintain middle school dropout rate of 0%   MET

E. 100% of students will report feeling safe at school (Healthy Kids Survey) MET

F. 100% of parents will be involved in at least one activity during the year. MET

G.   100% of parents will participate in a parent survey   NOT MET

H. All students will participate in a student survey to voice how and what they want to learn   MET
_____

Baseline

</td></tr>
</table>

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.	2016-17 2017-18 Attendance rate for: 88% 95% Suspension rate for: 0.1%. 0% Expulsion rate for: 0% 0% Drop out rate for: 0% 0% Teacher/Principal to lead Monday morning class meetings to set a positive stage for the week. Did NOT MEET for 1 year. 100% of students felt happy at school. 67% of parents are involved. 75% 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 A. Establish Administrative support to oversee School Climate/Culture programs, Attendance, Student Placement, Expulsions, and SARB. 1. Establish system for evaluating effectiveness of programs	School Climate A. Establish Administrative support to oversee School Climate/Culture programs, Attendance, Student Placement, Expulsions, and SARB. MET	Charts, posters, attendance awards, gas, music, field trips. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $500	Music 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3000..

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. Create students and parent surveys for school climate check.	1. Establish system for evaluating effectiveness of programs MET 2. Evaluate systems and procedures for Student Placement. MET 3. Analyze assessments data to guide student services. MET 4. Participation in Rural Principals meetings and other applicable workshops. NOT MET Create students and parent surveys for school climate check. MET 5. Continue to provide Music instruction weekly, with 2 programs presented each year. MET

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 3. Introduce The Toolkit Project for SEL. Implement program. 4. Increase use of ELD techniques in all learning areas for all students.	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. NOT MET 4. Increase use of ELD techniques in all learning areas for all students. MET	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $200	Music 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1845.

	5. Continue to provide Music instruction weekly, with 2 programs presented each year. MET

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase Parent Involvement A. Create parent involvement goals B. Provide parents with resources aligned to current education topics. C. Strengthen existing parent committees and education programs by seeking input and offering leadership opportunities to parents. D. Present 2 musical programs. E. Have an assembly for awards and appreciation every other month. F. Create a monthly/bilingual letter for parents to keep abreast of what's happening at school and how they can help.	Increase Parent Involvement A. Create parent involvement goals MET B. Provide parents with resources aligned to current education topics. MET C. Strengthen existing parent committees and education programs by seeking input and offering leadership opportunities to parents. MET D. Present 2 musical programs annually. MET E. Have an assembly for awards and appreciation every other month. NOT MET F. Create a monthly/bilingual letter for parents to keep abreast of what's happening at school and how they can help. NOT MET	Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Base $500	Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Base $200.

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.

Living and attending school in such a rural location comes with its own issues. Learning how to make friends, how to be a friend, and how to behave in various social environments can be difficult, especially without role models others than the teacher. With so few students, we have little discord, more laughter, and the students say, "We are like the little Panoche family." As a family we strive to treat each other the way we would want to be treated. We focus on utilizing the 4 C's; Critical Thinking, Collaboration,

Communication, and Creativity. As the teacher I strive to provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

Students who are anxious or uncertain, block their own learning abilities. Students in a safe happy environment aren't afraid to try. Students at Panoche Elementary are happy students, they have a say in what goes on, just as the parents contribute to most decisions. Along with The Panoche School Board, parents, the teacher, and the students work together to create the environment which makes students successful, glad to come to school, and a good climate for laughter.

Music has been a vital part of the positive culture at Panoche. Parents look forward to student programs and progress. Students' growth and enjoyment of music, never fails to improve student attendance. Music boosts the motivation in Panoche students, and gives their brains a good workout. Plus, as student become more proficient, they practice more (a good skill for success), and thus help their mind expand in ways not seen without music.

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

The teacher analyzed the overall effectiveness of the actions in this goal and found; 100% of students and parents felt safe at school, 100% were happy to come to school, 100% felt they were listened to and valued. What students say they would like more of is, they want more choice about learning topics and methodologies.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No changes in this goal. Most goals are things the teacher/Principal must do, not so much what needs to be bought. The culture and climate currently reflect the influence of the teacher over a period of 4 years at Panoche. Expectations don't change, teacher catches students doing things right rather than wrong. Music contributes to our joy everyday at school as students practice and share in their growing knowledge of music.

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

No changes were made to this goal.

Annual Update

LCAP Year Reviewed: 2017-18

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	Actual
Metric/Indicator The FIT report. Maintain facilities in good repair as reflected in the FIT Annual report. Williams report. Roof on main school building replaced. Diminishing numbers of rodents in house and back behind the school. Bird feces cleaned regularly by yard service worker. Picnic tables and playground equipment cleaned of bird droppings as needed. Clark Pest Control to start again as the pest control at Panoche.	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 1 year. Diminishing numbers of rodents in house and back behind the school. Still diminishing, MET Picnic tables and playground equipment cleaned of bird droppings as needed. Did NOT MEET for 1 year. Clark Pest Control to start again as the pest control at Panoche. MET 17-18

	Expected	Actual

Expected

17-18
Maintain facilities in good repair as reflected in the FIT Annual report.

Royal Flush to come and repair or replace broken bathroom items.

Roof needs to be replaced prior to winter.

Clean carpet.

Pest Control monthly

Baseline
Maintain facilities in good 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.

Actual

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

Royal Flush to come and repair or replace broken bathroom items.   MET

Roof needs to be replaced prior to winter. Did NOT MEET for 1 year.

Clean carpet.   Did NOT MEET for 1 year.

Pest Control monthly   MET

Baseline

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

List of needed repairs on the school and teacher's house.
1. Replace roof Did NOT MEET for 1 year.
2. Replace toilet in teacher's house.   MET
3. Replace sink in girl's bathroom, replace with a sink with a cabinet.   MET
4. Purchase a new bathroom vanity for replacement in teacher's house. MET
5. Less mice in teacher's house and yard.   MET
6. Monthly spraying for pests, and traps for rodents until under control.   MET

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. 2. Analyze current equipment and inventory needs. Review replacement plan for equipment. 3. Create a system to determine facilities checks that provide insight	1. Maintain $4000.00 in the budget for routine maintenance. MET 2. Analyzed current equipment and inventory needs. Review replacement plan for equipment. Purchased cabinets. MET	Deferred maintenance 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4000	Plumbing/Pest Control 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4200.

| into maintenance and improvements. | 3. Create a system to determine facilities checks that provide insight into maintenance and improvements.   MET
4.   Clark's Pest Control to do monthly spraying.
5. Plumbing emergency, 2 new toilets and a new sink.
6. Purchased services through Document Tracking Services (DTS) to develop school and district plans. | | Cabinets (REAP funding) 4000-4999: Books And Supplies Other $3116 |
| | | | DTS 5000-5999: Services And Other Operating Expenditures LCFF $395 |

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.

Along with the Panoche School Board, keep a current list of repairs and replacement necessities, and a timeline for maintenance completion. Keep list updated.   Clark's Pest Cont to spray school and teacher's house monthly, continue monitoring rodent situation.

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

It can be a problem finding workers to come so far out to do repairs, painting, roofing, etc. For this reason Panoche needs to plan ahead, repairs need to be done in a timely manner always remembering the safety of the students comes first.
Roof has still not been replaced though it has been patched repeatedly. No vendors would come out to Panoche to bid on roof because of distance from any town, except one. Panoche is in the process of making the arrangements for this company to replace the roof before the rains.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No changes were made to this goal.

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

No changes were made to this goal.

Stakeholder Engagement

LCAP Year: **2018-19**

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.
Parent, Staff, and Community Engagement: School Year 2018-19   Aug. 14th, 2017   Dec. 11th, 2017   April 9th, 2018
Sept. 11th, 2017   Jan. 8th, 2018   May 14th, 2018
Oct. 9th, 2017   Feb. 12th, 2018   June 11th, 2018
Nov. 13th, 2017   March 12th,2018 July   9th, 2018

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 attend Panoche Elementary, or are know to be in the area.

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

Public hearings to preview the LCAP were held June 18th, and 26th.   Final Approval of the LCAP was held on July 9th, 2018.

Impact on LCAP and Annual Update

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

The LCAP was created based on prior years goals and needs. As a district we successfully implemented the programs described in Goals 1-4. All activities in the plan were implemented except for ST Math, this will be fully implemented during the 2018-19 school year.
The Panoche School Board agrees that the LCAP process needs to be started and completed earlier during the 2018-19 school year with the retirement of the current teacher.
Students to attend field trips as part of their Social/Emotional Learning.

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)

Modified 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, and 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) 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	Primary & Intermediate Spelling Inventory Did Not Meet GL Standard 43% Met GL Standard 14% Above GL Standard 43% 100% of students to reach grade level standard for 2017-18. SBAC ELA Above Standard 17% Met Standard 0 Near Standard 33% Below Standard 50% SBAC Math Above Standard 0 Met Standard 0 Near Standard 17% Below Standard 83%	A. 100% of students, K-8, will receive consistent and equitable instructional minutes in Math, Science, Social Studies, and English. MET B. Individual Learning Plans will be developed for each student. MET 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. D. STAR 360 will be used to assess students academic skill level, weaknesses, and strengths. MET	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,	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. C. All students will have sufficient State Common Core aligned materials. Social Studies and Science CCSS curriculum to be adopted. 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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Writing Prompts K-8 (Teacher assigned) CELDT / ELPAC, Annual Data STAR 360; benchmark assessments ST Math, math intervention	McLeod Assessment of Reading Comprehension Above Standard 44% Met Standard 0 Near Standard 28% Below Standard 28% 70% of students to meet or exceed grade level standards. CELDT/ELPAC Met yearly progress 20% Near Yearly progress 40% Below Yearly progress 40% No students were reclassified in 2016-17. STAR 360 Benchmark Assessments: District all using Renaissance Learning/STAR 360 for benchmark assessments. 100% of teacher are highly qualified.	E. All students will practice SBAC practice, training, and interim assessments quarterly. MET 60% of students will meet or exceed standard in ELA. MET 40% of students to meet or exceed grade level standards in math. MET F. All students will work on writing development a minimum of 40 minutes per day. MET	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	E. All students will practice SBAC practice, training, and interim assessments quarterly. 80% of students will meet or exceed standard in ELA. 75% of students to meet or exceed grade level standards in math. F. All students will work on writing development a minimum of 40 minutes per day.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	All students have sufficient State Common Core aligned materials.	G. All students will work toward proficiency in writing. continuing... MET H. All students will be reclassified before entering high school. Did NOT MEET for 2 years. I. 100% of teachers will be highly qualified. MET J. All students will have sufficient State Common Core aligned materials. MET	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.	G. All students will work toward 70% proficiency in writing. H. All students will be reclassified before entering high school. No ELD students. I. 100% of teachers will be highly qualified. J. All students will have sufficient State Common Core aligned materials.

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)

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

All	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)

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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	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	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

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

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.

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 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.

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 monitor continued growth. 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 Science CCSS curriculum for adoption.

I.   Purchase new CA Social Studies 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	L. Provide technology services through an MOU with the San Benito County Office of Education

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2621.	$1000.	$1000.
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 CA CCSS Science and Social Studies/History adoption
Amount		$200	$200
Source		Supplemental and Concentration	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	$3500
Source		Supplemental and Concentration	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	$6900
Source		Supplemental and Concentration	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

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

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	2018-19 Actions/Services	2019-20 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 C. All students, with the help of the teacher establish short and long term goals in academics and behavior. MET	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 term goals in academics and behavior. Panoche students will have student led	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 will, with the help of the teacher and the parents establish short and long term goals in academics and behavior.

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

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.

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 Social Studies text or supplemental materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1371.	$578	$578
Source	Supplemental and Concentration	Supplemental and Concentration	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	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	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	Progress Monitoring A. Update review of student progress, using all data collected through 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 new Common Core curriculum. Benchmarks should include grade appropriate ELA, Math, and Science standards.	Progress Monitoring A. Develop a formal review of student progress, using all data collected through 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 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

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

should include grade appropriate ELA, Math, and Science standards.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$20	$20
Source	Base	Supplemental and Concentration	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

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)

Modified 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. Teacher to receive training in use and implementation of STAR 360 and ST Math.
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.
5. Teacher to purchase speech to text software.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	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.	A. Teacher did several webinars online to prepare for a higher level of computer instruction. Teacher scheduled for Google for Education training over the summer. B. Purchase STEM and STEAM plans, projects, tools, and materials. Did NOT MEET for 1 year. C. Continue implementation of The Toolbox Project for SEL. No students attending currently at this level. N/A 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. E. Teacher attended an Autism training provided	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.	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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		by SBCOE special ed dept. MET F. Teacher to attend 4 day math training for Jr. High students over summer.		

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

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	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 Talk. Did NOT MEET for 1 year. B. Teacher to review and receive training of the published Technology 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.	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 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.	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 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	$500
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)

[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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
CCSS Materials A. Purchased instructional materials aligned with CCSS based on need, as material becomes available. MET	CCSS Materials A. Purchased instructional materials aligned with CCSS based on need, as material becomes available.	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. MET

2. Pilot suggested publisher materials. Did Not MEET for 1 year. | 1. Identify and prioritize grade levels needs based on state guidelines and research.
2. Pilot suggested publisher materials.

B. Purchase STEM Kits | 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	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 STEM/Science or Social Studies 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)

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

2017-18 Actions/Services	2018-19 Actions/Services	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 on-line. Teacher will continue to attend relevant training including webinars.	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 on-line. Teacher will continue to attend relevant training including webinars.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$500	$500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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)

Modified 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%.	• Increase average student	• Increase average student	• Increase average student

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	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.	attendance rate by 5% MET Attendance for 2017-18 was 95%. • Maintain suspension rate at/below 0.1% MET • Maintain expulsion rate at/below 0.1% MET * Maintain middle school dropout rate of 0% MET • 100% of students will report feeling safe at school (Healthy Kids Survey) MET • 100% of parents will be involved in at least one activity during the year. MET * 100% of parents will participate in a parent survey Did NOT MEET for 1 year.	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	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		• All students will participate in a student survey to voice how and what they want to learn. MET	and what they want to learn	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	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged 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 system for evaluating 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 girls 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. 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 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.

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 maintenance of school equipment.

2. Establish system for evaluating effectiveness of programs, software, and curriculum.

3. Evaluate systems and procedures for Student Placement.

4.   Purchase school furniture as needed.

5.   Yearly service fire extinguishers.

6.   Clark's Pest Control takes care of any bugs and critters that shouldn't be at the school. (insects, mice, squirrels, etc.)

7.   Water system and purification system to be updated, filters new, system flushed yearly.

8. Purchase Physical Education equipment as needed.

| 9. Water system and purification system to be updated, filters new, system flushed yearly.

Create students and parent surveys for school climate check. | 10. Purchase new Physical Education equipment.

11. Roof on school needs replaced. | |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8000	$5500	$700.
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, water quality, safety

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)

[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)

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

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

English Learners

Schoolwide

Specific Schools: Panoche

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	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 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	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.	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	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)

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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.	Increase Parent Involvement 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. 4. Present 2 musical programs. 5. Have an assembly for awards and appreciation every other month.	Increase Parent Involvement 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. 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$200	$2000	$2000
Source	Base	Supplemental and Concentration	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	5000-5999: Services And Other Operating Expenditures Field Trips, assemblies

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 of bird feces.
Roof still needs to be replaced.

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.	Maintain facilities in good repair as reflected in the FIT Annual report. Did NOT MEET for 1 year.	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.	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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	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.	1. Roof not replaced, some repairs were done to try to stop the roof leaks in the school. Did NOT MEET for 2 years 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 5. Outside of teacher's house had wire mesh put over all visible holes in which mice might enter. MET 6. Clark's Pest Control provides monthly service at the school and the teacher's home. 7. Seal roof over school patio. Did NOT MEET for 1 year. 8. Clean carpet. Did NOT MEET for 1 year.	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.	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.

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Maintain $4000.00 in the budget for routine maintenance. MET	1. Maintain $4000.00 in the budget for routine maintenance.	1. Maintain $4000.00 in the budget for routine maintenance.

| 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 | 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.

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$2546	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 hep 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.

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).

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

  (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).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "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).

(d) "High school graduation rate" shall be calculated as follows:

  (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) "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).

(f) "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, October 2016

LCAP Expenditure Summary

	Total Expenditures by Funding Source					
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	16,900.00	15,842.25	22,513.00	27,043.00	22,493.00	72,049.00
Base	500.00	200.00	200.00	0.00	0.00	200.00
LCFF	0.00	395.00	2,621.00	7,395.00	2,595.00	12,611.00
Other	0.00	3,116.00	7,300.00	4,000.00	4,000.00	15,300.00
Supplemental	500.00	0.00	0.00	500.00	500.00	1,000.00
Supplemental and Concentration	15,900.00	12,131.25	12,392.00	14,648.00	14,898.00	41,938.00
Title II	0.00	0.00	0.00	500.00	500.00	1,000.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	16,900.00	15,842.25	22,513.00	27,043.00	22,493.00	72,049.00
4000-4999: Books And Supplies	2,000.00	5,116.00	5,642.00	3,778.00	3,200.00	12,620.00
5000-5999: Services And Other Operating Expenditures	14,400.00	10,526.25	15,500.00	22,765.00	14,793.00	53,058.00
5800: Professional/Consulting Services And Operating Expenditures	500.00	200.00	1,371.00	500.00	4,500.00	6,371.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	16,900.00	15,842.25	22,513.00	27,043.00	22,493.00	72,049.00
4000-4999: Books And Supplies	Base	0.00	0.00	200.00	0.00	0.00	200.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	2,621.00	1,500.00	1,500.00	5,621.00
4000-4999: Books And Supplies	Other	0.00	3,116.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	2,000.00	2,000.00	2,821.00	2,278.00	1,700.00	6,799.00
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	0.00	395.00	0.00	5,895.00	1,095.00	6,990.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	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	500.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	13,900.00	10,131.25	8,200.00	12,370.00	13,198.00	33,768.00
5800: Professional/Consulting Services And Operating Expenditures	Base	500.00	200.00	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
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	0.00	500.00	500.00	1,000.00

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

			Total Expenditures by Goal			
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	9,000.00	3,481.00	3,992.00	11,948.00	12,198.00	28,138.00
Goal 2	2,700.00	2,605.25	2,821.00	3,000.00	3,000.00	8,821.00
Goal 3	1,200.00	2,045.00	8,400.00	7,700.00	2,900.00	19,000.00
Goal 4	4,000.00	7,711.00	7,300.00	4,395.00	4,395.00	16,090.00

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