

LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[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	Panoche Elementary School District		
Contact Name and Title	S. Prather Principal	Email and Phone	sprather@sbcoe.k12.ca.us 831.628.3438

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

The Panoche School, established over 50 years ago, lies within the Panoche Valley, in San Benito County. Panoche School District serves about 200 residents, all residing near a 40 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 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.

Panoche School District provides education to less than 10 students from kindergarten through eighth grades. 100% of Panoche Elementary students identify Hispanic as their primary ethnicity, 71% of students are English Language Learners, 57% of families of Panoche students qualify as socioeconomically disadvantaged, though Panoche receives no assistance from either the State or Federal government for the National School Lunch program. Special needs students represented 22 % of the student population during the 2015-16 school year, 12% during the 2016-17 school year, and with our new student population, that number is projected to increase to 43% of the student population with special needs during the 2017-18 school year. 60% of projected students, or 5 out of 7 students are unduplicated students who qualify for both ELD and SED.

Panoche Elementary provides kindergarten through 8th grade students with individualized educational opportunities provided by a highly qualified teacher trained extensively in second language acquisition. The Panoche School District has fully implemented Common Core State Standards curriculum, the teacher uses multiple methods of instruction geared to front load and reinforce language acquisition. Panoche maintains a one to one student to computer ratio which helps provide lesson instruction, practice, benchmark assessment, research opportunities, and more.

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. 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 2017-18 LCAP is comprised of many actions and services that were initiated with 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.

## 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.

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, of Panoche School District's performance on state assessments, benchmarks, and locally generated assessments was used to analyze effectiveness of instruction, curriculum, and student needs.

A. As evident from the annual CELDT test, 80% of ELL students are making steady progress toward RFEP prior to High School, with the continued goal to have all ELL's redesignated prior to their promotion to High School.

B. Students have continued to make significant growth in Reading Comprehension as evident by CAASPP, Results, and the McLeod Assessment of Reading Comprehension, both at Elementary and Upper levels.

C. Maintain a 1:1 ratio of computers in the classroom, with all students working a minimum of 1 hour per day on their device. As evident by Edmentum course logs, students utilized their computers daily for research, practice, instruction, and assessment for no less than one hour per day. All content curriculum and ELD programs are available to students on their computers in conjunction with direct instruction, investigation, STEM, and more..

Assessments given to students at Panoche;

Results K-8 (Including correct Spelling Inventory)  
San Diego Quick K-8

## GREATEST PROGRESS

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  
 McLeod Assessment of Reading Comprehension K-8  
 Writing Prompts K-8 (Teacher assigned)  
 CELDT

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?

Math continues to be the greatest struggle for students at Panoche, with 66% scoring Below Standard, and 34% scoring Near Standard on the SBAC. During the 2016-17 school year additional time was allotted for math instruction, math games, and STEM experiences which include basic math skills. Students made progress, but it is clear that all students need closely monitored skill development, practice in problem solving/critical thinking, and strategies that will help them move forward in Mathematics.

## **GREATEST NEEDS**

Student writing is also an area of concern for the Panoche teacher. With 40% of current students with special needs, and 60% English Language Learners for the 2017-18 school year, systematic instruction in all areas of the writing process, and research are vitally important to students ability to be successful in the 21st Century, College and Career ready. Therefore writing and Math will be the priority each morning. Teacher will use teacher generated lessons, computer generated writing instruction and practice, and grade level State rubrics to assess each child's writing development.

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

Four areas of concern continue to interfere with equitable learning by all student groups.

1. Chronic absenteeism is one area in which 40% of students fall below normal standards. During the 2016-17 school year, Panoche’s absenteeism rate dropped 10% after three years of improvement due to a change in student population.
2. Social/Emotional learning has been an up-hill battle for the three years I have worked here at Panoche. Again, a changing student body, when we are talking about less than 10 students, this means there are from 3 to 5 families, and a continuous change in the environment.
3. Academic Writing, as evident by CELDT, CAASPP performance tasks, content area writing with CCSS rubrics, and teacher prompts as related to content standards
4. Math, the majority of students at Panoche feel uncertain about their math skills. 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 will begin to see why math is vital in our everyday lives.

## INCREASED OR IMPROVED SERVICES

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.

Goal #1: Implementation of ELD Standards and Support for English Learners

- A. Purchased new ELD programs for all grade levels. Reading Eggs for grades K-3, and Reading Smart for grades 4-8.
- B. Purchased informational text specifically about careers. (A continued effort each year to expand the students' career library, this was the third year.)
- C. Hired a classroom assistant to work specifically with students with special needs, providing daily one on one as directed by the teacher.

100% of English Language Learners continue to increase in English proficiency every year. Though all students are growing in their knowledge and understanding of English, only 20% reached the goal set for re-designation, the other students improved in basic vocabulary but still aren't making sufficient growth in Academic Vocabulary. However, the greatest need for all students is development in the writing process, with all the nuances necessary to write grade level documents in English. Considering these areas of weakness, everyday will begin with writing, modeled writing, interactive writing, poetry, essays, argumentation, narrative writing, etc.

Goal #1.(cont) Provide equitable support for all learners and effective interventions at all levels to increase student achievement.

- A. Purchased Study Island, a reading intervention research based computer program from Edmentum for grade levels K-8.
- B. Hired a classroom helper to provide one to one help for struggling students.

Students with special needs received one on one assistance each day in order to catch up on skills development, practice, and especially reading. Since these students are new to the Panoche District, and they were found to be several years below grade level in all academic areas, a helper was hired to work daily, 3 hours per day were spent directly with struggling students. Under the supervision of the Teacher/Principal, helper provided ELA and Math hands on activities, read assignments with/for students, and worked with them on memorization of necessary facts.

## 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	\$181,198.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$11,400.00

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, and additional support for ELD students.

\$178,504.00

Total Projected LCFF Revenues for LCAP Year

# Annual Update LCAP Year Reviewed: 2016-17

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

- Provide Equitable Support for All Learners
- Effective interventions at all levels to increase student achievement
- Progress Monitoring
- Implementation of ELD Standards and Support for English Learners

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- All student will receive consistent and equitable instructional minutes in Math, Science, Social Studies, and English.
- All subject areas taught will have Curriculum Maps developed that address State and ELD Standards and will include a Standards Aligned assessment every six weeks.
- Individual Learning Plans will be maintained.
- Increase the number of students that met/exceed ELA and Math standards to 5 out of 5 students: 3 of 5 students scored Near Standard in 2015-2016 ELA and Math CAASPP, 2 of 5 students scored Below Standard in 2015-2016 ELA and Math CAASPP
- All English Learner students will move up 1 level in their overall CELDT score
- 1 of the 6 students will be reclassified as Fluent English Proficient

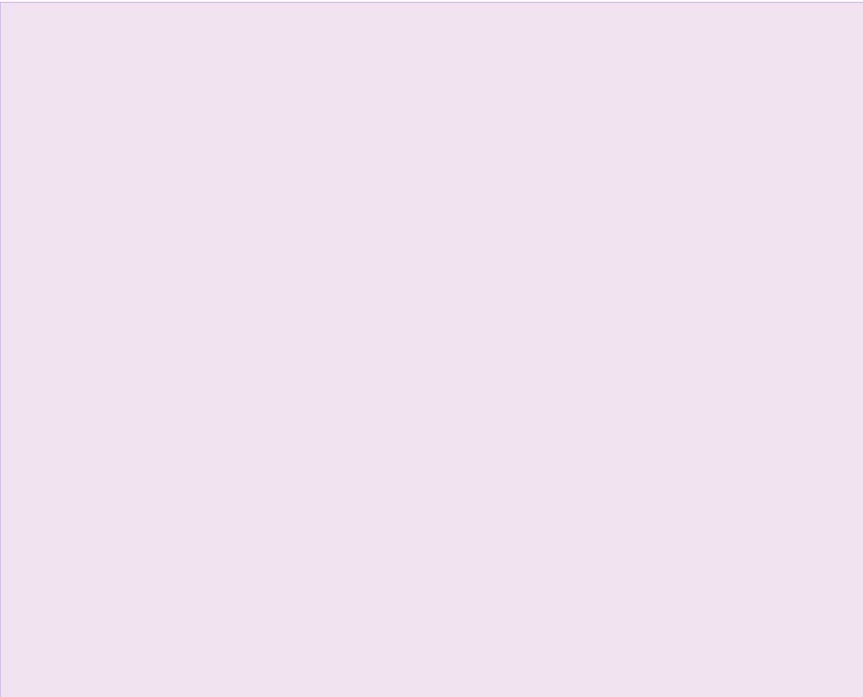
### ACTUAL

Through the use of Edmentum, a computer generated Common Core State Standards aligned curriculum, all students were assessed using Edmentum CCSS benchmarks, and lessons were created for each individual student to meet the CCSS at their instructional level. Regardless of each students' assigned grade level, students are assessed on their skills development and progress toward mastery of the same. Individual learning plans were developed for each student with close monitoring of skill development, while using multiple instructional methodologies. Students receive individual instruction from the teacher daily, they also work independently and in groups on their computers, and they work with peers of varied grade levels especially on STEM projects for science. In all academic areas, students are learning how to discuss what they are learning and what they do to complete tasks. All content areas are addressed with Edmentum, a fully aligned Common Core State Standards, intervention, and ELD programs.

SBAC: All students in grades 3-8 were tested using the Smarter Balance assessments.

All students' SBAC scores rose one level in both English Language Arts and Mathematics from the assessments given in 2015-16.

CELDT: English development is key to student success at Panoche. 40% of students' scores rose from Early Advanced in the 2015 administration to Advanced during the 2016 school year. The remaining 60 % of ELL remained at Intermediate, however, each student's score rose by at least 10 points. No students were reclassified.



Reading Comprehension:  
 Most students' scores rose a minimum of one grade level. 40% of students' comprehension rose one year, 20% rose two years, 20% rose three years, and 20% rose four grade levels throughout the past 3 years.

- 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  
 McLeod Assessment of Reading Comprehension K-8  
 Writing Prompts K-8 (Teacher assigned)  
 CELDT

100% of teacher were Highly Qualified with ELD authorization. All students have state aligned Common Core curriculum in all content areas.

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**

Actions/Services

**PLANNED**  
 Literacy (Including Specific to ELL's)  
 A. Attend training in the ELA/ELD framework.  
 B. Increase student talk, academic conversations, and meaningful collaboration in the classroom.  
 C. Research and implement successful regrouping and small group instruction strategies.  
 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.

**ACTUAL**  
 Literacy  
 A. Participated in one to one on-line training for Reading Eggs & Reading Smart, ELD programs from Edmentum.  
 B. For some, student talk is easy, but academic conversation continues to be very difficult, even for my English only students.  
 C. Instructional groups are comprised of students working on specific skills, rather than a specific grade level.  
 D. Lexile levels were used to provide informational text with an interest level above 5th or

		<p>6th grade, while having a grade level readability suitable for 3rd grade.                  E. Teacher used GLAD strategies, graphs, maps, videos, and projects for vocabulary instruction.</p>
Expenditures	<p><b>BUDGETED</b>                  5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2000</p>	<p><b>ESTIMATED ACTUAL</b>                  Edmentum Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1100</p>

Action **2**

Actions/Services	<p><b>PLANNED</b>                  Interventions                  A. Ensure all students that receive intervention still have access to Science and Social Studies.                  B. Ensure all students have access to varied instruction in mathematics.                  Review computer options for students who achieve more with computer generated instruction. Investigate and compare computer intervention programs for effectiveness with the CCSS in math.                  C. Each intervention student will, with the help of the teacher and the parents establish short and long term goals, academics and personal growth.</p>	<p><b>ACTUAL</b>                  Interventions                  A. All students participated weekly in Science and Social Studies through reading, projects, map making, videos, research, field trips, and more.                  B. Jr. High students came to school an hour early daily for an hour of uninterrupted math.                  Math has been especially difficult for these students who have always been in a multi-age/multigrade classroom. This also provided a full hour later in the day for the teacher to work with the rest of the math grade levels. Thurs. afternoon math games became part of our Panoche push to make math fun, meaningful, and able to be learned.                  C. All students work in class with the teacher to set SMART Goals, both short and long term. These goals are academic, behavioral, social, career, or whatever area needs the most immediate attention.</p>
Expenditures	<p><b>BUDGETED</b>                  5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3500</p>	<p><b>ESTIMATED ACTUAL</b>                  5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p>

Action **3**

Actions/Services	<p><b>PLANNED</b>                  Progress Monitoring</p>	<p><b>ACTUAL</b>                  Progress Monitoring</p>
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A. Develop a formal review of student progress, using all data collected through programs and assessments, every quarter.  
 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 appropriate ELA, Math, and Science standards. To be administered quarterly.

A. Students' progress toward grade level skill proficiency continually measured, monitored, and recorded to insure progress for all students. Though assessment and monitoring are on going, report information was assembled and reported to stakeholders each semester.  
 B. Reported results of students progress each semester.  
 C. Grade level benchmark assessments were assigned to all students in both English Language Arts and Math each semester. No benchmarks were given in Science or Social Studies.

Expenditures

**BUDGETED**  
 5800: Professional/Consulting Services And Operating Expenditures Base \$500

**ESTIMATED ACTUAL**  
 5800: Professional/Consulting Services And Operating Expenditures Base \$0.

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.

Goal #1 for Panoche Elementary relates directly to improved student learning, and it contains the most actions and services for increasing student achievement. Actions and services for this goal were generally implemented as planned, even with a more than 50% turnover of students. Changes required in testing schedules reflect the need for less "Big" testing and more daily monitoring. Benchmarks and assessments were not completed quarterly, but were completed each trimester, which aligns to the student report card timelines. Practice tests for state testing were assigned as a group, allowing all students regardless of grade to participate orally and discuss together how to think through the processes. Jr. High students were required more test practice since the stakes are higher as they approach High School. Reading Eggs/Reading Smart were implemented for additional English Language Development. These programs, like the core of our curriculum at Panoche is a computer based curriculum.

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

Through data collected from the CELDT, Smarter Balance, and classroom assessments listed above, teacher ascertained that despite implementing Goal #1 actions and services, students are still not progressing in their English proficiency as planned. Assessments show that the majority of students are making steady yearly progress in most academics, but that all students need to accelerate their English vocabulary, both academic and communicative language.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Two areas of focus for students at Panoche for the 2017-18 school year include daily lessons in the 6 writing traits and all forms of writing. The second focus will be SEL ( Social Emotional Learning) in preparation for moving on to High School and a larger school arena. Though concentration on mathematics has been a focus over the past 3 years, this year, 2017-18, more focus will be placed on math talk with critical thinking.

Teacher is Highly Qualified with a clear CA credential, second language certification, and Bilingual MA.

This year schools in San Benito County are implementing STAR 360, and ST Math. STAR 360 will provide baseline benchmarks aligned to the Common Core and allow us at various schools to compare students throughout the district with the same assessment.

Cabinets have been ordered for organization of science materials which include kits for STEM/STEAM. 10 new STEM kits will be ordered, with teacher modeling good thinking skills while encouraging students to explore, examine, explain, and reach excellence.

Less major testing and more daily assessment and monitoring brings about better results for all learners at Panoche. Teacher will work to provide real world problems for students so they might better learn how to solve problems, where to find the answers, and how might the information (knowledge) change the students' thinking, reasoning, and perspective.

Further implementation of Reading Eggs and Reading Smart, a CCSS aligned ELD program, with the goal to exit students prior to High School.

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.

Metrics for this goal will remain the same, utilizing the State assessments and local assessments of growth for comparison.

See pages 2 -3, list of assessments used.

# Annual Update

LCAP Year Reviewed: 2016-17

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

Professional Development and Implementation (Common Core/EL/Technology/Next Generation Science Standards)

- Teacher will be provided with quality professional development, including EL, Technology, and the 4C's, in order to implement Common Core/NGSS Standards and ELD Standards.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- Increase in the implementation of mathematics, particularly the transference of CC PD through a district observation tool. (Baseline year)
- Increase availability and accessibility of CC materials (adopted and supplemental) and ELD Standards materials.

#### ACTUAL

No mathematics professional development was completed for the 2016-17 school year.

Edmentum provided the majority of the teacher's training on-site during the 2016-17 school year. Areas for which the teacher received training included;

- Reading Smart and Reading Eggs, an English Language Development program K-8
- Study Island, a reading intervention program K-8
- Using a computer for instruction K-8

San Benito County Office of Education provided the bulk of the teacher training in numerous areas during the 2016-17 school year. Monthly meetings are held for Rural Principals in order to provide services to the rural schools they could not staff on their own. At these meetings, the Panoche Principal receives valuable training about the many changes and/or updates to expect from the State or Federal government related to education, and Panoche in particular. Other areas for which the teacher received training include but are not limited to; the LCAP, the budget, Common Core adoptions and implementation, safety, school culture, and more.

### 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.

<p>Action <b>1</b></p>	<p><b>PLANNED</b>                      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 attend training that addresses how to read EL Frameworks and the published NGSS materials. (ie; NGSS State Symposiums and Region EL Frameworks)                      C. Teacher to review published Technology Standards.</p> <p><b>BUDGETED</b>                      5000-5999: Services And Other Operating Expenditures \$8500</p>	<p><b>ACTUAL</b>                      Common Core PD (CCSS, ELD, Technology, and NGSS)                      A. Teacher attends monthly Rural Principles meetings, and monthly LCAP meetings for PD on current academic changes.                      B. Did not attend.                      C. Teacher learning Google Docs in order to teach students how to use it correctly.                      D. Edmentum training for Reading Intervention, English Language Development, and student computer usage in the classroom.</p> <p><b>ESTIMATED ACTUAL</b>                      5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1100</p>
<p>Action <b>2</b></p>	<p><b>PLANNED</b>                      CCSS Materials                      A. 1 Purchased instructional materials aligned with CCSS based on need, as material becomes available.                      A. 2. Identify and prioritize grade levels needs based on state guidelines and research                      A. 3. Pilot suggested publisher materials</p> <p><b>BUDGETED</b>                      4000-4999: Books And Supplies \$7500</p>	<p><b>ACTUAL</b>                      CCSS Materials                      A. All core content areas are taught utilizing CCSS aligned curriculum.                      B. Teacher is continually monitoring and adjusting instructional materials, methodologies to best meet the needs of all her students.                      C. Did not pilot any material.</p> <p><b>ESTIMATED ACTUAL</b>                      Informational text for science and social studies: REAP 4000-4999: Books And Supplies Other \$1400</p>
<p>Action <b>3</b></p>	<p><b>PLANNED</b>                      a) Establish a school PD plan for the coming school year, 2016-17.                      b) Maintain the use of CC, NGSS, and ELD curriculum.</p>	<p><b>ACTUAL</b>                      A. Teacher participated in bimonthly training with local school district relating to CCSS, the</p>

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

LCAP, and other requirements. Teacher participated in webinar training for ELD, math, science, and social studies.  
B. The majority of curriculum used is CCSS aligned, with additional texts, and projects as adjunct to the computer curriculum. Reading Eggs/Reading Smart were implemented for ELD. STEM projects were implemented weekly.  
C. No training were undertaken.

Expenditures

**BUDGETED**  
5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500

**ESTIMATED ACTUAL**  
REAP 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$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.

Edmentum provided the majority of the teacher's training on-site during the 2016-17 school year. Areas for which the teacher received training included;

1. Reading Smart and Reading Eggs, an English Language Development program K-8
2. Study Island, a reading intervention program K-8
3. Using a computer for instruction K-8

Teacher did most of her training in the 2016-17 school year through webinars and attendance to local school district principal's meetings.

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

Edmentum provides computer assisted learning to students at Panoche for ELD and Intervention needs. Edmentum was first authenticated in 1960 at the University of Illinois by learning scientist under the name of PLATO. Edmentum features graphics and animation and provides students with personal learning. The program captures and analyzes student performance data while delivering individualized content. " When students direct their own learning, it's easier for them to incorporate existing knowledge into new learning situations, (Lindgren & McDaniel, 2012).

Teacher received training for implementation of Edmentum during the 2016-17 school year for various components of the Edmentum learning system. Teacher received one on one on-line training for Plato; coursework for grades 4--8 which provides coursework in science, social studies, ELA, and mathematics. The science curriculum provides for STEM projects, and all coursework meets CA Common Core Standards. Teacher also received training in Study Island which is for intervention in ELA for students in grades K-3. Beyond coursework, Edmentum also provides benchmark testing opportunities throughout the year which report on students progress on CCSS.

The teacher is no longer the impetus for all learning in the classroom. Research over 50 years have shown that learners continue to change as their world around them changes. The program through Edmentum provide individualized skill development for each child at their own level. It provides the extensions teachers and students need to make learning accessible in the world of the 21st Century.

Teacher feels confident that Reading Eggs/Reading Smart, ELD programs from Edmentum, will boost high frequency vocabulary, and students academic language proficiency. The training received helped the teacher to launch these programs in 2016-17 focusing first on students with the greatest need.

Teacher training in Study Island provides a means for the teacher to provide one on one intervention without the teacher actually administering the intervention herself. Students enjoy Study Island and so they will use it, they are engaged, which makes it more likely they will learn.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No differences.

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.

Class schedules will be changed to reflect the 2 greatest needs being addressed in the mornings, which are math and writing. Teacher will do more modeling of the thinking processes necessary for growth and success in these areas. Teacher ordered new math workbooks for all students, and textbooks for the Jr.High students for the 2017-18 school year, and plans to adopt a new CCSS aligned math series for the 2018-19 school year.

All students were assessed with the SBAC at the end of the year, and will continue to work through interim assessments, practice tests, and training tests throughout the year. All students will improve no less than 5% in the coming school year, 2017-18.

ELL students will improve in the writing process and writing proficiency by no less than 10% which will help students as they move toward RFEP.

# Annual Update

LCAP Year Reviewed: 2016-17

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

School Culture and Engagement  
 Cultivate a positive school culture and system of support for students' personal and academic growth  
 1. Improve School Climate  
 2. Improve Student Attendance  
 3. Increase Parent Involvement

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- Increase average student attendance rate (ADA)by .5%
- Maintain suspension rate at/below 0.1%
- Obtain a baseline % of students feeling safe at school (Healthy Kids Survey)
- Increase opportunities to engage and involve parent.
- Create student surveys to voice how and what they want to learn

#### ACTUAL

Panoche Elementary students and families have worked hard over the past 3 years to greatly improve their attendance rates. Of the students who have attended this school since we started working on the goal, their attendance was very near 100%. However, with a student body of less than 10, changes in the student body/different families, really effects the outcome.

Suspension rate continues below 0.1% Expulsion rate 0%. Drop-out rate for 8th grade 0%.

All students report feeling safe at school.

Panoche Elementary continues to provide opportunities for parents to be involved by offering free English classes, and GED classes if wanted. Parents are sought out to volunteer, but most parents work. In a rural, spread-out community such as this, it is often a hardship just providing transportation to school and home each day. Each year Panoche puts on several musical programs which get most parents attendance. Even then, many parents in this rural environment don't consider school important, and consider it intrusive to ask them to come to school for assemblies, activities, or even conferences.

No student surveys were created.

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.

<p>Action <b>1</b></p>		
<p>Actions/Services</p>	<p><b>PLANNED</b>                  School Climate                  A. Establish Administrative support to oversee School Climate/Culture programs, Attendance, Student Placement, Expulsions, and SARB.</p> <ol style="list-style-type: none"> <li>1. Coordinate resources</li> <li>2. Establish system for evaluating effectiveness of programs</li> <li>3. Evaluate systems and procedures for Student Placement.</li> </ol>	<p><b>ACTUAL</b>                  School Climate                  A. SBCOE provides administrative support and support staff to Teacher/Principal to assist with compliance on educational issues, attendance, discipline, LCAP, etc.</p> <p>Teacher has been working on organization of resources necessary for optimum running of Panoche Elementary. Programs are assessed by their effectiveness with specific criteria in mind, such as;                  How user friendly is the program?                  How do students feel about the program?                  How responsive are students to what is being asked of them? and more.</p> <p>Teacher is continually evaluating teaching methodologies, curriculum, learning preferences, and student needs and adjusting to compensate for students' best academic outcome. A beauty of such an isolated, rural school is that the same teacher is familiar with her students and can adjust daily to students' needs and moods.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  5800: Professional/Consulting Services And Operating Expenditures \$0</p>	<p><b>ESTIMATED ACTUAL</b>                  5800: Professional/Consulting Services And Operating Expenditures \$0</p>
<p>Action <b>2</b></p>		
<p>Actions/Services</p>	<p><b>PLANNED</b>                  Attendance                  A. Student Engagement (administrative Support (referenced in School Climate, above)</p>	<p><b>ACTUAL</b>                  Attendance                  Panoche Elementary students and families did an awesome job over the past 3 years coming to school on time, and almost everyday. The incentives which have been in place were sufficient to get student bye-in. However, Panoche</p>



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

Elementary School's attendance took an enormous dive during the 2016-17 school year. With less than 10 students, one family can make a difference. Therefore, going forward, with the current student body, a new plan is needed for the 2017-18 school year. Attendance for school year 2015-16 was at 98%, however with new students in 2016-17, the attendance fell to 90%.

**BUDGETED**

4000-4999: Books And Supplies \$200

**ESTIMATED ACTUAL**

4000-4999: Books And Supplies \$0

Expenditures

Action **3**

Actions/Services

**PLANNED**

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, highlighting instrumental and vocal skills, plus poetry recitation.

**ACTUAL**

Increase Parent Involvement

During the 2016-17 school year, Panoche School students represented only four families. All parents work, they work long hours, often 12 hours a day, and much of the time, they work everyday. Survival and safety are the focus of the families of Panoche students.

- A. Did not do.
- B. Newsletters, Common Core materials, permission slips, and other pertinent materials are translated prior to being sent home.
- C. Not accomplished.
- D. This year e had Winter and Spring concert. Students showed off their talents on piano and recorder, they sang songs, and recited poems for the occasion. This year's Winter concert coincided with our 8th grader's promotion ceremony.

Most families attend the annual musical programs and poetry recitation.

**BUDGETED**

4000-4999: Books And Supplies \$200

**ESTIMATED ACTUAL**

4000-4999: Books And Supplies Base \$200

Expenditures

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Positive behavioral, academic, and attendance goals were set forth for the 2016-17 school year between the teacher, her students, the parents, the School Board, and the community. The biggest problem is that in reality it is the teacher and her students who work together to create an environment suited to everyone's needs.

Neither parents nor students respond well to punitive outcomes whether we are discussing attendance, poor grades, or poor behavior.

Students with chronic attendance issues referred to SARB.

Sent home bimonthly/bilingual newsletters about what was going on at school.

Offered classes to local community members and parents wishing to learn English or get a diploma.

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

Effectiveness of any actions can only be measured accurately when we use equal units of measure. Each student has their own goals, their own path, their own needs. Academic growth is easier to measure, and more readily malleable than school culture, parent involvement, and even student attendance.

During the 2016-17 school year, Panoche Elementary did not emit a positive social aroma. Too much teenage attitude without parental support is a sure recipe for a stressful environment. Going forward, a new plan has to be established.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference

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.

Panoche will have assemblies every other month to celebrate attendance, academic performance, personal goal recognition, and behavioral successes.

Teacher/Principal to introduce and utilize for the 2017-18 school year the Toolbox Project for SEL (Social Emotional Learning.) Teacher to receive training and begin implementation immediately at the start of the new school year.

# Annual Update

LCAP Year Reviewed: 2016-17

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	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

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

#### ACTUAL

School maintained in good repair as evident by FIT report.  
 Some repairs which are needed have not been completed because no vendor could be found to come out to the school. The roof replacement is still awaiting scheduling by the approved contractor.  
 The biggest challenge to any maintenance, even cleaning of the school, is getting anyone to travel the distance out to the school.  
 Teacher created a list of services and appliances needing to be repaired or replaced at the school and the teacher's house.

### 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

Actions/Services

**PLANNED**  
 A. Maintain \$4000.00 in the budget for routine maintenance.  
 B. Analyze current equipment and inventory needs. Review replacement plan for equipment.

**ACTUAL**  
 A. Maintained \$4000. in budget for maintenance.  
 B. Did not do this.  
 C. Created a list of needed maintenance and repairs for both the school building and the teacher's house.

c. Create a system to determine facilities checks that provide insight into maintenance and improvements.

Expenditures

**BUDGETED**

5000-5999: Services And Other Operating Expenditures \$4000

**ESTIMATED ACTUAL**

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

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The teacher evaluated the conditions of the school and the teacher's house, and created a list of needed repairs and replacement for the Panoche School Board. FIT report states roof needs to be replaced, bathroom sink in girls restroom needs replacing. A comprehensive list of needed services has been provided to the Panoche School Board.

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

The goal was written so that monies would be available to make repairs as needed, however, with no service providers willing to come out to our service area, no work was done on Panoche Elementary during the 2016-17 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See above. No actual repairs made. As such a remote school, Panoche has had a difficult time getting workers to come out to bid or to do the jobs needing done. The roofer had a heart attack and so did not get the roof replaced despite approval and budgeting for the replacement.

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.

This goal needs to be maintained and the needs list needs to be maintained, prioritized, and bids sought for all repairs/services on the list.

# Stakeholder Engagement

LCAP Year

 2017–18    2018–19    2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Panoche Elementary School seeks the support of parents and community in decision making, management, and operations for Panoche School District. However, in actuality the Teacher/Principal, the three Panoche School Board members, the students, and one parent are the stakeholders who provide input, along with the local sponsoring district, San Benito County Office of Education.

April 2017: Surveys were sent home to parents with their monthly bilingual newsletter. Of the four families, one parent returned their forms. Surveys were provided to stakeholders, School Board members, community members, and parents of students. All surveys were provided in both English and Spanish.

Students took the appropriate age and grade level CA Healthy Kids Survey. Survey was read aloud in class with students answering as we read through together, 100% of students participated.

Each year the California Healthy Kids Survey (CHKS) provides valuable feedback from students. Survey shows that Social/Emotional learning is the greatest need for all students. Panoche must create an environment that makes students want to attend school, enjoy school. When education is not emphasized at home as a priority, or valued as a goal to be sought after, some students feel school is something they are made to do rather than a vehicle to move forward in life. When some students are allowed to choose to play all day with their parents permission or go to school and struggle to learn, many, if not most students will choose play. Students should be excited to see what new activities we'll be doing each day. Parents, students, and the teacher must work together to change the way education is thought of out here at Panoche elementary. Students assessed with learning style inventories and lesson development altered to suit students' learning needs.

### Parent, Staff, and Community Engagement:

All school board meetings are open forums for discussion, planning, and decision making. Board meetings are held the second Monday evening of each month.

The Panoche School Board met;	July 11, 2016	January 9, 2017
August 8, 2016	February 13, 2017	
September 12, 2016	March 13, 2017	
October 10, 2016	April 10, 2017	
November 14, 2016	May 8, 2017	
December 12, 2016	June 12, 2017	
June 19, 2017		

No foster or homeless students attend Panoche Elementary. 70% of Panoche students are classified low socioeconomic and 70% English Language Learners. Therefore to meet the language needs of all ELL, Reading Eggs/Reading Smart were purchased from Edmentum and implemented throughout the school to enhance students' language development. Informational text was purchased which addresses career options, skills, and the education needed for possible career choices.

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.

Public hearing to preview the LCAP was held June 12th, 2017. Final Approval of the LCAP was held on June 19th, 2017.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

With the identification of student needs, a foundation was established for setting targeted goals for the 2017-18 school year.

Our number one goal for Panoche Elementary is to implement social and emotional learning into all areas of school life. Social and emotional learning involves the processes of development of social and emotional competencies in students. Though the Panoche LCAP has four goals which incorporate academics, behavior, school safety, community involvement, equitable instructional opportunities, and facilities maintenance, a growing body of research links SEL (Social and Emotional Learning) to a more positive school attitude, thus improvement in all areas.

Social and Emotional Learning (SEL) will be central to the success of the students at Panoche Elementary for the 2017-18 school year. Teachers to seek out training in The Toolbox Project for SEL. The Toolbox Project is a research based, community tested, social and emotional learning program. This program will provide tools for the students and the teacher in order to; improve attendance, help students build self-awareness, promote social awareness, and promote self management, and also for how to reach out to the parents. The Toolbox helps empower students to manage their own emotions.

# 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.

New
  Modified
  Unchanged

### 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. 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 curriculum in all aspects of the school environment. Teacher to implement STAR 360 and ST Math for interventions and analysis of student 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  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

School will continue to retain a highly qualified, fully credentialed teacher.  
 Program for SEL learning needs to be implemented.  
 More STEM materials need to be purchased yearly.  
 ELL will use either Reading Smart or Reading Eggs for ELD.  
 Students need to master basic math skills related to their specific grade level while learning to recognize math in the real world.  
 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 apps.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Results K-8 (Including correct Spelling Inventory)	Primary & Intermediate Spelling Inventory	A. 100% of students, K-8, will receive consistent and equitable instructional minutes in Math, Science, Social Studies, and English.	A. 100% of students, K-8, will receive consistent and equitable instructional minutes in Math, Science, Social Studies, and English.	A. 100% of students, K-8, will receive consistent and equitable instructional minutes in Math, Science, Social Studies, and English.
San Diego Quick K-8	Did Not Meet GL Standard 43%			
100-400 Word lists K-3	Met GL Standard 14%			

<p>Reading Fluency CWPM</p> <p>Edmentum Sensei Benchmark Testing K-8 (ELA, Math, Writing)</p> <p>Edmentum Reading Eggs &amp; Reading Smart for ELD K-8</p> <p>Smarter Balance Practice, Training, and Interim tests, Grades 3-8 (CAASPP)</p> <p>SBAC ELA % Standard Met or Exceed</p> <p>SBAC Math % Standard Met or Exceed</p> <p>McLeod Assessment of Reading Comprehension K-8</p> <p>Writing Prompts K-8 (Teacher assigned)</p> <p>CELDT / ELPAC, Annual Data</p> <p>STAR 360; benchmark assessments</p> <p>ST Math, math intervention</p>	<p>Above GL Standard 43%</p> <p>100% of students to reach grade level standard for 2017-18.</p> <p>SBAC ELA Above Standard 17% Met Standard 0 Near Standard 33% Below Standard 50%</p> <p>SBAC Math Above Standard 0 Met Standard 0 Near Standard 17% Below Standard 83%</p> <p>McLeod Assessment of Reading Comprehension Above GL Standard 44% Met GL Standard 0 Near GL Standard 28% Below GL Standard 28%</p> <p>70% of students to meet or exceed grade level standards.</p> <p>CELDT/ELPAC Met yearly progress 20% Near Yearly progress 40% Below Yearly progress 40%</p> <p>No students were reclassified in 2016-17.</p>	<p>B. Individual Learning Plans will be developed for each student.</p> <p>C. ELL students will use Reading Eggs and Reading Smart for ELD daily.</p> <p>D. STAR 360 will be used to assess students academic skill level, weaknesses, and strengths.</p> <p>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.</p> <p>F. All students will work on writing development a minimum of 40 minutes per day.</p> <p>G. All students will work toward proficiency in writing.</p> <p>H. Purchase more STEM materials.</p> <p>J. All students will be reclassified before entering high school.</p> <p>K. 100% of teacher will be highly qualified.</p> <p>L. All students will have sufficient State Common Core aligned materials.</p>	<p>B. Individual Learning Plans will be developed for each student.</p> <p>C. ELL students will use Reading Eggs and Reading Smart for ELD daily.</p> <p>D. STAR 360 will be used to assess students academic skill level, weaknesses, and strengths.</p> <p>E. All students will practice SBAC practice, training, and interim assessments quarterly. 70% of students will meet or exceed standard in ELA. 45% of students to meet or exceed grade level standards in math.</p> <p>F. All students will work on writing development a minimum of 40 minutes per day.</p> <p>G. All students will work toward proficiency in writing.</p> <p>H. All students will be reclassified before entering high school.</p> <p>I. 100% of teacher will be highly qualified.</p> <p>J. All students will have sufficient State Common Core aligned materials.</p>	<p>B. Individual Learning Plans will be developed for each student.</p> <p>C. ELL students will use Reading Eggs and Reading Smart for ELD daily.</p> <p>D. STAR 360 will be used to assess students academic skill level, weaknesses, and strengths.</p> <p>E. All students will practice SBAC practice, training, and interim assessments quarterly. 75% of students will meet or exceed standard in ELA. 50% of students to meet or exceed grade level standards in math.</p> <p>F. All students will work on writing development a minimum of 40 minutes per day.</p> <p>G. All students will work toward proficiency in writing.</p> <p>H. All students will be reclassified before entering high school.</p> <p>I. 100% of teacher will be highly qualified.</p> <p>J. All students will have sufficient State Common Core aligned materials.</p>
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	<p>STAR Benchmark Assessments</p> <p>100% of teacher are highly qualified.</p> <p>All students have sufficient State Common Core aligned materials.</p>			
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**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:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Panoche</u> <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
	<u>Scope of Services</u> <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

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.  
 H. Purchase and implement ST Math for intervention.

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. Research and implement successful regrouping and small group instruction strategies.  
 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 continue use of STAR 360 and ST. Math.  
 G. Investigate new CA ELA CCSS curriculum for possible adoption.

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 careers and college.  
 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 continue use of STAR 360 and ST. Math.  
 G. Investigate new CA CCSS Math curriculum for possible adoption.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$1500.
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Purchase STAR 360 and ST Math

**2018-19**

Amount	\$1500.
Source	LCFF
Budget Reference	4000-4999: Books And Supplies CCSS ELA adoption

**2019-20**

Amount	\$1500.
Source	LCFF
Budget Reference	4000-4999: Books And Supplies CCSS Math adoption

**Action 2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Panoche</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools     Specific Schools:     Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New     Modified     Unchanged

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 effectiveness with the CCSS in math.  
 C. Each intervention student 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.  
 E. All ELL students will use Reading Smart, grades 4-8, or Reading Eggs, grades K-3 no less than 40 minutes per day.  
 F. All students will have access to grade appropriate STEM materials for use weekly.  
 G. Purchase STAR 360 and ST Math for evaluation and intervention.

**2018-19**

New     Modified     Unchanged

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 effectiveness with the CCSS in math.  
 C. Each intervention student 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.  
 E. All ELL students will use Reading Smart, grades 4-8, or Reading Eggs, grades K-3 no less than 40 minutes per day.  
 F. All students will have access to grade appropriate STEM materials for use weekly.  
 G. Students continue use of STAR 360 and ST Math.

**2019-20**

New     Modified     Unchanged

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 effectiveness with the CCSS in math.  
 C. Each intervention student will, with the help of the teacher and the parents establish short and long term goals in academics and behavior.  
 D. All students will have access to grade appropriate STEM materials for use weekly.  
 E. All students continue use of STAR 360 and ST. Math.  
 F. New curriculum to be purchased as needed.

[BUDGETED EXPENDITURES](#)

**2017-18**

Amount	\$2000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures STEM/STAR360

**2018-19**

Amount	\$2000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures STEM/STAR360

**2019-20**

Amount	\$2000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

STEM/CCSS Science or Social Studies text.

Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools: Panoche  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

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 appropriate ELA, Math, and Science standards.  
 D. All student will use the STAR program for skill assessment, grade level competency, and review of student progress.

**2018-19**

New  Modified  Unchanged

Progress Monitoring

A. Develop a formal review of student progress, using all data collected through programs and assessments, every quarter.  
 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 appropriate ELA, Math, and Science standards.  
 D. All student will use the STAR program for skill assessment, grade level competency, and review of student progress.

**2019-20**

New  Modified  Unchanged

Progress Monitoring

A. Develop a formal review of student progress, using all data collected through programs and assessments, every quarter.  
 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 appropriate ELA, Math, and Science standards.  
 D. All student will use the STAR program for skill assessment, grade level competency, and review of student progress.

E. Students will use ST Math for intervention and practice.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$0
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

**2018-19**

Amount	\$0
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

**2019-20**

Amount	\$0.
Source	Base
Budget Reference	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.

New
  Modified
  Unchanged

### 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  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

- a. Teacher to receive training in use and implementation of STAR 360 and ST Math.
- b. Increase availability and accessibility of science materials, kits, and resources. (STEM/STEAM)
- c. Teacher to attend training and implement The Toolbox Project for Social and Emotional Learning.
- d. Attend LCAP meetings and Rural Principal meetings at SBCOE on the 1st and 3rd Wed. each month.
- e. Teacher to receive training in computer literacy for students, especially utilizing Google apps such as Google docs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Specific training for 2017-18 school year. A. 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	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. 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.	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	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

		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.	needed, and order topics aligned to curriculum.  C. Continue implementation of The Toolbox Project for SEL.  D. Teacher to attend Math Talks at SBCOE.	needed, and order topics aligned to curriculum.  C. Continue implementation of The Toolbox Project for SEL.  D. Teacher to attend Math Talks at SBCOE.
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**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:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u>		
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Panoche</u> <input type="checkbox"/> Specific Grade spans:		

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income		
	<u>Scope of Services</u> <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:		

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

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

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

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

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.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$200
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation to meetings at SBCOE

**2018-19**

Amount	\$200
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation

**2019-20**

Amount	\$200
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Panoche</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:



**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**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

**2018-19**

New  Modified  Unchanged

**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

**2019-20**

New  Modified  Unchanged

**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

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$2000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies STEM/Math Textbooks

**2018-19**

Amount	\$2000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies STEM/ELA textbooks

**2019-20**

Amount	\$2000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies STEM/Science or Social Studies textbooks

Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools: Panoche  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

<p><a href="#">Location(s)</a></p>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

**2017-18**

New   
  Modified   
  Unchanged

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

**2018-19**

New   
  Modified   
  Unchanged

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 trainings

**2019-20**

New   
  Modified   
  Unchanged

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 trainings

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$500
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures

**2018-19**

Amount	\$500
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures

**2019-20**

Amount	\$500
Source	Supplemental
Budget Reference	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.

New
  Modified
  Unchanged

### 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  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

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%  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.	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.	<ul style="list-style-type: none"> <li>• Increase average student attendance rate (ADA)by 5%</li> <li>• Maintain suspension rate at/below 0.1%</li> <li>• Maintain expulsion rate at/below 0.1%</li> <li>* Maintain middle school dropout rate of 0%</li> <li>• 100% of students will report feeling safe at school (Healthy Kids Survey)</li> <li>• 100% of parents will be involved in at least one activity during the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase average student attendance rate (ADA)by 5%</li> <li>• Maintain suspension rate at/below 0.1%</li> <li>• Maintain expulsion rate at/below 0.1%</li> <li>* Maintain middle school dropout rate of 0%</li> <li>• 100% of students will report feeling safe at school (Healthy Kids Survey)</li> <li>• 100% of parents will be involved in at least one activity during the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase average student attendance rate (ADA)by 5%</li> <li>• Maintain suspension rate at/below 0.1%</li> <li>• Maintain expulsion rate at/below 0.1%</li> <li>* Maintain middle school dropout rate of 0%</li> <li>• 100% of students will report feeling safe at school (Healthy Kids Survey)</li> <li>• 100% of parents will be involved in at least one activity during the year.</li> </ul>

<p>Parental Involvement: Increase opportunities for parents to become involved</p> <p>Board Involvement</p>	<p>100% of students felt happy at school.</p> <p>33% of parents are involved.</p> <p>60% of students feel HEARD at school, like they have a say in their own learning.</p> <p>100% of students set short and long term goals, and continue to understand themselves as a learner better.</p>	<p>* 100% of parents will participate in a parent survey</p> <ul style="list-style-type: none"> <li>All students will participate in a student survey to voice how and what they want to learn</li> </ul>	<p>* 100% of parents will participate in a parent survey</p> <ul style="list-style-type: none"> <li>All students will participate in a student survey to voice how and what they want to learn</li> </ul>	<p>* 100% of parents will participate in a parent survey</p> <ul style="list-style-type: none"> <li>All students will participate in a student survey to voice how and what they want to learn</li> </ul>
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**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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Panoche</u> <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide            OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

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
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.

**2018-19**

New  Modified  Unchanged

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

1. Coordinate resources
2. Establish system for evaluating effectiveness of programs
3. Evaluate systems and procedures for Student Placement.

**2019-20**

New  Modified  Unchanged

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

1. Coordinate resources
2. Establish system for evaluating effectiveness of programs
3. Evaluate systems and procedures for Student Placement.

**BUDGETED EXPENDITURES**

**2017-18**

Amount: \$500  
 Source: Supplemental and Concentration  
 Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures Charts, posters, attendance awards, gas, etc.

**2018-19**

Amount: \$500  
 Source: Supplemental and Concentration  
 Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures Charts, posters, attendance awards, gas, etc.

**2019-20**

Amount: \$500.  
 Source: Supplemental and Concentration  
 Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures Charts, posters, attendance awards, gas, etc.

Action **2**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)]

Location(s)

All Schools  Specific Schools: Panoche  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

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.

**2018-19**

New  Modified  Unchanged

Student Engagement (administrative Support (referenced in School Climate, above))  
 1. Establish a plan to increase the attendance rate and provide tracking of efforts and regular reporting to the Board  
 2. Analyze current status and create a plan to reduce truancy and chronic absences

**2019-20**

New  Modified  Unchanged

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**

**2017-18**

Amount \$200  
 Source Supplemental and Concentration  
 Budget Reference 4000-4999: Books And Supplies

**2018-19**

Amount \$200  
 Source Supplemental and Concentration  
 Budget Reference 4000-4999: Books And Supplies

**2019-20**

Amount \$200  
 Source Supplemental and Concentration  
 Budget Reference 4000-4999: Books And Supplies

Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools: Panoche  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

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.

**2018-19**

New  Modified  Unchanged

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. 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.

**2019-20**

New  Modified  Unchanged

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. 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

**2017-18**

Amount \$500

**2018-19**

Amount \$500

**2019-20**

Amount \$500.

Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies



# 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.

New
  Modified
  Unchanged

### Goal 4

Ensure equitable and well maintained facilities

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

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.  
 Bathrooms still need repairs.

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.  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.	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.	<ul style="list-style-type: none"> <li>Maintain facilities in good repair as reflected in the FIT Annual report.</li> </ul> Royal Flush to come and repair or replace broken bathroom items.  Roof needs to be replaced prior to winter.  Clean carpet.  Pest Control monthly	<ul style="list-style-type: none"> <li>Maintain facilities in good repair as reflected in the FIT Annual report.</li> </ul> Clean carpet. Pest Control monthly.	Maintain facilities in good repair as reflected in the FIT Annual report. Clean carpet. Pest Control monthly.

<p>Picnic tables and playground equipment cleaned of bird droppings as needed.</p> <p>Clark Pest Control to start again as the pest control at Panoche.</p>	<p>6. Monthly spraying for pests, and traps for rodents until under control.</p>			
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**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:**

<p><u>Students to be Served</u></p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u></p>
<p><u>Location(s)</u></p>	<p><input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Panoche</u> <input type="checkbox"/> Specific Grade spans:</p>

OR

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

<p><u>Students to be Served</u></p>	<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income</p>
<p><u>Scope of Services</u></p>	<p><input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)</p>
<p><u>Location(s)</u></p>	<p><input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:</p>

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

1. Maintain \$4000.00 in the budget for routine maintenance.  
 2. Analyze current equipment and inventory needs. Review replacement plan for equipment.

**2018-19**

New  Modified  Unchanged

A. Maintain \$4000.00 in the budget for routine maintenance.  
 B. Analyze current equipment and inventory needs. Review replacement plan for equipment.

**2019-20**

New  Modified  Unchanged

A. Maintain \$4000.00 in the budget for routine maintenance.  
 B. Analyze current equipment and inventory needs. Review replacement plan for equipment.

3. Create a system to determine facilities checks that provide insight into maintenance and improvements.

C. Using lists provided by the Teacher/Principal, School Board will make plans for repairs and replacement as needed.

C. Using lists provided by the Teacher/Principal, School Board will make plans for repairs and replacement as needed.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$4000
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Deferred maintenance.

**2018-19**

Amount	\$4000
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Deferred maintenance.

**2019-20**

Amount	\$4000.
Source	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Deferred maintenance.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

 2017–18    2018–19    2019–20

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](#)).

100% of English Language Learners continue to increase in English proficiency every year. Though all students are growing in their knowledge and understanding of English, only 20% reached the goal set for re-designation, the other students improved in basic vocabulary but still aren't making sufficient growth in Academic Vocabulary. However, the greatest need for all students is development in the writing process, with all the nuances necessary to write grade level documents in English. Considering these areas of weakness, everyday will begin with writing, modeled writing, interactive writing, poetry, essays, argumentation, narrative writing, etc.

Students with special needs receive one on one assistance each day in order to catch up on skills development, practice, and especially reading. Since these students are new to the Panoche District, and they were found to be several years below grade level in all academic areas. The Teacher/Principal, provides ELA and Math hands on activities, reads assignments with/for students, and works with them on memorization of necessary facts. Star 360, ST Math and Informational texts were purchased to be used to address specific academic areas.

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## 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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto: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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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. 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

#### **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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**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 mark “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 selecting “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:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” 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.
- Check “Unchanged” 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 check “Unchanged” 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - 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 UC or 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 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. A broad course of study including courses described under 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	26,900.00	4,300.00	11,400.00	11,400.00	11,400.00	34,200.00
	20,400.00	0.00	0.00	0.00	0.00	0.00
Base	500.00	200.00	500.00	500.00	500.00	1,500.00
LCFF	0.00	0.00	1,500.00	1,500.00	1,500.00	4,500.00
Other	0.00	1,400.00	4,000.00	4,000.00	4,000.00	12,000.00
Supplemental	500.00	1,600.00	500.00	500.00	500.00	1,500.00
Supplemental and Concentration	5,500.00	1,100.00	4,900.00	4,900.00	4,900.00	14,700.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	26,900.00	4,300.00	11,400.00	11,400.00	11,400.00	34,200.00
4000-4999: Books And Supplies	7,900.00	1,600.00	4,200.00	4,200.00	4,200.00	12,600.00
5000-5999: Services And Other Operating Expenditures	12,500.00	1,100.00	4,700.00	4,700.00	700.00	10,100.00
5800: Professional/Consulting Services And Operating Expenditures	6,500.00	1,600.00	2,500.00	2,500.00	6,500.00	11,500.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	26,900.00	4,300.00	11,400.00	11,400.00	11,400.00	34,200.00
4000-4999: Books And Supplies		7,900.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	200.00	500.00	500.00	500.00	1,500.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	1,500.00	1,500.00	1,500.00	4,500.00
4000-4999: Books And Supplies	Other	0.00	1,400.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	2,200.00	2,200.00	2,200.00	6,600.00
5000-5999: Services And Other Operating Expenditures		12,500.00	0.00	0.00	0.00	0.00	0.00
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	Other	0.00	0.00	4,000.00	4,000.00	0.00	8,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	500.00	500.00	500.00	1,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	1,100.00	200.00	200.00	200.00	600.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	500.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	4,000.00	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	500.00	1,600.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	5,500.00	0.00	2,500.00	2,500.00	2,500.00	7,500.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	3,500.00	3,500.00	3,500.00	10,500.00
<b>Goal 2</b>	2,700.00	2,700.00	2,700.00	8,100.00
<b>Goal 3</b>	1,200.00	1,200.00	1,200.00	3,600.00
<b>Goal 4</b>	4,000.00	4,000.00	4,000.00	12,000.00

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